

Regular Meeting  
Monday, November 4, 2024 6:00 PM

Council Chambers  
City of Mendota Heights  
1101 Victoria Curve  
Mendota Heights, MN 55118

## **Agenda**

1. Listening Session - 5:00 p.m.  
**Presenter:** Morgan Steele, Facilitator; Byron Schwab, Recorder
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.  
**Presenter:** Byron Schwab, Treasurer
3. Approval of the Agenda  
**Presenter:** Byron Schwab, Treasurer
4. Approval of the Consent Agenda  
**Presenter:** Byron Schwab, Treasurer
  - 4.A. Approval of Minutes of the October 21, 2024 Regular School Board Meeting
  - 4.B. Approval of Personnel Recommendations
  - 4.C. Second Reading of Policy 512, School Sponsored Student Publications and Activities
  - 4.D. Second Reading of Policy 613, Graduation Requirements
  - 4.E. Second Reading of Policy 620, Credit for Learning
  - 4.F. Second Reading of Policy 624, Online Learning Options
  - 4.G. Approval of August 2024 Accounts Payable Report
  - 4.H. Approval of August 2024 Treasurer's Report
  - 4.I. Approval of September 2024 Wire Transfers Report
5. Listening Session Report - 6:05 p.m.  
**Presenter:** Byron Schwab, Treasurer
6. Recognitions - 6:10 p.m.  
Two Rivers High School Cheer Team  
Native American Student Group  
**Presenter:** Superintendent Peter Olson-Skog
7. Student Representative's Report - 6:20 p.m.  
**Presenter:** Patrick Bohmbach and Nawal Hassan
8. Superintendent's Report - 6:25 p.m.  
**Presenter:** Superintendent Peter Olson-Skog
9. Site Report from Somerset Elementary School - 6:30 p.m.  
**Presenter:** Libby Huettl, Principal
10. Strategic Framework College and Career Readiness Implementation Target Update - 6:45 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
11. Site Report from Friendly Hills Middle School - 7:15 p.m.  
**Presenter:** Chris Hiti, Principal
12. Adjournment - 7:30 p.m.  
**Presenter:** Byron Schwab, Treasurer



School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Meeting and Work Session  
Monday, October 21, 2024  
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held Monday, October 21, 2024, at the ISD 197 District Office, 1897 Delaware Avenue, Mendota Heights, MN, beginning at 5:00 p.m. pursuant to due notice.

Chair Larsen called the meeting to order at 5:00 p.m. The following School Board members were present: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, and Randi Walz. Superintendent Peter Olson-Skog was present. Student Representatives Patrick Bohmbach and Nawal Hassan were present.

Also present for the meeting was Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment; Sara Lein, Director of Special Services; Tye Michaels, Director of Human Resources; Mark Fortman, Director of Operations; Dave Sandum, Director of Technology; and Sara Blair, Director of Communications.

**Agenda**

The “2024-2025 Enrollment Update” was moved up in the agenda to be presented before the resolution on closing open enrollment.

*It was moved by Ms. Steele and seconded by Mr. Vaupel to approve the main agenda as amended.*

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.*

*The motion carried (7-0).*

**Consent Agenda**

*It was moved by Mr. Schwab and seconded by Mr. Aune to approve the consent agenda items as presented:*

- Approval of Minutes of the October 7, 2024 Regular School Board Meeting
- Approval of Personnel Recommendations
- Final Reading of Policy 406, Public and Private Personnel Data
- Administrative Review of District Policy Changes to Reflect New Statutory Requirements
- Approval of Gifts to the District
- Approval of Field Trip for Two Rivers High School Key Club Students

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.*

*The motion carried (7-0).*

**Comments to the School Board**

No one was in attendance to provide comments to the School Board.

### **2024-2025 Enrollment Update**

Superintendent Olson-Skog presented an update on the district's 2024-2025 enrollment. Enrollment is centralized in School District 197. During June-September of 2024, there were 435 resident enrollments, 130 open enrollments which was an average of 141 per month. In grades K-4, 62.9% are resident students, 17.4% are open enrollments and 19.8% of the students transfer. In grades 5-8, 70.1% are resident students, 10.8% are open enrollments and 19.1% of the students transfer. In grades 9-12, 76.1% are resident students, and 23.9% are open enrollments. The Minnesota Department of Education (MDE) uses October 1 as their official count for a variety of funding and reporting functions. Historically, the district will lose some students between October 1 and the end of the year. As of October 1, K-12 enrollment increased by 95 students between 2023 and 2024. Administration projected 5,196 students for this school year and actual is 5,202. In 2023-2024, students of color accounted for 53.5% of the students which is a slight increase over the previous year. Additionally, special education students accounted for 21.2% of the students which is also a slight increase over the previous year. English Language Learners accounted for 14.43% of the students which was a slight increase and those students qualifying for free and reduced meals was 46.6% which was a slight decrease. Overall open enrollments have remained steady for several years with a slight increase in 2023-2024 with 1,008 students open enrolling into the district versus 626 students open enrolling out of the district.

### **Approval of Resolution to Close Open Enrollment for Grades 1-4 for the Remainder of the 2024-2025 School Year**

Superintendent Olson-Skog presented a resolution to close open enrollment for Grades 1-4 for the remainder of the 2024-2025 school year. Specialized programs in the school district are at or nearing capacity. To manage this, the administration proposed closing grades 1-4 to open enrollment for the remainder of the school year. This is a regular practice among several Minnesota school districts. It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment. The average enrollment per grade level, K-12, is 400. The administration does not believe that closing to open enrollment in grades 1-4 will have a detrimental impact on enrollment or budget stability. This proposal does not limit District 197 residents from enrolling in grades 1-4.

*It was moved by Mr. Schwab and seconded by Ms. Steele to approve closing open enrollment for Grades 1-4 for the remainder of the 2024-2025 school year.*

*On a roll call vote, those who voted aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Those who voted nay: none.*

*The motion carried (7-0).*

### **First Reading of Policy 512, School-Sponsored Student Publications and Activities**

Sara Blair, Director of Communications, presented a first reading of Policy 512, School-Sponsored Student Publications and Activities. The district's current policy was reviewed against MSBA's model policy. Based on that review, the following changes were recommended:

- Under Section II, General Statement of Policy, MSBA has recommended that "official student publications" be changed to "school-sponsored media".
- Under Section III, Definitions, sections on the terms "libelous" and "official school publications" were removed. Definition was provided for "school-sponsored media", "student journalist" and "student media advisor".
- Under Section IV, Guidelines, information was provided on the new student journalist law. Clearer definition was provided related to student expression in school-sponsored media.
- Section V, Posting, was added based on Minnesota Statute.
- The legal references section was updated.



This policy will be brought back to the November 4<sup>th</sup> board meeting for a second reading via the consent agenda.

### **First Reading of Policy 613, Graduation Requirements**

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented a first reading of Policy 613, Graduation Requirements. The district's current policy was reviewed against MSBA's model policy. Based on that review, the following changes were recommended:

- Update Section III, Definitions, Flip two items to create alphabetical order, and "required standard" was expanded on
- Under Section V, Graduation Assessment Requirements, language has been updated to reflect updates in the 2024 legislative session
- Under Section VI, Graduation Credit Requirements, there are no changes to the number of credits needed for graduation. Language has been updated to reflect the change in science standards for students who completed 8th grade in 2024-2025
- Legal references were updated

This policy will be brought back to the November 4<sup>th</sup> board meeting for a second reading via the consent agenda.

