

ISD #314
Isanti, Pine, Chisago,
& Kanabec Counties
Braham, MN 55006

AGENDA
REGULAR SCHOOL BOARD MEETING
Monday, November 20, 2017
7:00 pm – BAHS Community Room

1. Regular meeting called to order by Chair. Pledge of Allegiance
2. Adopt Agenda
3. Consent Agenda:
 - a. Approve the minutes of the October 16th Regular and the November 13th Special School Board meetings.
 - b. Approve the November bills.
 - c. Review and accept the November Treasurer's report.
 - d. Personnel
 - e. Enrollment
4. Acknowledgement of Donations or Contributions
5. Open Forum
6. Presentation by PLC Leadership Team
7. Review and consider the FY17 Audit Report from Burkhardt and Burkhardt.
8. Review Elementary Principal's report.
9. Review High School Principal - Activities Director report
10. Review Community Ed report.
11. Superintendent's Report
12. Acknowledge Braham "HONORS" Recipients.
13. Review Student Council Representative's report.
14. School Board members' reports/updates.
15. Consider approval of Activities Handbook Changes.
16. Review the proposed 2018-2019 School Calendar.
17. Consider Approval of the World's Best WorkForce 2016-2017 summary. - Page 17
18. Consider Approval of the World's Best WorkForce 2017-18 plan. - Page 22
19. Consider approval of MOU with BEA for teacher on special assignment.
20. Consider Resolution Filling School Board Vacancy by Appointment.
21. Consider THIRD reading of three MSBA policies. - Page 36
22. Consider cycle review of district policies for adoption. - Page 52
23. Consider authorizing calling/advertising for bids for student transportation.
24. Reminder of the December Truth-In-Taxation and School Board meeting.
25. Reminder of the December 18th Regular school board meeting.
26. Adjourn

1. Meeting called to order by Chair. Pledge of Allegiance.

Roll Call.

2. Adopt agenda.

3. Consent Agenda:

- a. Approve the minutes of the October 16th Regular and the November 13th Special School Board meetings.

Ind. School District No. 314
Isanti, Pine, Chisago & Kanabec Counties
Braham, MN 55006

Regular School Board Meeting
Monday, October 16, 2017
7:00 pm – BAHS Community Room

The regular school board meeting was called to order by Chair Steven Eklund at 7:00 p.m. The Pledge of Allegiance was recited.

Members present: S. Eklund, M. Thompson, T. Cuda, A. Londgren, R. Hughes, Supt. Gagner, and Student A. Kurvers.

Members absent: - A. Flowers, J. Paitl

Motion by A. Londgren, second by R. Hughes to adopt the agenda as printed. Carried.

Motion by M. Thompson, second by A. Londgren to approve the minutes of the September 18, 2017 Regular meeting, approve the October bills \$189,414.19; accept the October Treasurer’s report, and review the enrollment analysis. The board accepted the resignations of: 1) Jan Sundermeyer, Elem 1:1 Special Ed para, effective Sept. 21, 2017; and, 2) Kayla Richmond, Title One Para, effective the beginning of the 2017-18 school year. The board approved the following: 1) Melinda Husnick, an \$80 increase of her one time payment; 2) Shawna Bobo as the special ed van support para 10 hours per week. Her start date was Oct. 10, 2017. She will be paid at Step 1 of the para contract; 3) Sue Stigen as the lunchroom-recess para 7.5 hours per week. Her start date was Sept. 12, 2017. She will be paid at Step 1 of the para contract; 4) Stephanie Thomas corrected hours are 6.5 hours per day from 8 a.m. to 3 p.m. effective Sept. 5, 2017. 5) Becky Swanson as the Geography Bee Coordinator. Her start date was Sept 21, 2017. She will be paid per the C-schedule. 6) Kim Beidleman as the Spelling Bee Coordinator. Her start date was Sept. 21, 2017. She will be paid per the C-schedule. 7) Beth Stone’s lane advancement from MA+15 to MA+30. Her 2017-18 salary will be based on MA+30, Step 11. Carried

Motion by R. Hughes, second by T. Cuda to acknowledge the October 2017 donations for the purposes requested: for BAES students \$120 value in backpacks and lunch boxes from Sandy White; for Dallas Brass Concert \$500 from an

Anonymous donor and \$500 from the Braham Moose Lodge #1544; for athletics and PE dept. a Peabody home gym \$400 value from Craig Hammond; for German Club trip \$250 from Grandy Lions; for track & field shot put, disc and bag from Samantha Dahlman; for BAHS music dept 2 pianos value of \$1,000 from Piano Movers Extraordinaire; for VoAg & IT Dept a 4' x 8' CNC router value of \$10,000 from Brad Flaherty and two windows laptop computers a value of \$800 from Cory Perrett. Carried.

Nothing was addressed under Open Forum

JeanAnn Mattson presented on behalf of the 1st grade PLC. Their PLC is concentrating on student assessments. They will stress word rhyming, segmenting and decoding for reading using FAST. aMath helps the students to graph their progress in math to visualize growth.

Principal Eklund reviewed his written report. Thank you to the Braham Fire Dept. for their work with the students about fire prevention. Congratulations to Jan Strohkirch for being chosen as the T.E.A.M. award winner for October. She is the first contact for families at the elementary and a real "go-to" person for the K-4 staff. Banners will be going up proclaiming Braham Elementary School as a "School of Excellence". There will be a small celebration in November and a BIG spring celebration.

Principal/AD Kuhnke reviewed his written report. Congratulations to Homecoming King Joe Beaulieu and Queen Mackenzie Warner. Thank you to Tammi Johnson and the student council for all their work lining up homecoming activities. Winter sports will kick off in November for Boys' & Girls' Basketball and Wrestling. Jr High Girls' basketball will start January 4, 2018. Congratulations to the football team as the NE Silver District champions.

The Community Ed report was reviewed. 40 students were screened for early childhood on Oct. 5. The Community Ed Advisory will be joining the BEPO meetings in hopes of keeping involved with the needs of BAES students.

Supt. Gagner reviewed his written report. In the 2014-15 year thirty-five students earned 230 college credits; in 2015-16 forty-five students earned 158 college credits; and, in 2016-17 thirty-two students earned 304 college credits from the U of MN. Youth First Club will not be offered to Braham students this year due to reductions in federal funding. The Community Partnership, based in North Branch, will continue to search for ways to fund this program for the students. He also attended Cambridge Medical Center Community Engagement Council, SEE General Membership, ECMECC Operating Committee, RRSEC Executive Council, Braham Chamber and Isanti County Corrections Advisory Board meetings.

Supt. Gagner congratulated the following staff, students, and community members for their accomplishments as "Braham HONORS" recipients. They are: Dana Hendren, Nickie Nelson, Tammi Johnson, Tracy Fix, Darwin & Marlene Nelson, Amie Shockman, Megan Allerton, Emily Anderson, Melissa Farrand, Jessica Lindgren, Mariah Marline, Candice Martin, Rick Peterson, Angela Pohl, Kaitlyn VanGuilder, Comfort Ahvit, Paige Cleasby, Bryana Damjanovich, Paula McKellar, Lillian Nsbugba, Kelli Pearson, Jordana Yotter, Frank Zalar, Mariah Phillips, Megan Tanner, Elayne Beehler, and the Braham Fire Dept.

Alex Kurvers, Student Council representative, reported they will be hosting an American Red Cross blood drive on Tues. November 28 from noon - 6 p.m. in C100. They will continue with their mentor program for 7th and 8th grade students, recycling efforts and announcements.

School board members attended various events including: World's Best WorkForce meeting, football and volleyball

games, Safe Routes to School meeting, SCRED legislative forum, and the SEE meeting.

Motion by A. Londgren, second by R. Hughes to approve the resolution Supporting the Application to MSHSL Foundation. Carried

Motion by M. Thompson, second by T. Cuda to award the land lease agreement on the school owned farm property, 4.3 acres for the 2018 contract season to Michael C. Dennis, Jr., with the top bid of \$322.50 which is \$75/acre. Carried.

Motion by R. Hughes, second by T. Cuda to approve the Instructional Staff and Support Staff Seniority Lists for 2017-18. Carried

Motion by M. Thompson, second by A. Londgren to ratify the 2017-2019 BEA Teacher's Contact. Carried.

Motion by R. Hughes, second by T. Cuda to ratify the 2017-2019 work agreements for: J. Patzoldt, Business Mngr; M. Sward, Payroll/MARSS Clerk; C. Gelle, Supt. Secretary; J. Campbell, District Head Custodian; D. Bryant, Food Service Dir.; J. Bendickson and B. Hesselroth, part-time school nurses; and, S. Stigen, Special Ed van driver. Carried

Motion by T. Cuda, second by R. Hughes to approve the following trip requests: 1) FFA to the FFA state convention in April 2018; 2) SuperMileage team to the Shell Eco-Marathon in California in April 2018; and, SuperMileage team to compete at the Brainerd International Speedway in May 2018. All funds are raised through fundraising. Carried.

Motion by A. Londgren, second by R. Hughes to approve the annual MDE Assurance of Compliance report. Carried.

Motion by M. Thompson, second by A. Londgren to approve the Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours during which the Polling Places will Remain Open for Voting for School District Elections not held on the Day of a Statewide Election. A copy of said resolution shall become part of the official minutes. Carried.

Motion by T. Cuda, second by R. Hughes to adopt policy #506 - Student Discipline. Carried.

Second reading of MSBA updated policies: #614 - Testing Plan and Procedures; #620 - Credit for Learning; and, #903 - Visitors to School District Buildings and Sites.

Motion by M. Thompson, second by A. Londgren to adopt the following policies up for cycle review: #417 - Chemical Use & Abuse and #624 - Online Learning Options. Carried

Motion by T. Cuda, second by A. Londgren to set a Special School Board meeting on Monday, Nov. 13, 2017, at 8:00 a.m. to canvass the Nov. 7, 2017 school board election results in B100 - Community Room. Carried.

The following announcement was made by Chair Steve Eklund: **Ind. School District #314's Truth-In-Taxation Public Hearing will be set as an agenda item at the regular December school board meeting that will be held on Monday, December 18th, 8:15 p.m. in the BAHS Community Rm.**

Chair Eklund reminded all present of the Regular School Board meeting to be held on Monday, Nov. 20, 2017, at 7:00 p.m. in B100 - Community Room.

Motion by T. Cuda, second by R. Hughes to adjourn the meeting. Chair Eklund adjourned the meeting at 7:37 p.m.

Attest: _____
Allison Londgren, Clerk

Attest: _____
Steven Eklund, Chair

Ind. School Dist. No. 314
Isanti, Pine, Chisago &
Kanabec Counties
Braham, MN 55006

Special School Board Meeting
Monday, November 13, 2017
8:00 a.m.. - BAHS Community Room

The Special meeting was called to order by Chair Steve Eklund at 8:00 a.m.
The Pledge of Allegiance was recited.