### **First Reading of Policy 620, Credit for Learning**

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented a first reading of Policy 620, Credit for Learning. The district's current policy was reviewed against MSBA's model policy. Based on that review, the following changes were recommended:

- Under III Definitions, updates were made to the section including one based on current statute
- Under IV, Transfer of Content Standards, information related to "class rank" was added to several of the items and an item outlining what documentation is needed
- Under V, Postsecondary Enrollment Credit, further clarity is provided related to postsecondary credits
- Under VI, Credit for Employment with Health Care Providers, was new in legislation and was added as written in state statute
- Under VIII, Weighted Grades, the purple outlines district language that is used in this area
- Legal references were updated

This policy will be brought back to the November 4<sup>th</sup> board meeting for a second reading via the consent agenda.

### **First Reading of Policy 624, Online Learning Options**

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented a first reading of Policy 624, Online Learning Options. The district's current policy was reviewed against MSBA's model policy. Based on that review, the following changes were recommended:

- The title of the policy has changed to Online Instruction, and the term "instruction" is updated in the Purpose and General Statement of Policy
- Under III, Definitions, several updates have been made related to online instruction
- Section IV, Procedures, has been removed and has been replaced with updated language in alignment with state statute in new Section IV, Digital Instruction, and Section V, Supplemental Online courses, as a result of changes in the 2024 Minnesota Legislative Session
- Section VI, Enrolling District, and Section VII, Reporting, have been added
- Updates have been made to the Legal References

This policy will be brought back to the November 4<sup>th</sup> board meeting for a second reading via the consent agenda.

### **Review of School Board Roles, Standards and Expectations Document**

Board member Steele presented a draft of a revised “School Board Roles, Standards, and Expectations” document. In response to community interest in serving on the school board, the district has prepared this guide to advise current and prospective school board candidates on the roles, responsibilities and expectations of the board. This guide is also meant to inform the community on how the board fulfills its role. The board results committee was given the task of making some updates to the document. Information about the board stipend has been added along with additional clarification on committee assignment and roles and school visits. Several questions were asked and it was decided that further work will be done on the document at the board development session on November 11.

### **Adjournment**

*It was moved by Mr. Hill and seconded by Mr. Vaupel to adjourn the meeting at 6:36 p.m.*

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. Nay: none.*

*The motion carried (7-0).*

The next regularly scheduled School Board meeting of Independent School District 197 will be on Monday, November 4, 2024 at 6:00 p.m. It will be held at the City of Mendota Heights Council Chambers, 1101 Victoria Curve, Mendota Heights, MN.

Upon approval by the School Board, official minutes will be available at the District Office, 1897 Delaware Avenue, Mendota Heights, and on the district website. The full meeting materials are available for public inspection at the administrative offices of the school district and on the district website.

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk



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TO: School District 197 School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: November 4, 2024

SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on November 4, 2024 at the School Board meeting.

**Non-Licensed Employment**

- Arrigoni, Nicole - 5.5 hours per day Special Education Paraprofessional at Moreland Elementary School, at an hourly rate of \$23.21, effective October 21, 2024.
- Glebus, Jeff - 6.25 hours per day Special Education Paraprofessional at Pilot Knob Elementary School, at an hourly rate of \$23.21, effective October 28, 2024.
- Harrison, Toni - 3.0 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89, effective October 28, 2024
- Hetzel, Maryn - 13 hours per week SAC Special Education Paraprofessional at Mendota Elementary School, at an hourly rate of \$23.21, effective October 25, 2024
- Jenkins-Whitmore, Andrea - 3.25 hours per day SAC Support Paraprofessional at Somerset Elementary School, at an hourly rate of \$16.89, effective October 28, 2024.
- Jones, Jean - 5 hours per day Child Nutrition Kitchen Assistant at Heritage Middle School, at an hourly rate of 18.68, effective October 21, 2024.
- Klotzbach, Ivy - 3.5 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89. effective October 21, 2024.
- McGregor, Stacy - 6.25 hours per day Special Education Paraprofessional at Somerset Elementary School, at an hourly rate of \$23.21, effective October 18, 2024.0
- McNamara, Denise - 5.5 hours per day Special Education Paraprofessional at The Early Learning Center, at an hourly rate of \$23.21, effective October 21, 2024.
- Neveu, Kateri - 6.25 hours per day Special Education Paraprofessional at Moreland Elementary School, at an hourly rate of \$23.21, effective October 21, 2024.
- Niedert, Jodi - 3.5 hours per day Special Education Paraprofessional at Somerset Elementary School, at an hourly rate of \$23.21, effective October 21, 2024
- O'Brien, Erin - 4 hours per day SAC Special Education Paraprofessional at Moreland Elementary School, at an hourly rate of \$23.21, effective October 21, 2024.
- Povarchuk, Adam - Varied hours per week Community Education Lifeguard at Two River Aquatics Center, at an hourly rate of \$17.00
- Power, Rachel - 2.5 hours per day Supervisory Paraprofessional at Pilot Knob Elementary School, at an hourly rate of \$21.19, effective September 25, 2024.

- Schaffer, Lori - 3.75 hours per day Child Nutrition Kitchen Assistant at Garlough Elementary, at an hourly rate of \$18.48, effective October 28, 2024.
- Sher, Sher - 3 hours per day SAC Support Paraprofessional at Garlough Elementary School, at an hourly rate of \$16.89, effective September 16, 2024.
- Smith, Brandi - 6.25 hours per day, Special Education Paraprofessional at Somerset Elementary School, at an hourly rate of \$23.21, effective November 4, 2024.
- Smith, Shataura - 3 hours per day SAC Special Education Paraprofessional at Garlough Elementary School, at an hourly rate of \$21.21, effective October 25, 2024.
- Volkman, Steve - 5 hours per day Support Paraprofessional at The Early Learning Center, at an hourly rate of \$16.89, effective October 07, 2024.
- Xiong, Alyssa - 3.5 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89, effective October 18, 2024.
- Zerefu, Simret - 6 hours per day Child Nutrition Kitchen Assistant at Two Rivers High School, at an hourly rate of \$18.68, effective October 21, 2024.

#### **Non Licensed Leaves of Absence**

- Hamid, Lynette - 5.25 hours per day District Wide Bus Driver, leave of absence requested from September 25, 2024 through June 30, 2025.

#### **Non-Licensed Resignation, Retirement, Termination**

- Carlson, Leona - 5.5 hours per day Special Education Paraprofessional at Friendly Hills Middle School, retirement effective August 30, 2024.
- Grannes, Katie - 8 hours per day Buildings and Grounds Worker split between Friendly Hills and Pilot Knob Elementary School, resignation effective November 8, 2024.

TO: School Board Members

FROM: Sara Blair, Director of Communications

DATE: November 4, 2024

SUBJECT: Second Reading of Policy 512 – School Sponsored Student Publications and Activities

**BACKGROUND:**

A review of Policy 512, School Sponsored Student Publications and Activities, has been performed. This was presented as a first reading at the meeting on October 21. To recap, the district's current policy was reviewed against MSBA's model policy. Based on that review, a number of changes are being recommended:

- Under Section II, General Statement of Policy, MSBA has recommended that "official student publications" be changed to "school-sponsored media".
- Under Section III, Definitions, sections on the terms "libelous" and "official school publications" were removed. Definition was provided for "school sponsored media", "student journalist" and "student media advisor".
- Under Section IV, Guidelines, information was provided on the new student journalist law. Clearer definition was provided related to student expression in school-sponsored media.
- Section V, Posting, was added based on Minnesota Statute.
- The legal references section was updated.

This policy was also reviewed using the district's 4-Way Equity Test. This policy protects all students' rights to free speech in production of official school publications and activities. The policy prohibits student expression in an official school publication or school-sponsored activity when the material expresses or advocates sexual, racial or religious harassment or violence or prejudice. Rigorous standards for academic performance are called for throughout the policy. For example, it states that administrators have editorial control to assure that the school is not associated with expression that is ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences. Further, distribution of materials should be orderly and not disruptive.

**RESOLUTION:**

This is a second reading. No resolution is needed at this time.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

Students

Contact: Director of Communications

### 512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in ~~an official student publication~~ **a school-sponsored media** or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
  - 1. Students producing ~~official school publications~~ **school-sponsored media** and activities shall be under the supervision of a faculty advisor and the school principal. ~~Official publications~~ **School-sponsored media** and activities shall be subject to the guidelines set forth below.
  - 2. ~~Official school publications~~ **School-sponsored media** may be distributed at reasonable times and locations.

#### III. DEFINITIONS

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

~~B. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.~~

B. “Material and substantial disruption” of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

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

D. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~E. “Official school publications” means school newspapers, yearbooks or material produced in communications, journalism or other writing classes as a part of the curriculum.~~

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

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

- 1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;**
- 2. distributed or generally made available to students in the school; and**
- 3. prepared by a student journalist under the supervision of a student media adviser.**

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

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

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

#### **IV. GUIDELINES**

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

**B. ~~Student expression in an official school publication~~ school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:**



1. is obscene to minors;
- ~~2. is libelous or slanderous;~~
- 2. is defamatory;**
- 3. is profane, harassing, threatening, or intimidating;**
- 4. constitutes an unwarranted invasion of privacy;**
- 5. violates federal or state law;**
- 6. causes a material and substantial disruption of school activities;**
- 7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;**
8. advertises or promotes any product or service not permitted for minors by law;
- ~~4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
9. expresses or advocates sexual, racial or religious harassment or violence or prejudice; **or**
10. is distributed or displayed in violation of time, place and manner regulations.

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

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

~~B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:~~

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place and Manner of Distribution

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

1. Time  
Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.
2. Place  
Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
3. Manner  
No one shall induce or coerce a student or staff member to accept a student publication.

**V. POSTING**

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

**Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
*Morse v. Frederick*, U.S. 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)  
**Minn. Stat. § 121A.03 (Model Policy)**  
**Minn. Stat. § 121A.031 (School Student Bullying Policy)**  
**Minn. Stat. § 121A.80 (Student Journalism; Student Expression)**

**Cross References:** School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
School District Policy 506 (Student Discipline)  
School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	February 20, 2018; February 16, 2021
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years

TO: School Board Members

FROM: Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

DATE: November 4, 2024

SUBJECT: Second Reading of Policy 613, Graduation Requirements

**BACKGROUND:**

A review of Policy 613, Graduation Requirements, has been performed, and the current policy adheres to the district's processes and procedures currently in place. This was presented as a first reading at the meeting on October 21. To recap, the district's current policy was reviewed against MSBA's model policy. The policy was last reviewed in October of 2023, and changes were made to the graduation requirements to align with the 2023 legislative session. The changes currently proposed align with language from the 2024 legislative session. No changes to the actual graduation requirements are being proposed. Based on that, the following changes are recommended:

- Update Section III, Definitions, Flip two items to create alphabetical order, and "required standard" was expanded on
- Under Section V, Graduation Assessment Requirements, language has been updated to reflect updates in the 2024 legislative session
- Under Section VI, Graduation Credit Requirements, there are no changes to the number of credits needed for graduation. Language has been updated to reflect the change in science standards for students who completed 8th grade in 2024-2025
- Legal references were updated

Changes were made to the graduation requirements in October 2023. As we made those changes to meet new statute requirements, including credits in personal finance and the implementation of the new social studies standards. In the 2025-2026 school year, we will begin full implementation of the science standards. The course sequence for science will change as Physical Science has moved from grade 9 to grade 8. Students in grade will now take a course meeting Earth and Space science standards. This change is reflected in the revisions.

We used the four-way equity test as a framework for our recommendations in October 2023. We applied the framework in two specific ways described below.

- State statutes require us to meet the standards in ethnic studies, and we cannot do so adequately without increasing the amount of time spent in our social studies courses. The change of the course to a full year will benefit all students. A year-long geography and ethnic studies course for all Two Rivers High School students will allow teachers to offer a unit that explores Bdote, the heart of Mni Sota, the homeland of the Eastern Dakota Ayote. This land also includes modern-day Mendota. In this unit, students will explore the importance of our district's local community in modern Minnesota's past, present, and future landscapes through the lens of a geographer. This learning is imperative for all of our students, and additional time is needed to make it possible.

- In our review of our graduation requirements, we also considered the number of credits required for graduation. A high school student can earn up to 7 credits a year and, in their four years at Two Rivers, can earn up to 28 credits. Students could also earn up to 3 additional credits while in the district's middle schools for a possible total of 31 credits. Despite all of these opportunities, we determined that raising the total number of credits required beyond 23 credits would cause a disadvantage for some of our most at-risk groups of students, particularly our ESL students.

**RESOLUTION:**

This is a second reading. No resolution is needed at this time.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

Educational Programs

Contact: Director of Curriculum, Instruction & Assessment

### 613 GRADUATION REQUIREMENTS

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

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

#### III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. **“English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.**
- C. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- D. ~~“English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.~~
- E. “Required standard” means: ~~(1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts, or (2) a locally adopted expectation for student learning in health.~~ **Locally developed academic standards in health apply until statewide rules implementing statewide**

**health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.**

- F. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

#### **IV. DISTRICT ASSESSMENT COORDINATOR**

The Director of Curriculum, Instruction and Assessment shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### **V. GRADUATION ASSESSMENT GRADUATION REQUIREMENTS**

##### **A. Graduation Requirements**

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

1. ~~Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students’ attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students’ continuous development of and growth in requisite knowledge and skills; analysis of students’ progress and performance levels, identification of students’ academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students’ learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students’ progress and performance data; and~~ **consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and**
2. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes

and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

#### **B. Targeted Instruction Plan**

1. ~~A students meeting the state graduation requirements under this section~~ must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
  2. ~~Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.~~ **Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.**
  3. **As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.**
- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Due to changing state standards and statutes, graduation requirements will vary depending on when students begin 8<sup>th</sup> grade. Currently, there are two sets of requirements; one set of requirements for students who completed 8<sup>th</sup> grade in 2022-2023 or before and another set for students who complete 8<sup>th</sup> grade in 2023-2024 or later.

Graduation requirements for students who completed 8<sup>th</sup> grade in 2022-2023 or before are as follows:



#### A1. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
3. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
4. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. One credit in the arts sufficient to satisfy all of the state standards in the arts;
7. One credit in Physical Education;
8. Half Credit in Health;
9. A minimum of seven elective credits for a total of 23 credits.

Graduation requirements for students who completed 8<sup>th</sup> grade in 2023-2024 or after are as follows.