Members present: S. Eklund, R. Hughes, A. Londgren, T. Cuda, M. Thompson, Supt. K. Gagner and Student Rep A. Kurvers. Members absent: A. Flowers

Motion by A. Londgren, second by R. Hughes to adopt the agenda as printed. Carried.

Following review of the Election Judges' Abstract and Return of Votes Cast, motion by T. Cuda, second by A. Londgren to adopt the Resolution Canvassing the Returns of Votes of the November 7th, 2017 School Board Member General and Special Election. Carried. A copy of said resolution shall be a part of the official minutes.

Following the canvassing of the returns of the November 7th School Board Member election, motion by R. Hughes, second by M. Thompson to adopt the Resolution Authorizing Issuance of Certificates of Election. Carried. A copy of said resolution shall be a part of the official minutes.

Motion by M. Thompson, second by T. Cuda to accept the resignation of John Pait, school board member effective October 16, 2017. Carried

Motion by A. Londgren. second by R. Hughes to adjourn the meeting.

Chair Eklund adjourned the special school board meeting at 8:02 a.m.

Attest: _____
Allison Londgren, Clerk

Attest: _____
Steve Eklund, Chair

- b. Approve the November bills.
- c. Review and accept the November Treasurer's report.

d. Enrollment Analysis

| | Sep 12 | Oct 2 | Nov 1 |
|------------------|------------|------------|------------|
| | | | |
| K | 53 | 53 | 54 |
| 1 | 63 | 63 | 64 |
| 2 | 65 | 65 | 68 |
| 3 | 46 | 46 | 45 |
| 4 | 64 | 63 | 64 |
| | | | |
| 5 | 51 | 52 | 54 |
| 6 | 65 | 64 | 64 |
| 7 | 56 | 56 | 59 |
| 8 | 49 | 49 | 48 |
| | | | |
| 9 | 64 | 62 | 63 |
| 10 | 48 | 50 | 46 |
| 11 | 49 | 49 | 48 |
| 12 | 53 | 52 | 52 |
| | | | |
| K - 12 | | | |
| Sub-Total | 726 | 724 | 730 |
| | | | |
| ECSE | 17 | 19 | 19 |
| | | | |
| TOTAL | | | |
| K - 12 | | | |
| plus | | | |
| ECSE | 743 | 743 | 749 |

e. Personnel

RESIGNATION

Cindy Ledford, high school head cook, has submitted her letter of resignation effective December 14, 2017. Cindy has been with the district since December 2006.

RECOMMENDATIONS

Andrew Shaw, change to his position title from early childhood family education teacher to community pre-school teacher. This is retroactive to the start of the 17-18 school year. He will continue at his current rate of pay.

Ellen McKinney, special ed para, had her hours increased from 6.25 hours per day to 6.5 hours per day effective Oct. 23, 2017.

4. Acknowledgement of Donations or Contributions

Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, the Superintendent recommends the following resolution:

"BE IT RESOLVED by the School Board of Independent School District No.314 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors."

| Donor | Item and/or Amount | Purpose |
|--------------|-------------------------------|----------------|
|--------------|-------------------------------|----------------|

| | | |
|---------------------------------------|------------|--|
| Target Corporation | \$85.00 | High School needs |
| Target Corporation | \$15.00 | High School needs |
| Gordon Stone | \$1,000.00 | Football |
| | | |
| Ogilvie Lions | \$1,000.00 | Dallas Brass Concert |
| Anonymous | \$500.00 | Dallas Brass Concert |
| Grandy Community Center | \$300.00 | German Club Trip |
| Grandy Lions | \$250.00 | German Club trip |
| Cynthia Maas | \$200.00 | German Club trip |
| Grandy Lions | \$500.00 | Clay & Paint for art class for Empty Bowls |
| Grandy Lions | \$2,000.00 | SuperMileage car |
| Drive America | \$1,000.00 | SuperMileage car |
| Braham Motor Service | \$100.00 | SuperMileage car |
| Anonymous | \$400.00 | BAES Climbing Wall |
| ECE Energy Trust - Operation Round-Up | \$2,000.00 | BAES Climbing Wall |
| ECE Energy Trust - Operation Round-Up | \$3,000.00 | BAES Pre-School |
| Royal Neighbors of Grasston | \$150.00 | Softball trip |
| Braham Ev Lutheran Church | \$318.11 | School Supplies for ISD #314 |
| Ken and Jill Gagner | \$800.00 | District needs |

5. Open Forum.

6. Presentation by PLC Leadership Team. -

Andrea DeRushia will present on behalf of the 2nd Grade PLC Team.

7. Review and consider the FY17 Audit Report from Burkhardt and Burkhardt.

Auditors from Burkhardt and Burkhardt will be present at this evening's meeting to review the FY17 School District Audit Report. Acceptance of the FY17 Audit will be at the December Regular Board meeting.

8. Review Elementary Principal's report.

**Braham Area Elementary
November 2017 Board Report**

1. **Conferences**
 - HUGE success!
 - Thank you to our staff for the extra hours put in.
 - Thank you to BEPO for the meal!
2. **Staff Lounge**
 - Thanks to BEPO for updating our staff lounge.
 - We are incredibly lucky to have your support!
3. **Little Library**
 - Thank you to Jen Lundin and her 3rd (now 4th grade students) for the work they put in on the Little Library. This is located on the south side of the building by the playground. Take a book/give a book!
4. **School of Excellence**
 - Celebration November 17
 - All school celebration May 22.
5. **Technology**
 - Twitter and class Dojo have been GREAT tools used for communication
 - Teachers have been using Google Expeditions to take their students on virtual field trips.
6. **Veteran's Day**
 - One of our favorite days of the year
 - Thank you to JeanAnn Mattson and Kim Halvorson for organizing this great event
 - Thank you to Jeff Campbell and Marlys Carlson for last minute help!
7. **Halloween Party**
 - Thank you to Jonelle Klemz for her HOURS of work!
 - Over 400 kids went through the doors!!!
8. **Congratulations to JeanAnn Mattson and Kim Halvorson! They are our Elementary T.E.A.M. (Together Everyone Achieves More) Award winners**
 - Mrs. Mattson and Mrs. Halvorson organized our Veteran's Day program this year. Thank you for involving so many students in our program. Every year our Veterans are incredibly thankful for being recognized on this special day! Thank you!
 -

9. **Review High School Principal - Activities Director report.**

**Principal / Activities Director
School Board Report
November 20, 2017**

1. Congratulations to our teacher nominated October students of the month: Grade 8: Molly Gries, Jonah Johnson, John Mankie, Bryce Pierson and Abigail Taylor. Grade 9: Michael Hackler and Alyssa Leavey. Grade 11: Hailey Becker, Sierra Giffrow, Devin Shellito and Helena Vazquez. Grade 12: Amelia Fiedler, Alexis Hasser, Alex Kurvers (x 2), Tyler Lancrain, JR Magers, Weston Maslow, Zach Zierden and Josh Zimpel.

2. I have been involved in several teacher observations, I have been very impressed with the teaching and learning we have going on in our classrooms!
3. We had a very nice turnout of Veterans at our Veteran's Day Lunch at the High School. The students enjoyed the experience of engaging in conversations with the veterans that were present. Also, thank you to Donna Bryant and the entire food service department for decorating the lunchroom and for providing a hearty meal!
4. Parent Teacher Conferences were held on November 9 and 14 from 3:30 – 7:30 p.m. We are in the process of tallying the overall attendance at the HS level.
5. We have a guest speaker coming in on November 30 from 12:30 - 1:30 to speak to our students in grades 9-12. A quick summary regarding the purpose of the visit: Sarah Panzau Evans will share her deeply personal presentation which describes how she nearly lost her life to poor decisions about alcohol, but subsequently discovered a new purpose in preventing young adults from repeating her mistakes.
6. Congratulations to all of our fall activities for their successful seasons.
 - a. Cody Callahan and Calvin Engberg won all conference awards for our Cross Country team.
 - b. Our Volleyball team lost in the Subsection Semifinals to Onamia. The girls finished the year with a 16-13 record.
 - c. Our Football team lost in the State Class A Quarterfinals to Ada Borup - Norman County West 29-20. The Guys finished the year with an 10-1 record and were also Northeast District Football Champions as well as Section 7A Champions. This is the fifth state tournament appearance in a row and the sixth appearance in the last seven years.
7. All Varsity Fall Schedules are finalized for 2018.
8. I am very proud to announce Ms. Emma Downing as our EXCEL Award winner. This is awarded annually to a junior for their Excellence in Community, Education and Leadership.
9. AAA applications were accepted through November 15.
10. The fall musical finished with their last of five performances on Sunday, November 19. I thought the performances were fantastic! I have also heard many positive comments from the directors, students and community. As you well know, a lot of time, effort, and energy go into making these performances possible. Congratulations to the students and staff in the production of these wonderful performances!
11. Currently our JH Boys Basketball season and Varsity/JV/C Girls Basketball seasons are well underway. Varsity/JV/C Boys Basketball and Wrestling start tonight.
12. Winter participation numbers will be available for your review at the next meeting.

Respectfully Submitted, Shawn Kuhnke

10. Review Community Ed report.

Nov. 2017 School Board Report from Community Education

Community Ed Classes are moving right along in our Fall Session. Driver's Ed had 22 students for our Fall session. Youth Zumba had 23 students and Yoga, which is currently in session, has 13 students. We are currently booking classes for our Winter/ Spring Classes. If anyone would be interested in teaching any Community Ed. Classes, feel free to contact the Community Ed. Office, 396-5218.

The Community Ed. Office is working to get B.A.S.K. payments & weekly registrations on line, starting Jan.1st. Early Childhood has been busy with Story Time & Open Play.

11. Superintendent's report.

1. RRSEC Governing Board meeting highlights - Oct. 24:

- 2017-2018 Governing Board Officers elected:
 - Chair: Heidi Sprandel (Cambridge-Isanti)
 - Vice-Chair: Mike Thompson (Braham)
 - Clerk: Robert Jensen (Ogilvie)
- Lease levy cost charged to Braham for FY '17 was \$29,438; about \$14,000 less than FY '16
- Fiscal audit (MDE) is in progress. Braham and Isle were selected for on-site reviews. Director Tanya Tacker plans to be in our district during the actual visits.

2. Grandy Lions meeting highlights - Nov. 6:

- The MN Gambling Control Board awarded the Grandy Lions their first ever five star rating (highest possible) for spending funds on lawful purposeful expenditures. The Lions had gross receipts of over 1.6 million dollars, of which over 1.3 million was awarded in prize money. Of the net profit, over \$80,000 was distributed to charities and \$70,000+ was paid out in taxes.
- Several donations were made including \$2,000 to the Braham Boy Scouts and \$5,000 to the Braham Education Foundation.