#### **A2. Credit Requirements**

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- ~~3. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;~~
4. For 2023-2024: Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic

standards in science;

**For 2024-2025, Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;**

5. Four credits of social studies, encompassing at least United States history, geography and ethnic studies, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. One credit in the arts sufficient to satisfy all of the state standards in the arts;
7. One credit in Physical Education **to sufficiently satisfy the state standards in physical education;**
8. Half credit in Health;
9. Half credit in personal finance **in grade 10, 11, or 12;**
10. A minimum of six elective credits for a total of 23 credits;

**B. Credit equivalencies**

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies as stated above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry ~~or physics~~ academic standards, **or all of the physics academic standards**, prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit as stated above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement as stated above.

4. A computer science credit may fulfill a mathematics credit requirement as stated above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement as stated above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

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

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  1. School District Standards, Health (K-12);
  2. School District Standards, Career and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
 

*\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.*
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12;
  5. Minnesota Academic Standards, Physical Education K-12;

6. Minnesota Academic Standards, Arts K-12.
- D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for the World's Best Workforce **Comprehensive Achievement and Civic Readiness**)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.30 (**General Requirements**; Statewide Testing and Reporting System **Assessments**)  
**Minn. Stat. § 120B.303 (Assessment Graduation Requirements)**  
**Minn. Stat. § 120B.307 (College and Career Readiness)**  
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~  
**Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)**  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic **Arts** Standards for the Arts)

**Kindergarten through Grade 12)**

Minn. Rules Parts 3501.0900-3501.0955~~60~~ (Academic Standards in Science)

**Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)**

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

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

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

***Cross References:*** School District Policy 616 (School District System Accountability)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	June 15, 2020; October 23, 2023
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years

TO: School Board Members

FROM: Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

DATE: November 4, 2024

SUBJECT: Second Reading of Policy 620, Credit for Learning

**BACKGROUND:**

A review of Policy 620, Credit for Learning, has been performed and the current policy adheres to the district's processes and procedures currently in place. This was presented as a first reading at the meeting on October 21. To recap, the district's current policy was reviewed against MSBA's model policy. Based on this review, the following changes are recommended:

- Under III Definitions, updates were made to the section including one based on current statute
- Under IV, Transfer of Content Standards, information related to "class rank" was added to several of the items and an item outlining what documentation is needed
- Under V, Postsecondary Enrollment Credit, further clarity is provided related to postsecondary credits
- Under VI, Credit for Employment with Health Care Providers, was new in legislation and was added as written in state statute
- Under VIII, Weighted Grades, the purple outlines district language that is used in this area
- Legal references were updated

While reviewing this policy, we applied the 4-Way Equity test. Over the last eight years the district has done extensive work in its course offerings to add more courses at Two Rivers that offer college credit opportunities with specific efforts to have the enrollment in those courses mirror the demographic of the high school. We are making great strides in those efforts particularly in the area of our Career and Technical Education courses. We are seeing fewer students leaving Two Rivers to participate in Post Secondary Enrollment Options (PSEO) due to the opportunities offered at Two Rivers. However, there are institutional barriers that prevent all students from having equal access to credit for learning. The biggest barriers are communication, transportation and prerequisites. Information about credit for learning, specifically Post Secondary Enrollment Options (PSEO) are listed in the high school academic guide with more information being available on the high school website. Counselors share information about PSEO during their registration presentations for sophomores and juniors. Many times, there is paperwork and applications that need to be completed to have access to these opportunities. While counselors provide support in their completion of the forms, some students are not choosing that step or don't know that support exists. Transportation is required for some opportunities, but not all students have their own transportation. Some courses or programs have prerequisites, which could be a course requirement, grade point average or a certain score on a college entrance exam. We will continue to look for ways to address these areas of concern.

**RECOMMENDED RESOLUTION:**

This is a second reading. No resolution is needed at this time.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

Educational Programs

Contact: Director of Curriculum, Instruction & Assessment

### 620 CREDIT FOR LEARNING

#### I. PURPOSE

~~The purpose of This policy is to recognize~~ student achievement that occurs in postsecondary 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, postsecondary or higher education institutions, other learning environments, and online courses and programs.

#### III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (~~MDE~~ **Commissioner**).
- 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.~~ **“Concurrent enrollment” means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.**
- C. ~~“Commissioner” means the Commissioner of MDE.~~ **“Course” means a course or program.**

- ~~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 postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- 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 CONTENT STANDARDS

- 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.
- 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.
  - 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.
  - 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 a 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.

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

## **V. POSTSECONDARY 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~~ **must** be counted toward the graduation ~~and credit requirements of a student completing the Minnesota Academic Standards~~ **and subject area requirements of the district.**
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
  - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  - 4. In the event the content of the post-secondary 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 post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.**
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.**

## **VI. ~~CREDIT FROM ONLINE LEARNING COURSES FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS~~**

- ~~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.~~

**Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.**

## **VII. ADVANCED ACADEMIC CREDIT**

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

## **VIII. WEIGHTED GRADES**

- 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 an Advanced Placement course will be multiplied by a factor of 1.2.

2. A grade awarded in a College In the Schools course will be multiplied by a factor of 1.2.
  3. A grade awarded in a dual enrollment course will be multiplied by a factor of 1.2.
  - 4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of 1.2.**
- B. School boards must adopt identical grade weighting policies for PSEO and Concurrent Enrollment courses. If a high school weights grades for Concurrent Enrollment courses, they must also weight grades on the same scale for courses taken through PSEO (subdivision 12(c)).**
- C. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

#### **IX. PROCESS FOR AWARDING CREDIT**

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process **for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness**)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Rules Parts 3501.**0660** ~~0640-3501.0655~~ (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
**Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)**

**Cross References:** School District Policy 601 (School District Curriculum and Instruction Goals)  
School District Policy 613 (Graduation Requirements)  
School District Policy 616 (School District System Accountability)  
School District Policy 624 (Online Learning Options)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	March 19, 2018; April 19, 2021; August 2, 2021
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years

TO: School Board Members

FROM: Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

DATE: November 4, 2024

SUBJECT: Second Reading of Policy 624, Online Learning Options

**BACKGROUND:**

A review of Policy 624, Online Learning Options, has been performed, and the current policy adheres to the district's processes and procedures currently in place. This was presented as a first reading at the meeting on October 21. To recap, the district's current policy was reviewed against MSBA's model policy. Based on this review, the following changes are recommended:

- The title of the policy has changed to Online Instruction, and the term "instruction" is updated in the Purpose and General Statement of Policy
- Under III, Definitions, several updates have been made related to online instruction
- Section IV, Procedures, has been removed and has been replaced with updated language in alignment with state statute in new Section IV, Digital Instruction, and Section V, Supplemental Online courses, as a result of changes in the 2024 Minnesota Legislative Session
- Section VI, Enrolling District, and Section VII, Reporting, have been added
- Updates have been made to the Legal References

While reviewing this policy, we applied the 4-Way Equity test. Following the 2020-2021 school year, we adjusted our internal procedure to better capture information from our students participating in online courses. Students can request information about online learning, but they have to ask for it. Counselors will make recommendations to students in situations where an online course may be a better option for them. To enroll in online learning, there is paperwork that needs to be completed to have access to these opportunities; these documents are provided by the online school themselves, and they are not available in other languages. The online courses themselves do not always lend themselves to the specific learning style of an individual student, and some find them difficult to complete. Online courses are also often self-paced and require the student to be well-organized and motivated to complete the work. Counselors will check in students in online courses, but students must be self-advocates with their online instructor and the online institution to get specific course support. Upon completion of an online course, it is the student's responsibility to share their grade report with the school to receive credit for the coursework. We continue to look for ways to support students to ensure they are successful.

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**RECOMMENDED RESOLUTION:**

This is a second reading. No resolution is needed at this time.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

Educational Programs

Contact: Director of Curriculum, Instruction & Assessment

### 624 ~~ONLINE LEARNING OPTIONS~~ INSTRUCTION

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning **instruction**.
- B. The school district shall grant academic credit for completing the requirements of an online learning **instruction** course or program.
- ~~C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.~~
- ~~D. The school district shall continue to provide non-academic services to online learning students.~~
- ~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.~~

#### III. DEFINITIONS

- A. “Blended learning **instruction**” is **means** a form of digital learning **instruction** 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~~ **online instruction under paragraph (E)**.
- B. “Digital learning **instruction**” is ~~learning~~ **means instruction** 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 **instruction**.

- C. "Enrolling district" means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, ~~for purposes of compulsory education.~~
- ~~D. "Full-time online learning provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.~~
- D. "Online learning course syllabus" is **means** a written document that ~~an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify~~ **identifies** the state academic standards ~~embedded in an online learning course~~ **taught and assessed in a supplemental online course under paragraph (I);** the course content outline; required course assessments; ~~expectations for actual teacher contact time, and other student to teacher communications,~~ **instruction methods; communication procedures with students, guardians and the enrolling district under paragraph (C);** and the academic supports available to the online learning student.
- E. "Online learning **instruction**" is **means** a form of digital learning **instruction** delivered by an approved online learning provider under Paragraph III.H **that occurs when a student learns primarily through digital technology away from a supervised physical setting.**
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- ~~G. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized provider.~~
- ~~H. "Online learning provider" is a school district, an intermediate school district, or 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.~~
- H. "Student" is **means** a Minnesota resident enrolled in a public school, ~~a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.~~

**defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.**

- I. “Supplemental online learning” means an online **learning** course taken in place of a course period ~~during the regular school day at a local district school~~ **provided by the student’s enrolling district under paragraph (C).**
- J. “**Supplemental** online ~~learning~~ course provider” is means a school district, an intermediate school district, or 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~~ **that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).**

#### **IV. — PROCEDURES**

##### **A. — Dissemination and Receipt of Information**

- 1. ~~The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.~~
- 2. ~~The school district will receive and maintain information provided to it by online learning providers.~~
- 3. ~~The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent or guardian, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.~~
- 4. ~~The enrolling district must designate a contact person to help facilitate and monitor the student’s academic progress and accumulated credits toward graduation.~~

##### **B. — Student Enrollment**

- 1. ~~A student may apply for full time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.~~
- 2. ~~The student and the student’s parents or guardian must submit an application to the online learning provider and identify the student’s reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within~~

~~ten days if the enrolling district is not the online learning provider. The student and the student's parent or guardian must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent or guardian must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.~~

- ~~3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent or guardian, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.~~
- ~~4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent or guardian, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~
- ~~5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent~~

~~with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.~~

- ~~6. An online learning student may complete course work at a grade level that is different from the student's current grade level.~~
- ~~7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.~~

~~C. Classroom Membership and Teacher Contact Time~~

- ~~1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.~~
- ~~2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.~~
- ~~3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.~~
- ~~4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.~~

~~D. Academic Credit; Graduation Standards or Requirements~~

- ~~1. The school district shall apply the same graduation requirements to all students, including online learning students.~~
- ~~2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.~~

- ~~3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.~~
- ~~4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.~~
- ~~5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.~~

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.**
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.**
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.**
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.**
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.**
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.**
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep**

accurate records of daily attendance under Minnesota Statutes, section 120A.21.

**V. SUPPLEMENTAL ONLINE COURSES**

**A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.**

**B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:**

- 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;**
- 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;**
- 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and**
- 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.**

**[NOTE: The 2024 Minnesota legislature added this provision.]**

**C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.**

**D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:**

- 1. use an application form specified by MDE;**
- 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed**

application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic

standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
  2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.



## **VII. REPORTING**

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

***Legal References:***     **Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)**  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
~~Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)~~  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
~~Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)~~  
~~Minn. Stat. § 124D.095 (Online Learning Option Act)~~  
**Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)**  
**Minn. Stat. § 124D.094 (Online Instruction Act)**  
**Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)**

***Cross References:***     School District Policy 509 (Enrollment of Nonresident Students)  
School District Policy 613 (Graduation Requirements)  
School District Policy 620 (Credit for Learning)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	March 19, 2018; April 19, 2021
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years

# August 2024 Check Register

NUMBER	AMOUNT	DATE	VENDOR
291539	(39.00)	08/19/2024	MHSPA
294900	(1,182.66)	08/19/2024	GROTH MUSIC CO
295005	(1,000.00)	08/01/2024	HOKE, STEPHEN
295105	(16,683.78)	08/05/2024	LOFFLER MANAGEMENT SOLUTIONS
295208	(1,000.00)	08/01/2024	QUREISHY, IZHAN
295402	(269.46)	08/01/2024	SPRWS
295444	24,765.58	08/01/2024	150 MARIE LLC
295445	137,056.53	08/01/2024	APPLE INC
295446	2,772.25	08/01/2024	BUSINESS ESSENTIALS
295447	11,243.66	08/01/2024	CANON FINANCIAL SERVICES INC
295448	115,804.00	08/01/2024	CDW GOVERNMENT INC
295449	4,704.00	08/01/2024	CENGAGE LEARNING INC
295450	6,347.24	08/01/2024	COMMERCIAL KITCHEN SERVICES
295451	941.00	08/01/2024	D & J QUALITY SOURCING LLC
295452	4,008.53	08/01/2024	DALCO - NETWORK SERVICE CO
295453	80.00	08/01/2024	DIETZ, ELOISE
295454	24,775.00	08/01/2024	DOOR SERVICE COMPANY
295455	9,817.52	08/01/2024	FIDELITY SECURITY LIFE INS CO
295456	191.38	08/01/2024	GJENGDAHL, KATHY
295457	3,385.00	08/01/2024	GOPHERMODS LLC
295458	300.00	08/01/2024	GRISWOLD, MATTHEW
295459	500.00	08/01/2024	GUSTAVUS ADOLPHUS COLLEGE
295460	539.10	08/01/2024	HEINTZMANN, JEANETTE
295461	1,412.50	08/01/2024	INFINITE HEALTH COLLABORATIVE
295462	1,430.00	08/01/2024	INGINA LLC
295463	125.00	08/01/2024	JONES, DAVID
295464	29,700.00	08/01/2024	JORGENSEN CONSTRUCTION INC
295465	250.00	08/01/2024	LANGUAGE BANC
295466	938.95	08/01/2024	LOFFLER COMPANIES