3. Isanti County Children's Collaborative meeting highlights - Nov. 13:

- Presentation on ACES (Adverse Childhood Experiences). Childhood trauma is shown to be a significant risk factor influencing both emotional and physical health. The collaborative will be providing future training and considering action items.
- Preliminary budget for '18-'19 was approved. This includes \$24,205 for ISD #314 to use in chemical dependency prevention activities (we currently contract with Teen Focus for a part time CD counselor).

4. Braham Chamber meeting highlights - Nov. 14:

- Braham Education Foundation presentation - Tim Nelson
- 'Holiday Lights for Braham Nights' Christmas promotion - looking for more participation!
- Braham Business Expo date set - May 3, 2018

5. Allina Health Community Engagement Council meeting highlights - Nov. 14:

- Information presented on Neighborhood Health Connection grant - district may apply

- Review of Accountable Health Communities Grant; Allina Health was one of 32 agencies in the US to receive this funding designed to better serve Medicare and Medicaid eligible patients.
- Update on tobacco prevention efforts. I am connecting applicable staff/groups with resources:
 - ‘Tar Wars’ - grade 5
 - Interactive presentation on all things tobacco - grade 10
 - E-cigs, What parents need to know! - BEPO

6. Hats Off to the wonderful staff at Braham Area Schools. While we are always grateful for the hard working and caring folks of ISD 314, we want to especially recognize their work as part of **American Education Week, Nov. 13-17.**

7. The **boys varsity locker room is undergoing a major renovation** (new lockers, new stall dividers, base tile replacement in the shower, touch up painting, and all new light fixtures). This planned event utilized resources from LTFM and Fund 6. Work is expected to be completed by November 26.

12. Acknowledge Braham “HONORS” Recipients.

| | |
|---|---|
| <p>Mary Adam, Jeff Eklund, Bob Hughes, Shawn Kuhnke, Steve Eklund, Ken Lindgren, Allison Londgren, Trina Olson, Mike Thompson, Alex Kurvers, Luke Becker, Chris Grote, Tammi Johnson, Becky Swanson, Jonelle Klemz, Lori Auers, Megan Gruba, Amelia Fiedler</p> | <p>Braham Area School District #314 would like to recognize you for your contributions in updating the World's Best Workforce plan. Districts with a clear purpose and commitment to achievement have higher success rates and we sincerely thank you for being part of this critical process.</p> |
| <p>Jason Cline, Aitkin Athletic Director</p> | <p>Braham Area Schools would like to recognize the Aitkin School District and community for going above and beyond the call of duty in response to a medical emergency on the evening of Oct. 16, 2017. The kind words and actions were sincerely appreciated and left our coaches, players, and fans feeling supported on a difficult evening. Thanks!</p> |
| <p>Michael Levine, Buddy Deshler, Garrett Kleim, Juan Berrios, Ryan Christianson, Paul Carlson, Adrian Valderrama, Bryan Johnson</p> | <p>Braham Area School District #314 would like to recognize you for all the work you put into making the "Dallas Brass Concert" such a wonderful experience for the students and communities of Braham and Ogilvie. We are sure that your efforts enticed and encouraged the band students from both schools to perform at their best! Thank you!</p> |
| <p>Jonelle Klemz</p> | <p>Braham Area School District #314 would like to recognize you for your leadership in planning the 25th Annual Community Halloween Party. You, along with all those you recruited to help, created a safe environment filled with fun for the youth of Braham. Your efforts are appreciated!</p> |

| | |
|--|--|
| Shawn Kuhnke, Chris Grote, Ryan Ferrin, Alex Sundly, Jay Sparling, Aitor Leniz | Braham Area School District #314 would like to recognize you for your contribution in earning the 2017 Section 7A Silver District Championship and a 5th consecutive trip to the MN State High School League Football Tournament. Students involved in quality extra curricular programming have high rates of success beyond high school. Your leadership and commitment to excellence makes a difference. Congratulations! |
| Marion Larson, Sharon Gudilias, Maddie Altendorf, Kyla Rippey, Maddie Nelson, Alexis Hasser, Grace Schultz, JR Mager | Braham Area School District #314 would like to thank you for volunteering to "meet and greet" the voters of the district on election day November 7, 2017. Your welcoming and helping the voters is greatly appreciated! |
| Shawn Kuhnke | Braham Area School District #314 would like to offer our congratulations on earning the Minnesota Viking's Coach of the Week award for Oct. 30 - Nov. 3, 2017. Your positive leadership and commitment to excellence make a difference in the lives of our students. You are appreciated! |
| Connie Gelle | Braham Area School District #314 would like to recognize you for your careful planning and attention to detail to ensure a successful school board election process. In addition to your normal workload, we know you spent countless hours on this task and we want you to understand that your work is truly appreciated! |
| Bryan Johnson, Tracy Fix, Karl Fix, Nancy VanderHeyden, Andrea Downing, Darwin Nelson, Mike Williams, Chloe Forslund, Dan Downing, Susan Severson, Julie Anderson, Kathy Olson, Roberta Kopel, Katie Kuhnshier, Jenna Wicklund | Braham Area School District #314 would like to recognize you for your contribution towards the 2017 production of 'Shrek'. Students involved in quality extracurricular programming have high rates of success beyond high school and your leadership and commitment to excellence makes a difference. Congratulations! |
| JeanAnn Mattson, Kim Halvorson, Donna Bryant, Jeff Campbell, Marlys Carlson | Braham Area School District #314 would like to recognize you for your leadership and/or service regarding the 2017 Veteran's Day Program. It was a wonderful event to honor these fine individuals. Your work is appreciated. |

13. Review Student Council Representative's report. -

**BAHS Student Council
School Board Report
November 2017**

October and the beginning of November have been eventful months for our student council group.

Homecoming 2017: This year's homecoming was a success. Between the activities and the dance, it was all laid out perfectly. Our royalty this year was Joe Beaulieu and Mackenzie Warner. We have some new

ideas for next year. This might include a parade in town, with floats designed by each grade. Everyone in our group thought this was a good idea.

World's Best Workforce & Student Leadership Workshop: The World's Best Workforce committee meeting was a good meeting. Students met with Mr. Gagner and talked about how the school is doing in the community. The Student Leadership Workshop also went well. At this workshop, students learned and talked about being leaders in our community.

Mentor Program: The mentor program is going well, and the meetings are held on the first Monday of the month as usual. These mentors are from grades ten through twelve, and they mentor students in seventh or eighth grade.

WE Day: On November 8th our group, along with some National Honor Society members, attended the annual WE Day at the Xcel Energy Center in St. Paul. Our group was inspired by the speakers, and had a good experience overall.

Blood Drive: Our group is hosting a Blood Drive on November 28th at the high school in C100. It opens at noon and closes at 6pm. We are also having a potluck for the workers. Everyone in our group is finding someone to donate blood. We also hung posters and flyers around town.

Bake Sale: During conferences on November 9th, our group had a bake sale at the Elementary and High School. There was a better outcome at the Elementary. We are planning to hold another bake sale during spring conferences at the Elementary.

Veterans Day: On November 10th, we had volunteers from our group help welcome local veterans into our school. They ate lunch with the students, and talked about their experience serving our country.

Fall / Winter Service Project: This year we are changing up the usual Thanksgiving Food Basket. As a replacement, we are making hygiene product baskets instead. These baskets will include soaps, razors, deodorants, and other various items. We will also include non-perishable food items. These items will remain at the High School for students in need.

Santa Day: The scheduled Santa Day this year is December 9th. This event will be held at the Braham Event Center. We will once again assist with photos.

Recycling and Announcements: As always, we will continue to collect recycling and read announcements and the Pledge of Allegiance on Fridays.

Report submitted by,
Abby Olson, Co-Secretary

14. School Board members' reports/updates.

15. Consider approval of Activities Handbook Changes.

Principal / AD Kuhnke is requesting the addition of these two forms, Director Evaluation of Support Staff and Director Evaluation of Fine Arts / Co-Curricular Staff, to the Activities handbook.

DIRECTOR EVALUATION OF FINE ARTS / CO-CURRICULAR STAFF

(Spelling Bee, Math Masters, Geography Bee, FFA, Senior Advisors, Prom Advisor, Student Council, Yearbook, Summer Band, Jazz Band, Echelon, Pep Band, Speech, Weight Training, Academic Bowl)

(This form is used by the Activity Director to evaluate the above-mentioned directors/supervisors)
 Beginning staff member will be evaluated every year for 3 years.
 After that, the staff member will be evaluated once every 3 years.

Activity: _____ Staff Person _____

| | Effective | Needs Improvement | Unsatisfactory |
|---|-----------|-------------------|----------------|
| 1. Meets all necessary timelines. | | | |
| 2. Knowledge of activity. | | | |
| 3. Supervision of participants. | | | |
| 4. Rapport between director, other staff members and participants. | | | |
| 5. Has been financially responsible with the budget within this activity. | | | |
| 6. Actively promotes program and works to recruit/retain membership | | | |
| Comments: | | | |

Circle One:

Effective – To be recommended for continued assignment.

Needs Improvement: - To be recommend for reassignment, provided an understanding can be reached in areas where improvement is suggested

Unsatisfactory – Not to be recommended for continued assignment

This Director’s signature indicates only that all phases of the appraisal have been conducted with the full knowledge of the director.

Activity Director’s Signature: _____ Date: _____

Staff Members Signature: _____ Date: _____

DIRECTOR EVALUATION OF SUPPORT STAFF

(This form is used by the Activity Director to evaluate Head Coaches/Directors)
 Beginning coaches will be evaluated every year for 3 years.
 After that, a coach will be evaluated once every 3 years.

Activity: _____ Director: _____

Staff Person: _____ Position: _____

| | Effective | Needs Improvement | Unsatisfactory |
|--|-----------|-------------------|----------------|
| 1. Loyalty to head coach /director and system. | | | |
| 2. Care of equipment. | | | |
| 3. Knowledge of activity. | | | |
| 4. Teaching ability. | | | |
| 5. Ability to motivate. | | | |
| 6. Rapport between coach / director and participants. | | | |
| 7. Intensity of interest in coaching/ directing this activity. | | | |
| 8. Supervision of participants. | | | |
| 9. Rapport between coach / director and other staff members. | | | |
| 10. Accepts duties given by head coach / director. | | | |
| General Evaluation of this Coach /Director by: | | | |
| Comments: | | | |

This Director's signature indicates only that all phases of the appraisal have been conducted with the full knowledge of the director.

Director's Signature: _____ Date: _____

7th – JV Support Staff: _____ Date: _____

Circle One:

Effective – To be recommended for continued assignment.

Needs Improvement: - To be recommend for reassignment, provided an understanding can be reached in areas where improvement is suggested

Unsatisfactory – Not to be recommended for continued assignment

16. Review the proposed 2018-2019 School Calendar.

No action required at this time. Action will be requested in December.

| BRAHAM AREA SCHOOLS | | | | | | | | | | | | | | | |
|---------------------------|----|----|----|----|--|----------------------|--------------|-------------------------------------|----|----|--------------------------------------|--|--|--|--|
| 2018-2019 School Calendar | | | | | | | | | | | | | | | |
| M | T | W | TH | F | | M | T | W | TH | F | | | | | |
| August 2018 | | | | | 27 - Teacher In-Service - 7:45 - 2:25 pm | January 2019 | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 28 - Teacher In-Service - 7:45 - 2:25 pm | | 1 | 2 | 3 | 4 | 17 - No School - Winter Break | | | | |
| 20 | 21 | 22 | 23 | 24 | 29 - Work Day - 7:45 - 2:25 pm | 7 | 8 | 9 | 10 | 11 | | | | | |
| 27 | 28 | 29 | 30 | 31 | 29 - Open House - 5:00 - 7:30 pm | 14 | 15 | 16 | 17 | 18 | 17 - 2nd Qtr ends - 44 days | | | | |
| | | | | | 30 - 31 - No School | 21 | 22 | 23 | 24 | 25 | 18 - Teacher Work Day | | | | |
| September 2018 | | | | | | 28 | 29 | 30 | 31 | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 3 - No School - Labor Day | February 2019 | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 4 - First day of school - Gr 1 - 12 | | | | | 1 | | | | | |
| 17 | 18 | 19 | 20 | 21 | 4 - 7 Kindergarten Orientation | 4 | 5 | 6 | 7 | 8 | | | | | |
| 24 | 25 | 26 | 27 | 28 | 10 - First day - PK(MWF) & K | 11 | 12 | 13 | 14 | 15 | 15 - Teacher In-Service - Curriculum | | | | |
| | | | | | 11 - First day - PK (TuTh) | 18 | 19 | 20 | 21 | 22 | 18 - No School - President's Day | | | | |
| October 2018 | | | | | 5 - Teacher In-Service - Curriculum | 25 | 26 | 27 | 28 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | March 2019 | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 18 - 19 - No School - MEA | | | | | 1 | | | | | |
| 15 | 16 | 17 | 18 | 19 | | 4 | 5 | 6 | 7 | 8 | | | | | |
| 22 | 23 | 24 | 25 | 26 | | 11 | 12 | 13 | 14 | 15 | 21 - End of 3rd Qtr - 41 days | | | | |
| 29 | 30 | 31 | | | | 18 | 19 | 20 | 21 | 22 | 22 - Teacher Work Day - No School | | | | |
| November 2018 | | | | | 2 - 1st Quarter ends - 41 days | 25 | 26 | 27 | 28 | 29 | 25 - No School | | | | |
| | | | 1 | 2 | 5 - Teacher Work Day | April 2019 | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 8 - K-12 Conferences - 3:30 - 7:30 pm | 1 | 2 | 3 | 4 | 5 | 2 - K-6 Conferences - 3:30 - 7:30 pm | | | | |
| 12 | 13 | 14 | 15 | 16 | 13 - K-12 Conferences - 3:30 - 7:30 pm | 8 | 9 | 10 | 11 | 12 | 4 - K-6 Conferences - 3:30 - 7:30 pm | | | | |
| 19 | 20 | 21 | 22 | 23 | 22-23 - No School - Thanksgiving | 15 | 16 | 17 | 18 | 19 | 19 - 22 Spring Break | | | | |
| 26 | 27 | 28 | 29 | 30 | | 22 | 23 | 24 | 25 | 26 | | | | | |
| | | | | | | 29 | 30 | | | | | | | | |
| December 2018 | | | | | | May 2019 | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 24 - GRADUATION | | | | |
| 10 | 11 | 12 | 13 | 14 | 24 - 31 - No School - Winter Break | 6 | 7 | 8 | 9 | 10 | 27 - No School - Memorial Day | | | | |
| 17 | 18 | 19 | 20 | 21 | | 13 | 14 | 15 | 16 | 17 | 29 - End of 4th Qtr - 44 days | | | | |
| 24 | 25 | 26 | 27 | 28 | | 20 | 21 | 22 | 23 | 24 | 29 - Last day of School | | | | |
| 31 | | | | | | 27 | 28 | 29 | 30 | 31 | 30 - Teacher Work Day | | | | |
| | | | | | | | | | | | | | | | |
| KEY: | | | | | No School | | | | | | | | | | |
| | | | | | No School (Teacher In-Service OR Work Day) | | | | | | | | | | |
| | | | | | 3:30 - 7:30 pm - Parent/Teacher conferences | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | End of 1st Trimester - 11/30/18 ---- End of 2nd Trimester 3/1/19 | | | | | | | | | | |
| | | | | | *1st snow day make-up: January 21 | Qtr | Student Days | Tchr Work / In-Service / Conference | | | | | | | |
| | | | | | *2nd snow day make-up: March 25 | 1 | 41 | 1 - 3 - 0 | | | | | | | |
| | | | | | *3rd snow day make-up: April 22 | 2 | 44 | 1 - 0 - 1 | | | | | | | |
| | | | | | *4th snow day make-up: May 30 | 3 | 41 | 1 - 1 - 0 | | | | | | | |
| | | | | | *5th snow day make-up: May 31 | 4 | 44 | 2 - 0 - 1 | | | | | | | |
| | | | | | Adopted: | | 170 | 5 - 4 - 2 | | | | | | | |

17. Approve the World's Best WorkForce 2016-2017 summary.

Supt. Gagner will share information on the summary.

2016-17 World's Best Workforce Report Summary

District or Charter Name: Braham Public Schools ISD #314
Grades Served: PreK - 12
Contact Person Name and Position: Kenneth Gagner / Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- [http://brahamhs.ss5.sharpschool.com/UserFiles/Servers/Server_3118083/File/District/Worlds%20Best%20WorkForce%20Plan%20\(2016-2017\).pdf](http://brahamhs.ss5.sharpschool.com/UserFiles/Servers/Server_3118083/File/District/Worlds%20Best%20WorkForce%20Plan%20(2016-2017).pdf)

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
 - o October 11, 2017 6:00 p.m.
 - o November 6, 2017 7:45 a.m. & 8:45 a.m

1c. District Advisory Committee

| | | | |
|-------------------------------------|-----------------------------------|----------------------------------|---------------------------|
| Mary Adam - community / parent | Luke Becker - teacher | Jeff Eklund - principal / parent | Robert Hughes - community |
| Shawn Kuhnke - AD /Principal/parent | Ken Gagner - Superintendent | Tammi Johnson - teacher / parent | Chris Grote - teacher |
| Ken Lindgren - community / parent | Allison Londgren - board / parent | Trina Olson - community / parent | Becky Swanson - teacher |
| Ursula Scheele - teacher | Mike Thompson - board | Jake King - community / parent | Jonelle Klemz - teacher |
| Hunter Richmond - student | Alex Kurvers - student | Steve Eklund - board | |

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

| Goal | Result | Goal Status |
|---|---|---|
| <p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>1. Preschool Reading: The percentage of students entering kindergarten from Braham Area pre-school programming who meet early reading target scores (FAST) will meet or exceed state averages in the following categories:</p> <ol style="list-style-type: none"> 1. Letter names 2. Letter sounds 3. On set sounds (alliteration) 4. Word rhyming 5. Concepts of print (picture naming) <p>2. All students entering kindergarten will have received preschool screening.</p> | <p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <ol style="list-style-type: none"> 1. District met or exceeded state averages on items 1, 3, 4, and 5. 2. 95% of students were screened prior to the first day of kindergarten. | <p><i>Check one of the following:</i></p> <p>Goal partially met:</p> <ul style="list-style-type: none"> • (4 of 6 targets) |

2b. All Students in Third Grade Achieving Grade-Level Literacy

| Goal | Result | Goal Status |
|---|---|---|
| <p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <ol style="list-style-type: none"> 1. The percentage of students in grade three reaching proficiency levels in | <p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <ol style="list-style-type: none"> 1. District exceeded state average: 60.6% vs. 56.5% | <p><i>Goal Met</i></p> <p><i>5 of 5 targets reached</i></p> |

| | | |
|--|---|--|
| <p>reading will meet or exceed the state average as measured by the MCA's</p> <ol style="list-style-type: none"> 2. The percentage of students in grade three reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's 3. 4th grade reading growth scores as measured by the MCA's will meet or exceed scores as compared to spring 2016 ISD #314 averages 4. Average growth for grades 1-3 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2015-2016 year average 5. Average growth for kindergarten in reading and math, as measured by the FAST assessments, will meet or exceed the 2015-2016 year average | <ol style="list-style-type: none"> 2. District exceeded state average: 80.3% vs. 68.1% 3. 4th grade reading growth scores (MCA) showed improvement as compared to spring 2016: -0.10 to 0.16 4. Avg. growth (FAST aReading and aMath) for grades 1-3 exceeded '15-'16: 19.1 vs. 19.0 5. Avg. growth for K in reading and math, (FAST) exceeded '15-'16: 31.1 vs. 21.3 | |
|--|---|--|

2c. Close the Achievement Gap(s) Among All Groups

| Goal | Result | Goal Status |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Original Goal: Elementary and High School Achievement Gap Reduction Scores will show improvement as compared to the previous three year average taken from MMR Braham School District reports.</p> <ul style="list-style-type: none"> • Due to the state no longer providing an MMR report, progress was measured by comparing ISD's two measurable groups (groups large enough to meet state criteria) which are Free/Reduced and Special Education. MCA Growth Z Scores in reading and math were compared from the 2015-2016 and 2016-2017 school years. | <p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <ol style="list-style-type: none"> 1. Sp. Ed: District growth averages in math increased from '15-'16, -0.48 to -0.10 in '16-'17 2. F/R: District growth averages in math increased from '15-'16, -0.39 to -0.14 in '16-'17 3. Sp. Ed: District growth averages in reading increased from '15-'16, -0.13 to 0.02 in '16-'17 4. F/R: District growth averages in reading increased from '15-'16, -0.10 to -0.05 in '16-'17 | <p><i>Goal Met</i></p> <p><i>4 of 4 targets reached</i></p> |