295467	16,683.78	08/01/2024	LOFFLER MANAGEMENT SOLUTIONS
295468	32.00	08/01/2024	NCPERS GROUP LIFE INS
295469	312.29	08/01/2024	NORTH CENTRAL BUS & EQUIP INC
295470	1,270.72	08/01/2024	NORTHFIELD LINES INC
295471	287.07	08/01/2024	PARSONS, ELIZABETH
295472	27,800.32	08/01/2024	POWERSCHOOL GROUP LLC
295473	26,925.00	08/01/2024	SAYOO TRANSPORTATION LLC
295474	17,825.00	08/01/2024	SOLARTE HEALTH INC
295475	414.60	08/01/2024	ST PAUL PUBLISHING COMPANY
295476	400.00	08/01/2024	TISCHENDORF, MICHAEL
295477	445.30	08/01/2024	TOTAL SOURCE INC
295478	3,235.00	08/01/2024	VALLEY SCREEN PRINTING
295479	3,000.00	08/01/2024	VIVACITY TECH PBC
295480	176.00	08/01/2024	WEATHER WATCH INC
295481	14,132.56	08/01/2024	WELLS FARGO EQUIPMENT FINANCE INC
295482	2,187.23	08/01/2024	XCEL
295483	446.00	08/01/2024	YOUR SIGN SOLUTIONS INC
295484	728.00	08/01/2024	ZEN EDUCATE INC
295485	6,348.14	08/08/2024	ALLEN-MASTRO NANCY
295486	18,412.49	08/08/2024	AMPION PBC
295487	10,836.00	08/08/2024	ARVIG
295488	134.16	08/08/2024	AT&T MOBILITY
295489	35.00	08/08/2024	BESKY, DONALD
295490	3,308.09	08/08/2024	BIX PRODUCE CO
295491	3,837.60	08/08/2024	BSN SPORTS
295492	96.05	08/08/2024	BUSINESS ESSENTIALS
295493	136.97	08/08/2024	CINTAS CORPORATION #2
295494	12,636.60	08/08/2024	CITY OF MENDOTA HEIGHTS
295495	1,519.94	08/08/2024	CITY OF EAGAN
295496	4,596.79	08/08/2024	CONSOLIDATED COMMUNICATIONS
295497	12,114.55	08/08/2024	DALCO - NETWORK SERVICE CO
295498	10,937.30	08/08/2024	DG MN CS 2021 LLC

295499	780.47	08/08/2024	ECKROTH MUSIC
295500	377.44	08/08/2024	EDUCATORS BENEFIT CONSULTANTS LLC
295501	3,147.00	08/08/2024	ELEVATOR TECHNICAL CONSULTING INC
295502	145.99	08/08/2024	FACTORY MOTOR PARTS CO
295503	24,388.88	08/08/2024	FAE LSE 6 LLC
295505	2,900.06	08/08/2024	GRAINGER
295506	1,425.00	08/08/2024	GROVE AGENCY
295507	4,215.00	08/08/2024	H & B SPECIALIZED PRODUCTS
295508	2,171.36	08/08/2024	HD SUPPLY
295509	2,226.52	08/08/2024	HORIZON COMMERCIAL POOL SUPPLY
295510	1,000.00	08/08/2024	INFINITE HEALTH COLLABORATIVE
295511	10,584.00	08/08/2024	INTEGRATED SYSTEMS CORPORATION
295512	9,853.52	08/08/2024	ISD 622
295513	127.76	08/08/2024	JERRY'S ENTERPRISES
295514	549.00	08/08/2024	KINECT ENERGY GROUP
295515	1,790.50	08/08/2024	KONICA MINOLTA PREMIER FINANCE
295516	900.00	08/08/2024	L & A CLEAN MACHINE
295517	1,125.89	08/08/2024	LAUGHLIN'S PEST CONTROL
295518	3.94	08/08/2024	MADISON ENERGY INVESTMENTS III LLC
295519	329.00	08/08/2024	MASA
295520	175.00	08/08/2024	MASSP
295522	904.34	08/08/2024	MENARDS
295523	35.00	08/08/2024	MN DEPT OF HEALTH
295524	8,031.92	08/08/2024	MSC RICE01
295525	96.30	08/08/2024	NAPA AUTO PARTS
295526	1,890.81	08/08/2024	NEO ELECTRICAL SOLUTIONS
295527	112.20	08/08/2024	PARMAN ENERGY GROUP LLC
295528	9,357.87	08/08/2024	PAYDHEALTH LLC
295529	2,950.00	08/08/2024	PETERSON BROS ROOFING
295530	415.00	08/08/2024	PIRTEK MIDWAY
295531	723.00	08/08/2024	POMP'S TIRE SERVICE INC
295532	43.00	08/08/2024	PREINER, KEN

295533	1,528.99	08/08/2024	SHERWIN WILLIAMS
295534	100.00	08/08/2024	SHIPMAN, MELONIE
295535	236.79	08/08/2024	SHRED N GO INC
295536	560.56	08/08/2024	ST PAUL PIONEER PRESS
295537	1,425.00	08/08/2024	STANINA, SCOTT
295538	151.15	08/08/2024	STATE SUPPLY COMPANY
295539	986.00	08/08/2024	STOUT LINDA
295541	4,865.00	08/08/2024	SUMMIT COMPANIES
295542	186.89	08/08/2024	SUN AUTO TIRE & SERVICE
295543	2,889.00	08/08/2024	SYNOVIA SOLUTIONS LLC
295544	2,560.36	08/08/2024	T MOBILE USA INC
295545	3,393.56	08/08/2024	TEACHERS ON CALL
295546	168,510.00	08/08/2024	TRAFERA LLC
295547	1,236.00	08/08/2024	TRANE U S INC
295548	795.01	08/08/2024	TRI-STATE BOBCAT
295549	542.03	08/08/2024	TRUCK REPAIR & EQUIP CO
295550	321.93	08/08/2024	TURFWERKS
295551	1,280.00	08/08/2024	TYSON PREPARED FOODS INC
295552	1,500.00	08/08/2024	UNIVERSITY OF MINNESOTA
295554	1,228.83	08/08/2024	VESTIS GROUP INC
295555	30.00	08/08/2024	WELSH, NICKIE
295556	1,282.00	08/08/2024	WIENS, ANDREW
295557	165.00	08/08/2024	WILLMAN, DEANNE
295558	25,784.67	08/08/2024	XCEL ENERGY SOLUTIONS
295559	305.00	08/08/2024	ZAHL PETROLEUM
295560	174.00	08/02/2024	DISTRICT LODGE # 737 IAMAW
295561	342.35	08/02/2024	GURSTEL LAW FIRM P C
295562	1,213.00	08/02/2024	IUOE #70
295563	320.00	08/02/2024	MN TEAMSTERS LOCAL #320
295564	100.00	08/02/2024	RANGE CREDIT BUREAU INC
295565	135.00	08/02/2024	WI SCTF
295566	25,000.00	08/13/2024	POSTMASTER