2d. All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <ol style="list-style-type: none"> 1. The percentage of students in grade 3-8, and 10 reaching proficiency levels in reading will | <p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <ol style="list-style-type: none"> 1. District exceeded state average: | <p><i>Check one of the following:</i></p> <p><i>Goal partially met:</i></p> <ul style="list-style-type: none"> • <i>(7 of 9 targets)</i> |

| | | |
|--|--|--|
| <p>meet or exceed the state average as measured by the MCA's</p> <p>2. The percentage of students in grade 3-8, and 11 reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's</p> <p>3. Average growth for grades 4-6 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2015-2016 year average</p> <p>4. The percentage of students in grade 5, 8, and 10 reaching proficiency levels in science will meet or exceed the state average as measured by the MCA's</p> <p>5. Composite score for students taking the ACT will meet or exceed state averages</p> <p>6. Percentage of juniors and seniors taking at least one college level course will increase as compared to 2015-2016 data.</p> <p>7. Percentage of students in grades 9-12 enrolled in at least one CTE (Career and Technical Education) course will meet or exceed 2015-2016 data.</p> <p>8. Original goal: Maintain or exceed three year average on proficiency and growth scores as measured on elementary and high school MMR reports.</p> <ul style="list-style-type: none"> Because MDE did not provide MMR scores the district compared Braham vs state growth scores from all MCA tested students in reading and math | <p>62.8% vs. 60.2%</p> <p>2. District exceeded state average: 61.2% vs. 58.7%</p> <p>3. District avg. growth on FAST aReading and aMath for grades 4-6: 10.3 in '16-'17 vs. 7.6 in '15-'16</p> <p>4. District did not meet or exceed state average: 45.3% vs. 54.2%</p> <p>5. District ACT composite scores did not meet or exceed state averages: 19.1 vs. 21.1</p> <p>6. Percentage of 11-12 grade students taking a college level course increased: 49% vs. 42%</p> <p>7. Percentage of 9-12 grade students taking at least one CTE course increased: 54% vs. 53%</p> <p>8. District wide growth scores in reading and math exceeded the state average:</p> <ul style="list-style-type: none"> 3.7% points ahead of the state average in reading 2.9% points ahead of the state average in math | |
|--|--|--|

2e. All Students Graduate

| Goal | Result | Goal Status |
|---|---|---|
| <p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>1. District will continue to reach state graduation target rates as measured by high school MMR reports.</p> | <p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>1. District 4 yr. rate was 95.5% (2016 class - data is always a year behind) and exceeded state avg. by 13.3%</p> <p>2. Elem. attendance rate 95.7% and HS</p> | <p><i>Check one of the following:</i></p> <p>Goal partially met:</p> <ul style="list-style-type: none"> (6.75 of 9 targets) |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Modified goal (no MMR report): Four year graduation rate will exceed 95% and/or exceed state average by 10%. <p>2. Attendance rate will meet or exceed 95% in Elementary and 90% in HS</p> <p>3. Total % of ISS/OSS offenders will decrease as compared to 2015-2016</p> <p>4. Fall Parent-Teacher Conference rates will exceed 95% in grades K-6 and will increase 5% in grades 7-12</p> <p>5. Percentage of students participating in one or more extra or co-curricular activities will increase from '15-'16</p> <p>6. School culture student survey results showing positive growth will meet or exceed baseline data gathered spring '16</p> | <p>attendance rate 95.4%</p> <p>3. '16-'17 data vs. '15-'16: ISS rate increased: 9.8% vs. 7.7%, OSS rate decreased: 2.3% vs. 4.6%</p> <p>4. Elem. P-T Conf. rate at 99% and HS rate at 43% (<i>one percent gain in HS from '15-'16</i>)</p> <p>5. Students participating in one or more extra or co-curricular activities: 78.1% in '16-'17 vs. 73.5% in '15-'16.</p> <p>6. School culture student survey results showing positive growth will meet or exceed baseline data:</p> <ul style="list-style-type: none"> ● Survey showed positive growth on 6 of 8 questions. | |
|--|---|--|

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Needs were based primarily on 2015-2016 results of the MCA, FAST, ACT, IGDI, and locally collected data. Specific scores are shown in the results section of 'goals and results' (above). Items of note included:

- MCA proficiency scores in reading, math, and science did not meet expectations
- MCA/FAST growth scores in reading and math did not meet expectations
- Kindergarten readiness skills as identified by IGDI and FAST data did not meet expectations
- ACT scores did not meet expectations
- Percentage of students enrolling in college level courses or at least one CTE class did not meet expectations

4. Systems, Strategies and Support Category

4a. Students

Braham Area Schools collects data from FAST, MCA, ACT, IGDI, and local sources. Data is analyzed routinely (weekly or bi-weekly during student success/RTI/leadership meetings) and published annually in the Braham Assessment Data report (available upon request). Data is shared with all staff, WBWF committees, school board, and interested members of the public. Data is disaggregated by race, income, LPE, Sp. Ed., and transient populations through the use of MDE resources, ACT, and WBWF profile reports. Data is used to drive decision making through building leadership, professional development, instruction, curriculum, and PLC tasks.

4b. Teachers and Principals

- Braham Area Schools has a robust Teacher Development and Evaluation system which includes individual goal setting directly tied to student achievement, personal reflection, active participation in PLC groups and peer review, three walkthroughs, and structured classroom observations. 15% of the final score is based entirely on WBWF progress and 35% is based on student achievement.
- A robust principal evaluation system is conducted annually with 35% tied to WBWF progress, 15% tied to individual goals, and 50% tied to performance standards as identified in the MN Principal Evaluation Model.
- WBWF progress drives decision making related to instruction and curriculum. The district revises curriculum on an annual basis with portions of five days devoted to the task. In addition, staff may request staff development funds for additional time. Curriculum mapping ensure adopted standards are up-to-date and resources/activities/assessments reflect actual practice. Maps should include when the standard will be taught, how the standard will be delivered, and how student learning will be assessed. We continually check key sources of data to ensure students are making adequate progress by asking: “Do we need to change instructional practices?” and, “Do we need to change or supplement curriculum?”

4c. District

- **Professional Learning Communities:** PLC’s consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning. PLC goals must be tied directly to WBWF progress.
- **Technology:** Braham Area Schools is committed to using all available tools to promote increased student engagement and learning. The use of technology is one of the key pieces of this tool kit. District #314 is proud to say that all 5th-12th grade students are provided individual Chromebooks while K-4 students have significant access to Ipad carts at every grade level. Budgeting priority is developed to ensure resources are kept up-to-date.

5. Equitable Access to Excellent Teachers

- ISD #314 tracks the placement of all low-income and minority students to ensure a disproportional number are not served by inexperienced (or staff utilizing a variance) as compared to their peers. Braham is a relatively small district with no more than three teachers serving any one department or grade level. Complete data - which includes teacher experience, teacher participation in annual evaluation and development, and student race and income - is available upon request at the Superintendent’s office.

18. Approve the World’s Best WorkForce 2017-18 plan.

2017-2018 World's Best Workforce Plan

MISSION: Braham Area Schools is dedicated to providing high quality positive lifelong learning to nurture each individual's unique potential, talent, and self worth. This will be accomplished by:

- fostering a high level of community commitment
- creating increased opportunities for learning

- encouraging open communication
- recognizing that education is a cooperative responsibility, and
- building meaningful relationships with all stakeholders

Braham Area Schools consists of a two building campus and provides PreK-12 programming for approximately 725 students under the direction of 50+ licensed staff and a similar sized support team. The district offers 24 co and extra curricular activities and is committed to serving the community at the highest level. Check out the district website or contact us for additional information.

Minnesota law MS 120B.11 requires each school district to adopt at a public school board meeting a comprehensive, long term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce.

This district plan is organized around the following components:

1. Goals and benchmarks for student achievement. Braham Area Schools aim:
 - a. to ensure all students are ready for kindergarten
 - b. for all students in 3rd grade to achieve grade level literacy
 - c. to close the achievement gaps in reading and math
 - d. for all students to be career and college ready before graduation
 - e. for all students to graduate from high school
2. Systems, Strategies, and Support
3. Identified Needs Overview
4. Professional Learning Community Overview
5. Curriculum Overview
6. Technology Overview
7. Staff Development Plan
8. Equitable Access to Excellent Teachers
9. Budget Overview
10. Teacher Development Plan
11. Gifted and Talented

DISTRICT ADVISORY COMMITTEE:

| | | | |
|--|-----------------------------------|----------------------------------|-------------------------|
| Mary Adam - community / parent | Luke Becker - teacher | Jeff Eklund - principal / parent | Robert Hughes - board |
| Shawn Kuhnke - AD / Principal / parent | Ken Gagner - Superintendent | Tammi Johnson - teacher / parent | Chris Grote - teacher |
| Ken Lindgren - community / parent | Allison Londgren - board / parent | Trina Olson - community / parent | Becky Swanson - teacher |
| Lori Auers - teacher | Mike Thompson - board | Jonelle Klemz - social worker | Steve Eklund - board |
| Alex Kurvers - student | Megan Gruba - student | Amelia Fiedler - student | |

1. Goals and benchmarks:

a. **All Students Ready for Kindergarten:**

- i. Preschool Reading: The average scores of students entering kindergarten from Braham Area pre-school programming who meet early reading target scores (FAST) will meet or exceed state averages in the following categories:
 1. Letter names
 2. Letter sounds
 3. Alliteration

4. Rhyming
5. Picture naming
- ii. Preschool Math: The average scores of students entering kindergarten from Braham Area pre-school programming as identified by a standardized assessment (FAST) in the following categories will meet or exceed early numeracy targets:
 1. Number naming
 2. Subitizing

b. All Students in Third Grade Achieving Grade-Level Literacy:

- i. The percentage of students in grade three reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's
- ii. The percentage of students in grade three reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's
- iii. 4th grade reading growth scores as measured by the MCA's **will be at zero or greater (growth z score on -3 to +3 scale) OR meet/exceed scores as compared to spring 2017 ISD #314 averages**
- iv. Average growth for grades 1-3 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the **2016-2017** year average
- v. **Average growth for grades 1-3 (combined) in reading as measured by FAST CBMR assessments, will meet or exceed the 2016-2017 year average**
- vi. Average growth for kindergarten in reading and math, as measured by the FAST assessments, will meet or exceed the **2016-2017** year average

c. Close the Achievement Gap(s) Among All Groups:

- i. **District average MCA growth scores for free/reduced and special education groups in reading and math will meet or exceed ISD #314 scores as compared to the 2016-2017 school year.**

d. All Students Career and College-Ready by Graduation

- i. The percentage of students in grade 3-8, and 10 reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's
- ii. The percentage of students in grade 3-8, and 11 reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's
- iii. Average growth for grades 4-6 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the **2016-2017** year average
- iv. **Average growth for grades 4-6 (combined) in reading as measured by FAST CBMR assessments, will meet or exceed the 2016-2017 year average**
- v. The percentage of students in grade 5, 8, and 10 reaching proficiency levels in science will meet or exceed the state average as measured by the MCA's
- vi. The average composite score for students taking the ACT will meet or exceed the state average
- vii. Percentage of juniors and seniors taking at least one college level course **will meet or exceed 2016-2017** data.
- viii. Percentage of students in grades 9-12 enrolled in at least one CTE (Career and Technical Education) course will meet or exceed **2016-2017** data.
- ix. **District average MCA growth scores in reading and math will meet or exceed the difference (must be positive) between ISD #314 and the state average as compared to the 2016-2017 school year.**

e. All Students Graduate

- i. Four year graduation rate will exceed 95% and/or exceed state average by 10%
- ii. Attendance rate will meet or exceed 95% in Elementary and 90% in HS
- iii. Total % of ISS/OSS offenders will decrease as compared to 2016-2017
- iv. Fall Parent-Teacher Conference rates will:
 - exceed 95% in grades K-6
 - will increase 5% in grades 7-12 (43% in fall 2016)
- v. Percentage of students participating in one or more extra or co-curricular activities will meet or exceed 2016-2017 baseline data
- vi. Braham school culture student survey results showing positive growth will meet or exceed baseline data gathered in spring of 2016

| <i>Systems, Strategies and Support</i> | | | | | | |
|--|---|--|-----|-----|------|-------------------------|
| Goal(s) | Action(s) | Evidence | Std | T/P | Dist | Responsible |
| a | Offer high quality programming; First-Step and Kinderstep programs | % of students meeting or exceeding state averages for early literacy targets | X | | | L. Rasmussen |
| a | Encourage preschool screening completion between ages of 3 ^{1/2} and 4 | measure % rates at kindergarten entrance (first day) | X | | | J. Bendickson |
| b, c | Title I and reading intervention staff provide evidence based student programming and use regular progress monitoring to make educational decisions | All K-6 students are eligible to receive Title One assistance during the school year. District will track progress using MCA, FAST, and IGDI data. | X | | | J. Eklund C. Thielen |
| b, c | SMART room, W.I.N. time | # and frequency of KG students using the SMART room/equipment. W.I.N. effectiveness tracked using FAST/MCA growth/proficiency scores | X | | | J. Eklund |
| b, c, | Bomber Boost – targets reading/math for grades 1-6 | Track # served, FAST growth & CBMR scores | X | | | J. Eklund |
| All | Peer Review | <i>All teachers / Every year (TDP)</i> | | X | | Gagner |
| b, c, d, e | Student Assistance Teams (RtI) in each building will meet on a regular basis to interpret multiple indicators of student achievement and growth | Track: <ul style="list-style-type: none"> • # of meetings • # of students receiving service | X | | | Eklund Kuhnke |

| | | | | | | |
|------------|---|---|---|---|---|------------------|
| | (FAST, MCA, Teacher assessments, etc.). Interventions (WIN, Reading Corp, Title, etc.) will be discussed to determine impact and identify modifications for students not meeting adequate proficiency. Progress will be monitored over the course of the year by using internal controls and assessments. | <ul style="list-style-type: none"> % of students exiting program and/or showing growth using WBWF data (FAST, MCA) | | | | |
| e | mentorship program for grades 7-8 | Track: participation rates, # of meetings, MCA growth scores | X | | | Kuhnke |
| c, d | Extra dose study skills classes for students of need in grades 7-8 | Track: <ul style="list-style-type: none"> # of students served, MCA growth scores | X | | | Kuhnke |
| All | Staff Development funds available to increase instructional effectiveness and district provides four days in-house | Track: <ul style="list-style-type: none"> funding total (\$) participation rates | | | X | Beidleman |
| All | Two full day (develop/refine curriculum) and five full work-day opportunities | Track progress in: Curriculum Standards and Evidence | | X | | Kuhnke Eklund |
| All | Structured PLC's meet twice monthly focused on meeting WBWF goals | Track: Attendance / annual WBWF progress | | X | | Kuhnke Eklund |
| All | <u>Annual</u> performance reviews will be conducted on <u>all</u> employees (including activities) per school policy | Track: <ul style="list-style-type: none"> Checklist of signed evaluations | | | X | Gagner Kuhnke |
| All | Licensed instructional staff receive written pertinent feedback regarding effective instructional practices/student engagement a minimum of 3 times each school year | Track: <ul style="list-style-type: none"> TDE documents submitted by principals | | X | | Gagner |
| All | District will meet yearly objectives as defined in curriculum review cycle | Track progress on curriculum standards and evidence document | | | X | Admin. |
| All | Grades 7-12 Study Lounge | Track attendance rates (study lounge vs. school) unduplicated students | X | | | Kuhnke |
| All | Student surveys/culture and climate | Track completion of 18 formalized lessons Compare survey results vs. spring 2016 | X | | | Principals |
| d, e | Trio Upward Bound (11-12 grade) | Track participation vs. college entrance | X | | | Tessmer |
| e | Friends of Rachel (grades 7-12) | Track participation rates | X | | | Klemz |
| b, c, d, e | Provide enrichment opportunities K-6 | Track participation rates: <ul style="list-style-type: none"> Spelling and Geography Bee | X | | | Lundin Eklund |

| | | | | | | |
|---|--|--|---|--|--|--------|
| | | <ul style="list-style-type: none"> • Math Masters / grades 5 & 6 • Gifted and Talented programming | | | | |
| d | Encourage participation in extracurricular, college level courses, and CTE classes, <i>i.e. ECCO, College in the Schools, PSEO</i> | Track participation rates | X | | | Kuhnke |
| Future Possibilities: <ul style="list-style-type: none"> • Link Crew, Internet access on busses, SMART expansion, ADSIS, reform RtI process to target assistance, measure progress more frequently, and use objective data to guide decision making | | | | | | |

Identified Needs Based on Following Data:

1. MCA Scores
2. ACT Reports
3. FAST Reports
4. IGDI Reports
5. Annual Student Culture Survey
6. Administrative Data Reports
 - a. Staff development
 - b. Teacher/Para hiring-retention
 - c. Student attendance
 - d. Discipline
 - e. P-T conferences
 - f. Student participation

Professional Learning Communities: PLC’s consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning. A stipend is provided to PLC facilitators (*cut in 2017-2018*) who attend additional monthly meetings to report progress on WBWF goals.

Curriculum: Curriculum answers four basic questions:

1. What do we want students to learn? [In Minnesota these are called *standards*]
2. When do we want students to learn it?
3. What activities/lessons will we use to teach it?
4. How do we know if students learned it?

All public schools in Minnesota have the same *standards* for the following subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

These standards were developed by the Minnesota Department of Education and are reviewed on a regular cycle. You can view the state approved standards at the Minnesota Department of Education website: <http://education.state.mn.us/MDE/EdExc/StanCurri/index.html>

The state allows districts to develop or adopt their own standards in:

- Health
- Career and Technical Education
- World Languages
- Arts

Braham Area Schools revises curriculum on an annual basis with portions of five days devoted to the tasks shown below. In addition, staff may request staff development funds for additional time. Resources, depending on need and availability, may be allocated on the following **seven-year cycle**:

| Year | Subject(s) | Budget / TBD |
|-----------|---------------------------------------|--------------|
| 2018-2019 | Math | |
| 2019-2020 | Social Studies | |
| 2020-2021 | Science | |
| 2021-2022 | Language Arts | |
| 2022-2023 | Music / Arts / ELL | |
| 2023-2024 | Career and Tech Ed. & World Languages | |
| 2024-2025 | Health & Physical Education | |

Curricular Review Tasks:

- Continually check key sources of data to ensure students are making adequate progress. Ask:
 - Do we need to change instructional practices?
 - Do we need to change or supplement curriculum?
- Review curriculum maps to ensure adopted standards are up-to-date and resources/activities/assessments reflect actual practice. Maps should include:
 - When the standard will be taught
 - How the standard will be delivered
 - How student learning will be assessed

Current Curriculum: The public may at any time request a copy of curriculum for any subject area. As curriculum is updated, we will also place a copy online (see district website).

Technology Update: Braham Area Schools is committed to using all available tools to promote increased student engagement and learning. The use of technology is one of the key pieces of this tool kit. District #314 is proud to say that all 5th-12th grade students are provided individual Chromebooks while K-4 students have significant access to Ipad carts at every grade level. Budgeting priority is developed to ensure resources are kept up-to-date.

Staff Development Plan: The fundamental purpose of staff development is to improve student learning. The District seeks to ensure effective education practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture. National, state, and local assessment results will be

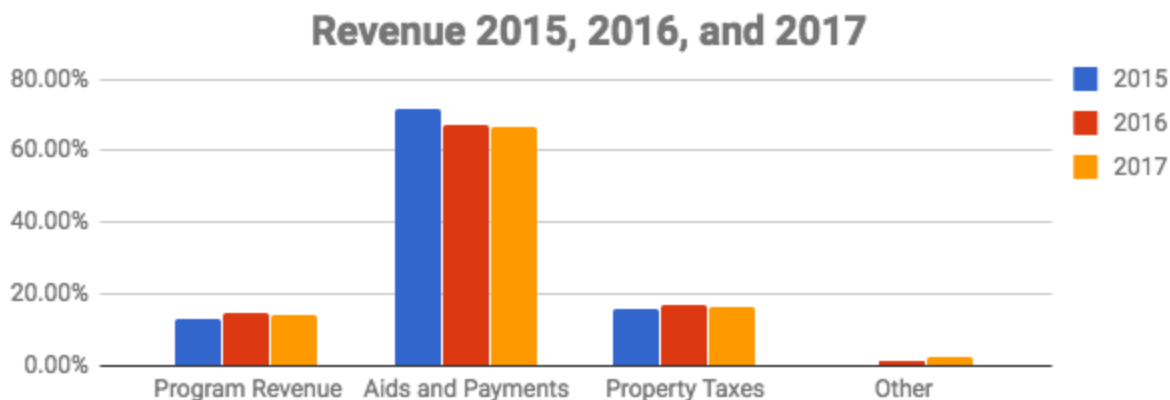
used to determine progress as shown in the WBWF plan. The district will focus on aligning goals and resources to achieve maximum performance. **Due to budget adjustments the Braham Education Association and Braham ISD #314 School Board voted to waive a portion of the two percent set-aside for the 2017-2018 school year.** Programs supported for this school year include Mentorship, Continuing Ed. chair, peer review, fall inservice, and selected workshops. Identified resource allocations for the 2017-2018 school year include:

- Provide mentorship and induction programming to new teachers, along with support for implementation of strategies and expectations as appropriate to the program.
 - 6 @ 575 = \$3,450 [Mentor stipends \$500]
 - New teacher workshop = \$2000
- Continuing Education Chair stipend \$400 = \$460
- Provide opportunities for staff to engage in activities which increase capacity for effective instruction and/or apply to skills directly related to job requirements.
 - 12 days sub pay for peer review @ \$150 per day = \$2000
 - Fall Inservice salaries (2 days) = \$30,000
 - Conferences, workshops, meetings
 - Supt. approved = \$25,000
 - Fall workshop speakers/training
 - CPI 'Key Largo Team' training = \$2,215
 - Lake ECMECC = \$425

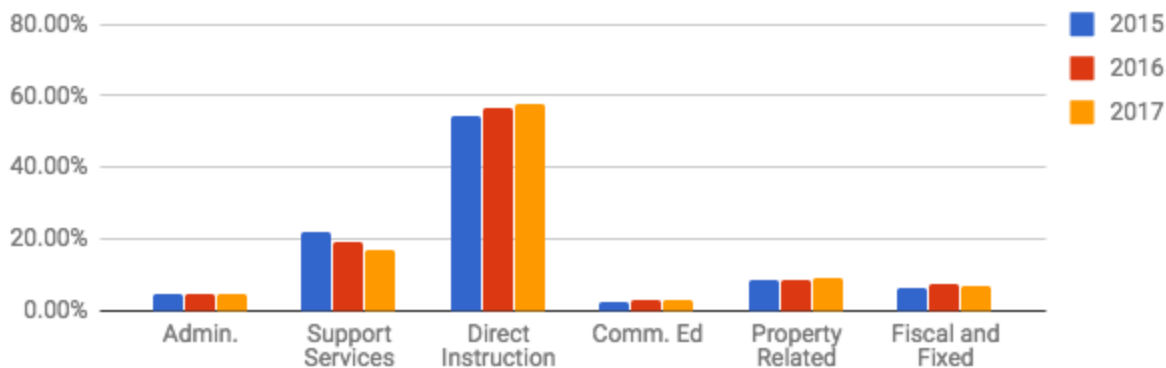
TOTAL: \$62,910

Equitable Access to Excellent Teachers: The Every Student Succeeds Act (ESSA), signed on December 10, 2015, requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers. ISD #314 tracks the placement of all low-income and minority students to ensure a disproportional number are not served by inexperienced or staff utilizing a variance as compared to their peers. **The district also insures every teacher participates in the teacher evaluation and development program.** Additional data is available upon request at the Superintendent’s office.