295567	1,700.80	08/13/2024	ACADEMY OF THE HOLY ANGELS
295568	122.40	08/13/2024	BAITUL HIKMAH ACADEMY
295569	136.00	08/13/2024	BENILDE ST MARGARETS SCHOOL
295570	771.20	08/13/2024	BLAKE SCHOOL
295571	144.80	08/13/2024	BRECK SCHOOL
295572	120.00	08/13/2024	CAPITAL CITY
295573	620.00	08/13/2024	CHESTERTON ACADEMY
295574	265.60	08/13/2024	CONCORDIA ACADEMY
295575	12,389.60	08/13/2024	CRETIN-DERHAM HALL
295576	4,251.20	08/13/2024	FAITHFUL SHEPHERD SCHOOL
295577	134.40	08/13/2024	GOOD SHEPARD LUTHERAN
295578	5,012.00	08/13/2024	GRAND RAPIDS PUBLIC SCHOOLS
295579	498.40	08/13/2024	GROVES ACADEMY
295580	370.40	08/13/2024	HAND IN HAND CHRISTIAN MONTESSORI
295581	64.00	08/13/2024	HELICHER MPLS JEWISH DAY SCHOOL
295582	9,460.00	08/13/2024	HIGHLAND CATHOLIC SCHOOL
295583	388.00	08/13/2024	HOLY FAMILY ACADEMY
295584	1,556.80	08/13/2024	HOLY SPIRIT SCHOOL
295585	867.20	08/13/2024	HOLY TRINITY SCHOOL
295586	106.40	08/13/2024	HOPE ACADEMY
295587	151,312.32	08/13/2024	ICS CONSULTING LLC (DBA ICS)
295588	2,543.35	08/13/2024	INSTITUTE FOR ENVIR ASSESSMENT INC
295589	2,734.40	08/13/2024	MINNEHAHA ACADEMY
295590	109.60	08/13/2024	MINNESOTA WALDORF SCHOOL
295591	1,276.80	08/13/2024	MOUNDS PARK ACADEMY
295592	122.80	08/13/2024	NATIVITY OF MARY SCHOOL
295593	514.40	08/13/2024	NEW LIFE ACADEMY
295594	17,702.52	08/13/2024	NORTH CENTRAL BUS & EQUIP INC
295595	127.20	08/13/2024	PRIOR LAKE CHRISTIAN ACADEMY
295596	72,386.41	08/13/2024	SAVVAS LEARNING COMPANY LLC
295597	11,880.00	08/13/2024	ST AGNES SCHOOL
295598	241.60	08/13/2024	ST RAPHAEL CATHOLIC

295599	23,195.00	08/13/2024	STARTING LINE FLOOR COATINGS INC
295600	6,207.20	08/13/2024	TRINITY SCHOOL AT RIVER RIDGE
295601	384.00	08/13/2024	UNITED CHRISTIAN ACADEMY
295602	1,453.60	08/13/2024	UNITY HIGH SCHOOL
295603	1,836.00	08/15/2024	BAYADA HOME HEALTH CARE INC
295604	320.00	08/15/2024	BIFFS INC
295605	393.08	08/15/2024	BIMBO BAKERIES USA
295606	7,134.00	08/15/2024	CENTURY FENCE COMPANY
295607	256.26	08/15/2024	CINTAS CORPORATION #2
295608	181.85	08/15/2024	CULLIGAN
295609	882.50	08/15/2024	D & J QUALITY SOURCING LLC
295610	208.00	08/15/2024	DAHLAGER, JACK
295611	893.10	08/15/2024	ECKROTH MUSIC
295612	625.00	08/15/2024	GIPPER MEDIA INC
295613	187.00	08/15/2024	GOPHER STAGE LIGHTING
295614	440.17	08/15/2024	GRAINGER
295615	1,182.66	08/15/2024	GROTH MUSIC CO
295616	119.38	08/15/2024	HENRY SCHEIN INC
295617	2,010.39	08/15/2024	HERC U LIFT
295618	1,647.60	08/15/2024	HORIZON COMMERCIAL POOL SUPPLY
295619	197.34	08/15/2024	JERRY'S ENTERPRISES
295620	1,000.00	08/15/2024	KREMER SERVICES, LLC
295621	300.00	08/15/2024	L & A CLEAN MACHINE
295622	1,430.00	08/15/2024	LARKIN ELECTRONICS
295623	127,385.00	08/15/2024	LIBERTY MUTUAL INSURANCE
295624	370.05	08/15/2024	LUPIENT CHEVROLET
295625	2,650.00	08/15/2024	MARSH & MCLENNAN AGENCY RJF DIVISION
295626	2,650.72	08/15/2024	MCGRAW HILL
295627	130.86	08/15/2024	MENARDS
295628	7,000.00	08/15/2024	METRO EAST CONFERENCE
295629	1,575.00	08/15/2024	MN MOBILE TELEPHONE CO INC
295630	2,325.00	08/15/2024	NICHE VISUAL

295631	3,083.99	08/15/2024	NORTH CENTRAL BUS & EQUIP INC
295632	38,556.00	08/15/2024	NORTHEAST METRO DIST 916
295633	793.00	08/15/2024	OCCUPATIONAL HEALTH CENTERS OF MN PC
295634	834.35	08/15/2024	PARMAN ENERGY GROUP LLC
295635	529.40	08/15/2024	PIXELWERX LLC
295636	2,821.00	08/15/2024	POMP'S TIRE SERVICE INC
295637	208.00	08/15/2024	REISIG, LUKE
295638	14,025.00	08/15/2024	SAYOO TRANSPORTATION LLC
295639	1,800.93	08/15/2024	SHERWIN WILLIAMS
295640	7,124.42	08/15/2024	SPRWS
295641	2,081.16	08/15/2024	ST PAUL BEVERAGE SOLUTIONS LLC
295642	9,185.00	08/15/2024	STARTING LINE FLOOR COATINGS INC
295643	150.63	08/15/2024	STATE SUPPLY COMPANY
295644	200.00	08/15/2024	STEFFEL, LAUREN
295645	71.85	08/15/2024	SUEDBECK, MELISSA
295646	429.90	08/15/2024	SYNOVIA SOLUTIONS LLC
295647	286.80	08/15/2024	T MOBILE USA INC
295648	1,836.00	08/15/2024	TECH ACADEMY COMPUTER EXPLORERS
295649	25.00	08/15/2024	THOREEN, ANDREW
295650	231.96	08/15/2024	TRUCK REPAIR & EQUIP CO
295651	3,916.82	08/15/2024	UCP-SEGUIN-MINNESOTA, INFINITEC SERVICES
295652	38,865.00	08/15/2024	UNITY TRANSPORTATION LLC
295653	1,135.23	08/15/2024	VESTIS GROUP INC
295654	40.00	08/15/2024	WORKFORCEQA
295655	707.47	08/15/2024	XCEL
295656	416.00	08/15/2024	ZEN EDUCATE INC
295657	2,010.00	08/20/2024	A PLUS DRIVING SCHOOL
295658	1,089.00	08/20/2024	ABRAKADOODLE
295659	268.10	08/20/2024	ALTA
295660	24.00	08/20/2024	ANDERSON, BILL
295661	6,637.00	08/20/2024	ARC DOCUMENT SOLUTIONS LLC
295662	944.04	08/20/2024	AT&T MOBILITY