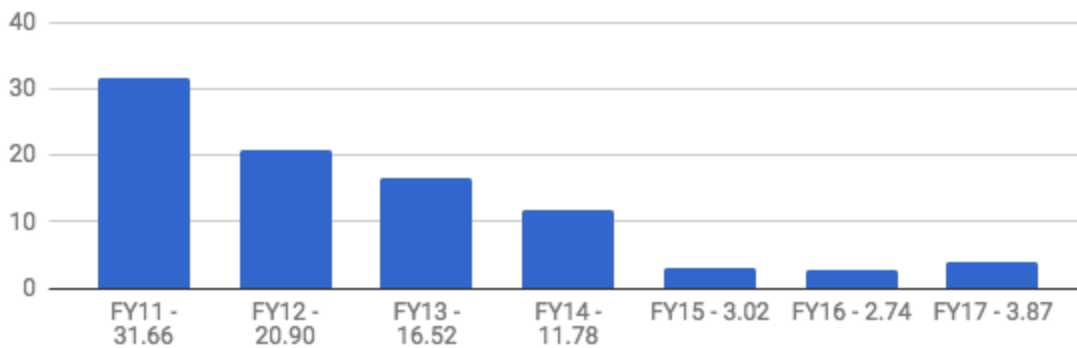
Budget Overview



Expenses 2015, 2016, and 2017



SOD Calculation



Teacher Development Plan:

During the special legislative session in the summer of 2011, the Minnesota Legislature passed new statewide teacher development and evaluation requirements. This language is part of Minnesota Statutes 122A.40 and 122.41, the law that governs employment of licensed teachers. The law was amended during the 2013 session.

Under the new requirements, all public school districts in Minnesota must have a teacher development and evaluation plan that meets statutory requirements in place by the 2014-2015 academic year.

The guiding principles used in creating the plan for ISD 314 include:

- A culture that supports excellence in teaching strengthens our District's capacity to attract, develop, and retain highly effective professionals.
- All professionals desire improvement of their job performance.
- Both experienced and inexperienced teachers need ongoing support to succeed.
- Periodic evaluation of all professional staff assists professionals to perform their jobs better.
- Collegial collaboration and ongoing support from peers and administrators contribute significantly to teacher effectiveness.

ISD 314 TEACHER DEVELOPMENT PLAN COMPONENTS

The Teacher Development Plan for ISD #314 meets all requirements of the Minnesota Department of Education and district staff development resources support plan requirements. This revised agreement between the BEA and Braham Area School Board will take effect the 2016-2017 school year:

- BEA President: _____ Date: _____
- Board Chair: _____ Date: _____

Individual components of the TDP are located on the Staff Only section of the Braham Area School's website or may be obtained from the district office. Components referenced in this document include:

- Orientation to process
- Individual Growth and Development Plan
- Pre and post observation teacher questions
- Observation templates (includes classroom and summative information)
- Walkthrough document
- Student survey
- Charlotte Danielson's Framework for Teaching rubric
- MN Standards for Effective Practice for Teachers
- Peer Review
- Danielson Framework for Teaching Evaluation Instrument, 2013 (resource)

- 1) The evaluation process will consist of the following components on an annual basis:
 - a. Individual Growth and Development Plan
 - i. Complete necessary components prior to Oct. 1 (additional components required at a later date) and submit to primary building administrator for review and approval. Administrative response will be provided no later than Oct. 15.
 - b. Observations
 - i. Annual minimum of;
 1. 1 formal and 3 walkthrough for tenured
 2. 3 formal and 3 walkthrough for probationary
 - a. *1st probationary formal will occur within 90 days of school year start*
 - ii. Formal observation will typically include an annual orientation to the process, a required response pre and post observation (in writing), and participation in a post conference with the administrator. During the post observation conference teachers are required to submit evidence showing progress for domains one and four and student survey results - including a summary. Evidence may include videos, pdf's, etc. and include information from the past twelve calendar months. The teacher will guide the discussion and should focus on how student learning was impacted. For example, if you are showing evidence from Domain 1: *Planning and Preparation* you might say; "This piece of evidence shows how lessons and units are designed to engage students in high level thinking and problem solving." The phrase, "lessons and units are designed to engage students in high level thinking and problem solving" is taken directly from the Danielson rubric.
 - iii. Student engagement will include formal observation, walkthrough, and survey data.
 - iv. Teachers are required to conduct a yearly student survey and submit results and a brief summary during the post observation conference.
 - v. Observations will be aligned with Charlotte Danielson's Framework for Teaching and/or MN Standards for Effective Practice for Teachers.

- vi. Summative evaluations are larger than the classroom observation and therefore are all encompassing of various aspects of teacher performance and professional conduct. Summative evaluations will be based on the percentages below and may not be finalized until the following year when MMR results are released:
 - 1. Teacher practice – 50%
 - a. Formal observation(s), walkthroughs, and survey data
 - 2. Student growth data – 35% [from valid and reliable assessments]
 - a. District/school/building goal(s) 15%
 - b. Individual growth and development plan goal(s) 20%
 - 3. Professional development activities – 15%
 - a. Active participant in peer review and PLC's

c. Participation in a Professional Learning Community

- i. PLC's consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning.

d. Participation in the Peer Review process

- i. The purpose of the Peer Review Program is to maintain our goal of teaching excellence at Braham Area Schools, and to provide a venue for us to share teaching ideas and strategies with each other. In order for the program to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. Only two copies of this form should be made, one to be given to the faculty member observed and one to be kept by the observer, a signed front page should be turned into the building Principal. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The expectation is that each teacher will BOTH be observed, and observe other teachers.
- ii. At no time will this observation be placed into a teacher's personnel file. Under no circumstances should copies of completed class observation forms be shared or distributed outside the department.

2) Portfolio Option for Summative Evaluation: Evidence of practice, evidence of student impact, and evidence of implementation of the Individual Growth and Development Plan may be organized in a portfolio. The teacher has the option to submit a portfolio to their summative evaluator as a source of evidence. A teacher choosing to submit a portfolio for consideration shall use the Portfolio Template, which is included as Appendix A. Portfolios will be taken into consideration, along with the components required in the summative evaluation.

3) Teacher Improvement Plan

- A. Definition: A teacher improvement process is an individually customized improvement plan to be used by teachers who do not meet professional teaching standards as identified by the summative evaluation.
- B. Statutory requirements: The annual evaluation process for teachers must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines; and [evaluation process] must discipline a teacher for not making adequate progress in the teacher improvement process that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

- C. Background and context: The Teacher Improvement Plan (TIP) is intended to provide professional development for teachers not meeting professional standards identified through summative evaluation or principal/administrator observation. At every point in the TIP process, the teacher has the right to union representation in all meetings.

Initially, the principal/administrator will have a non-disciplinary conversation about the area(s) of concern (unless teacher behavior meets criteria outlined in MS 122A.40). The principal/administrator will write a summary of the meeting for the teacher, including a timeline to check in on progress and offer of resources for the teacher's development, if needed. The timeline will be dependent upon the area(s) of concern and the impact upon students. If the teacher does not show satisfactory improvement, the principal/administrator may invoke the a formal written plan including the following components:

- The teacher's current level of performance is clearly identified, explained and documented.
- The areas needing improvement are spelled out, and clear, specific, measurable expectations are established.
- A plan for support is developed and resources are provided to ensure the teacher receives the assistance necessary to meet standards.
- The specific, measurable level of performance necessary to complete the process is established and made clear to the teacher.
- Measurement conditions, criteria and procedures are established up-front in the plan.
- Timelines are realistic and focused on adequate progress, not just deadlines.

APPENDIX A / Teacher Portfolio (Optional)

A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation. The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure requirements listed in Minnesota Statutes § 122A.18, subdivision 4, paragraph (b), and must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

The portfolio must include a reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or
- Continual professional development that may include (a) job-embedded or other ongoing formal professional learning or (b) other similar professional development efforts made during the re-licensure period.

A teacher may use the same reflective statements for the evaluation and for re-licensure.

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be collected through points of contact or other Model activities, so a portfolio is also a teacher's opportunity to share that evidence with the assigned summative evaluator. A teacher choosing to submit a portfolio must align the evidence collected with the Performance Standards for Teacher Practice and/or the Individual Growth and Development Plan. **If submitting summative portfolio include the following in electronic format:**

| | | |
|---------------------------------------|--|---|
| Professional Teaching Standard | Evidence (include dates) <ul style="list-style-type: none"> • Student work • Video of Teacher • Relevant handouts | Reflection <ul style="list-style-type: none"> • Impact of student learning • Best practice / include source • Potential future lesson changes/rationale |
|---------------------------------------|--|---|

Gifted and Talented:

Braham Area Schools Project Challenge

The Project Challenge program serves to enrich students by providing opportunities to participate in programming designed especially to create innovative thinkers. While ISD #314 offers this program, it is the district’s mission to provide high quality positive lifelong learning to nurture **each** individual's unique potential, talent, and self worth in the regular educational setting.

Braham Area Schools defines a high potential/ gifted and talented student as a learner with outstanding abilities and/or achievements in one or more areas of learning. These learners work above grade level expectations and think critically beyond their age when compared to others of their age, experience, and environment. They are learners whose potential may require a differentiated and challenging program and/or services beyond the general classroom environment.

The course presents challenging and enriching material that may not be covered in the regular classroom curriculum. There are several forms of identification which are used in the selection process which are shown below.

1. The top 10% of grades 3-6 are eligible for the Project Challenge Program.
2. The spring FAST aMath and aReading and MCA (math and reading) scores are averaged and from those scores the top 10% of each grade is determined. Students entering grade three will only have their FAST scores analyzed from grades one and two.
3. If a teacher or parent feels that a student should be a part of the Project Challenge Program, a request may be made to the Project Challenge Coordinator. The coordinator will give the student’s current and previous teacher the *Gifted and Talented Checklist for Teachers* to determine if the student should be considered for the Project Challenge program. A final decision will be made by the coordinator and elementary principal.
4. Students selected must be in good academic standing and demonstrate positive behavior skills.
5. Students must demonstrate necessary traits on an annual basis.
6. Parents will receive a letter in early September asking permission for their child to participate in the program. Participating students will be responsible for classroom material deemed critical (certain assignments and assessments) they may miss while attending Challenge courses.

The World’s Best Workforce Plan will be approved annually by the School Board and published on the Braham Area School website at <http://brahamhs.ss5.sharpschool.com>. A summary report of progress will be shared with the School Board, published on the school’s website, and sent to the Commissioner of the Minnesota Department of Education by Dec. 15, 2017.

19. Consider approval of MOU with BEA for teacher on special assignment.

Consider approval of the memorandum of understanding with BEA for a teacher on special assignment. A copy of the MOU is in the signature file for review.

20 Consider Resolution Filling School Board Vacancy by Appointment

Consider the following resolution: per MN Statute 123B.09, the board is required to appoint a candidate to fill the vacant school board position until a special election is held. At this time, we need nominations and action by the board. Barring circumstances shown in paragraph b, the selected candidate will become an active member the first Monday in January 2018 and remain in office through December 31, 2018. This is a 1 year appointment.

(b) An appointment made under paragraph (a) shall not be effective if a petition to reject the appointee is filed with the school district clerk. To be valid, a petition to reject an appointee must be signed by a number of eligible voters residing in the district equal to at least five percent of the total number of voters voting in the district at the most recent state general election, and must be filed within 30 days of the board's adoption of the resolution making the appointment. If a valid petition is filed according to the requirements of this paragraph, the appointment by the school board is ineffective and the board must name a new appointee as provided in paragraph (a).

A copy of said resolution shall become part of the official minutes.

Member _____ introduced the following resolution and moved for its adoption:

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2020; and

*WHEREAS, the vacancy occurred less than ninety (90) days prior to the first Tuesday after the first Monday in November in the first or second year of the vacant term;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 314, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, (name) _____ is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 314

Allison Londgren
Clerk of the School Board

Date

21. Consider THIRD reading and discussion of three MSBA policies.

Consider second reading and discussion of updated MSBA policies do to legislative requirements: #614 - Testing Plan and Procedures; #620 - Credit for Learning and #903 - Visitors to School District Buildings and Sites. If the board so chooses to adopt these three policies, a motion is requested.

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: **November 20, 2017**

#614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
[Note: This form is included in the 614 Form file of the Policy Reference Manual.]
- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
 - h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security.
 - (2) Verify staff complete any and all test-specific training.
 - i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - c. Return secure test materials as outlined in applicable manuals and resources.
 - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
 - e. Review student assessment data and resolve any issues.
 - f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
 - g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

2. Responsibilities on testing day(s).

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

- a. Implement test administration and test security policies and procedures.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how

secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and pre-printed student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*. ***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 5. Attend district training and any service provider technology training.
- 6. Review, use, and be familiar with all service provider technical documentation.
- 7. Prepare computers and devices for online testing.
- 8. Confirm site readiness.
- 9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

- 1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
- 2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (10) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

- (1) Maintain security of materials.
- (2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

- (1) Administer each task to each student and record the score.
- (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
- (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (4) Document and report and unusual circumstances to district or school assessment coordinator.

- c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

- a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
- b. Ensure English language and special education designations are current and correct for students testing based on those designations.
- c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

- a. Ensure accurate enrollment of students in schools during the accountability windows.
- b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]

B. Students will be informed of the following:

- 1. The importance of test security;
- 2. Expectation that students will keep test content secure;
- 3. Expectation that students will act with honesty and integrity during test administration;
- 4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

- 1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- 2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References: Minn. Stat. § 13.34 (Examination Data)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

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

Braham Area Public Schools
Ind. School Dist. #314
Braham, MN 55006
Adopted: **November 20, 2017**

#620 - CREDIT FOR LEARNING

*[Note: School districts statutorily are required to provide students with credit for approved post-secondary 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 recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which 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 policy also is to address 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 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 Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).

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.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “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.
- I. “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 **Five (5)** 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.

V. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 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 corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options 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.

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 credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
3. When a determination is made that the content of the post-secondary 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 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 credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

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.

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 non-profit 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

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in a college level course will be advanced 1 letter grade. For example C (2.0) - B (3.0)
- 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~~ VIII. 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 **VIII. IX. D.** below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary 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 for Minnesota’s Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process)

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 (Post-Secondary Enrollment Options 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 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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 Learning Options)

Braham Area Public Schools

Ind. School District #314

Braham, MN 55006

Adopted: May 17, 1999

Revised: August 22, 2016; **November 20, 2017**

#903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health,

education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

IV. ~~III.~~ RESPONSIBILITY

- A. The school district administration shall present recommended visitor **and post-secondary enrollment options students** procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. ~~It shall be the responsibility of the~~ The superintendent **shall be responsible for providing** ~~to provide~~ coordination that may be needed throughout the process and **providing** ~~provide~~ for periodic school board review and approval of the procedures.

V. ~~IV.~~ VISITOR LIMITATIONS

- A. An individual, **post-secondary enrollment options student** or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, **including post-secondary enrollment options students**, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

- C. An individual, **post-secondary enrollment options student**, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References:

22. Consider cycle review of district policies for adoption.

The following policies are up for their ANNUAL review: #701.1 - Modification of School District Budget; #702 - Accounting; #703 - Annual Audit; #704 - Development & Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System; and, #705 - Investments.

There are no substantive changes to these policies. The board may choose to adopt at this time.

Braham Area Public Schools

Ind. School District #314

Braham, MN 55006

Adopted: June 20, 2016

Reviewed: **November 20, 2017**

#701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

MSBA Service Manual, Chapter 7, Education Funding

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: April 18, 2016

Reviewed: **November 20, 2017**

#702 ACCOUNTING

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minn. Stat. §123B.10 in the manner specified therein.

- Legal References:* Minn. Stat. § 123B.02 (School District Powers)
- Minn. Stat. § 123B.09 (School Board Powers)
- Minn. Stat. § 123B.10 (Publication of Financial Information)
- Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
- Minn. Stat. § 123B.75 (Revenue)
- Minn. Stat. § 123B.76 (Expenditures)
- Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
- Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)
- Minn. Stat. § 123B.79 (Permanent Fund Transfers)
- Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
 MSBA Service Manual, Chapter 7, Education Funding
 * * * * *

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: April 18, 2016

Reviewed: **November 20, 2017**

#703 ANNUAL AUDIT

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

- B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor.
- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
 Minn. Stat. § 123B.02 (School District Powers)
 Minn. Stat. § 123B.09 (School Board Powers)
 Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
 Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
 MSBA Service Manual, Chapter 7, Education Funding

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: **July 18, 2016**

#704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Braham Area Public Schools

Ind. School Dist. #314

Braham, MN 55006

Adopted: July 21, 2014

Reviewed: **November 20, 2017**

#705 INVESTMENTS

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

A. The **Superintendent** of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's

investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay post-employment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cashflow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that

summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Legal References: Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)

Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)

Minn. Stat. § 118A.03 (Depositories and Collateral)

Minn. Stat. § 118A.04 (Investments)

Minn. Stat. § 118A.05 (Contracts and Agreements)

Minn. Stat. § 118A.06 (Delivery and Safekeeping)

Minn. Stat. § 356A.06, Subd. 7 (Authorized Investment Securities)

Minn. Stat. § 471.38 (Claims)

Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)

MSBA Service Manual, Chapter 7, Education Funding

Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor

23. Consider authorizing calling/advertising for bids for student transportation.

Consider calling/advertising for bids for student transportation/bus services for the school district for the 2018-2019 and the 2019-2020 school years. The district has issued two-year contracts for student transportation/bus services since 1996, prior to that it was done on an annual basis.

**INDEPENDENT SCHOOL DISTRICT NO. 314
531 Elmhurst Ave S.
Braham, Minnesota 55006**

**INVITATION FOR QUOTATIONS
FOR BUS TRANSPORTATION**

for the 2018-2019 and 2019-2020 School Years

1. Notice is hereby given, that Independent School district No. 314, Braham, Minnesota, will receive quotations for transportation of its school children, including special education and handicapped students, according to the specifications and conditions which may be obtained from the office of the Superintendent of Schools, Ind. School District No. 314, 531 Elmhurst Ave S., Braham, Minnesota, 55006. Quotations shall be submitted in form and manner contained in the specifications and the conditions.
2. Written Quotations must be received in the office of the Superintendent of Schools no later than **January 9, 2018**, at 10:00 o'clock a.m. at which time the quotations will be opened and tabulated and distributed to interested parties. Commencing at 10:30 o'clock a.m. school district representatives may conduct an oral interview of any person supplying a quotation for purposes of evaluation and negotiations. No change can be made in the written quotation without consent of the school district.
3. On **Monday, January 22, 2018**, at 7:00 o'clock p.m. the school board will meet to evaluate the quotations and act thereon. The school district may elect to make its award based upon quotations as received, or alternatively, the school district may elect, in its sole discretion, to enter into direct negotiations with those individuals or entities submitting quotations. Negotiations will be conducted utilizing such rules and procedures as established by the school board. Ind. School District No. 314 reserves the right to reject any or all quotations, and to waive any informalities, or irregularities.
4. Any person whose quotation is accepted may be required to furnish a performance bond in the full amount of their quotation, which bond, if required, shall comply with the provisions in Minnesota Statutes.
5. If further information is desired, interested persons should contact the district business office, phone number 320-396-5199.

Allison Londgren, School Board Clerk

Date

24. REMINDER of the 2017 Truth in Taxation Public Hearing.

Braham ISD #314's Truth in Taxation Public Hearing will be held as a part of the Regular December School Board meeting which is scheduled for Monday, December 18th, 8:15 pm, in the Braham Area High School Community Room. Due to a School Board Training session, the Regular School Board meeting in December will start at 8:15 instead of the usual 7 p.m.

25. Reminder of the December 18th Regular school board meeting.

The December Regular School Board meeting is set for Monday, December 18 at 8:15 pm, in B100 – Community Room. This is a change to the regular time.

26. Adjourn.