295663	18,546.00	08/20/2024	AUTUMN RIDGE LANDSCAPING INC
295664	114.25	08/20/2024	BAUMGARTNER, JOHN
295665	832.50	08/20/2024	BENEFIT EXTRAS INC
295666	3,071.25	08/20/2024	BRAINPOP LLC
295667	5,401.18	08/20/2024	BSN SPORTS
295668	100.80	08/20/2024	BUCKEYE CLEANING CENTERS
295669	2,142.74	08/20/2024	BUSINESS ESSENTIALS
295670	77,805.00	08/20/2024	CDW GOVERNMENT INC
295671	161.04	08/20/2024	CENTURYLINK
295672	3,500.00	08/20/2024	CESO HR LLC
295673	1,418.08	08/20/2024	CITY OF MENDOTA HEIGHTS
295674	401.00	08/20/2024	CITY OF INVER GROVE HEIGHTS
295675	2,291.06	08/20/2024	COMMERCIAL KITCHEN SERVICES
295676	3,365.00	08/20/2024	CREATIVE COLOR
295677	21,469.72	08/20/2024	CURRICULUM ASSOCIATES LLC
295678	43.75	08/20/2024	D & J QUALITY SOURCING LLC
295679	1,280.00	08/20/2024	DAIKIN APPLIED
295680	2,242.20	08/20/2024	DAKOTA ELECTRIC ASSN
295681	675.00	08/20/2024	DESIGN TREE ENGINEERING
295682	315.00	08/20/2024	DODGE, MICHELLE
295683	132.39	08/20/2024	GERTENS
295684	92.84	08/20/2024	HD SUPPLY
295685	72.87	08/20/2024	HENRY SCHEIN INC
295686	399.00	08/20/2024	HEMLOCK PUBLISHERS LLC
295687	3,040.00	08/20/2024	INGINA LLC
295688	4,236.24	08/20/2024	INNOVATIVE OFFICE SOLUTIONS LLC
295689	93,960.93	08/20/2024	INTERMEDIATE DIST 917
295690	267.55	08/20/2024	JERRY'S ENTERPRISES
295691	1,728.00	08/20/2024	KIDCREATE STUDIO
295692	1,216.25	08/20/2024	KNOFF, KARIS
295693	73,593.00	08/20/2024	LANGER CONSTRUCTION
295694	7,392.29	08/20/2024	LOFFLER MANAGEMENT SOLUTIONS

295695	7,636.00	08/20/2024	LVC COMPANIES
295696	865.00	08/20/2024	MASSP
295697	350.38	08/20/2024	MCDONOUGH'S
295698	110.00	08/20/2024	MEDTOX LABORATORIES INC
295699	237.37	08/20/2024	MENARDS
295700	700.00	08/20/2024	MN DEPT OF LABOR & INDUSTRY
295701	48.00	08/20/2024	NCPERS GROUP LIFE INS
295702	475.00	08/20/2024	NEUBAUER, WAYNE
295703	257.00	08/20/2024	OCCUPATIONAL HEALTH CENTERS OF MN PC
295704	34.16	08/20/2024	OXYGEN SERVICE
295705	32,844.50	08/20/2024	PARENT SQUARE
295706	102.82	08/20/2024	PREMIUM WATERS INC
295707	372.23	08/20/2024	PROFESSIONAL WIRELESS COMMUNICATIONS
295708	1,129.74	08/20/2024	SCHUMACHER ELEVATOR COMPANY
295709	5,719.00	08/20/2024	SG TECHNOLOGIES LLC
295710	3,581.90	08/20/2024	SOUTHWEST METRO INTERMEDIATE DIST 288
295711	806.52	08/20/2024	ST PAUL PIONEER PRESS
295712	128.91	08/20/2024	SUN AUTO TIRE & SERVICE
295713	1,832.99	08/20/2024	TEAM SPORTING GOODS INC
295714	4,760.00	08/20/2024	TMB PROPERTIES
295715	2,251.53	08/20/2024	TRI-STATE BOBCAT
295716	11,620.00	08/20/2024	WARRIOR DANCE TEAM
295717	30.00	08/20/2024	WELSH, NICKIE
295718	2,660.00	08/20/2024	WIZARDS OF CHESS LLC
295719	19,765.00	08/29/2024	A PLUS DRIVING SCHOOL
295720	25,312.00	08/29/2024	CURRICULUM ASSOCIATES LLC
295721	138,570.56	08/29/2024	INTERMEDIATE DIST 917
295722	125,655.52	08/29/2024	TRIMARK
295723	25,488.87	08/29/2024	150 MARIE LLC
295724	18,400.00	08/29/2024	A PLUS DRIVING SCHOOL
295725	9,400.00	08/29/2024	AMAZEWORKS
295726	5,460.78	08/29/2024	ASPEN WASTE SYSTEMS OF MN INC

295727	1,400.00	08/29/2024	BAUMGARTNER, JOHN
295728	1,781.91	08/29/2024	BIX PRODUCE CO
295729	960.00	08/29/2024	BRIDGEPOINT GLASS INC
295730	5,729.10	08/29/2024	BSN SPORTS
295731	1,215.39	08/29/2024	BUSINESS ESSENTIALS
295732	11,240.66	08/29/2024	CANON FINANCIAL SERVICES INC
295733	59.99	08/29/2024	CENTURYLINK
295734	1,585.00	08/29/2024	CESO HR LLC
295735	310.80	08/29/2024	CINTAS CORPORATION #2
295736	1,542.75	08/29/2024	CURRICULUM ASSOCIATES LLC
295737	3,094.72	08/29/2024	DALCO - NETWORK SERVICE CO
295738	1,260.00	08/29/2024	DENNIS ENVIRONMENTAL OPERATIONS
295739	654.21	08/29/2024	EDUCATORS BENEFIT CONSULTANTS LLC
295740	34,300.00	08/29/2024	FLOORS BY FARMER INC
295741	355.05	08/29/2024	GRAINGER
295742	1,125.00	08/29/2024	GREAT MINDS PBC
295743	4,500.00	08/29/2024	GROVES ACADEMY
295744	728.08	08/29/2024	HORIZON COMMERCIAL POOL SUPPLY
295745	710.00	08/29/2024	INNOVATIVE OFFICE SOLUTIONS LLC
295746	3,528.00	08/29/2024	INTERMEDIATE DIST 917
295747	2,484.00	08/29/2024	INTERMEDIATE DIST 287
295748	250.00	08/29/2024	ISD 197 ED FOUNDATION
295749	181,943.00	08/29/2024	JORGENSEN CONSTRUCTION INC
295750	4,219.85	08/29/2024	KINECT ENERGY GROUP
295751	611.25	08/29/2024	LANGUAGE LINE SERVICES INC
295752	3,304.94	08/29/2024	LOFFLER COMPANIES
295753	356.53	08/29/2024	LOFFLER COMPANIES INC
295754	1,743.06	08/29/2024	LOST SPUR GOLF & EVENT CENTER
295755	430.00	08/29/2024	LVC COMPANIES
295756	464.00	08/29/2024	MASSP
295757	5,671.39	08/29/2024	MCGRAW HILL SCHOOL EDUCATION HOLDINGS LLC
295758	102.59	08/29/2024	MENARDS

295759	4,500.00	08/29/2024	MMKR
295760	295.00	08/29/2024	MN SCHOOL BOARDS ASSN
295761	135.00	08/29/2024	MNIAAA
295762	60.00	08/29/2024	MONSON, JODI
295763	649.65	08/29/2024	NEO ELECTRICAL SOLUTIONS
295764	46.05	08/29/2024	NORTH CENTRAL BUS & EQUIP INC
295765	107.00	08/29/2024	OCCUPATIONAL HEALTH CENTERS OF MN PC
295766	2,854.12	08/29/2024	PIXELWERX LLC
295767	341,812.30	08/29/2024	PLAYPOWER LT FARMINGTON
295768	15.95	08/29/2024	REPOWERED
295769	1,941.40	08/29/2024	SAVVAS LEARNING COMPANY LLC
295770	357,450.00	08/29/2024	SFM
295771	2,135.00	08/29/2024	SG TECHNOLOGIES LLC
295772	1,829.00	08/29/2024	SHERWIN WILLIAMS
295773	633.51	08/29/2024	SHRED N GO INC
295774	4,930.00	08/29/2024	SKYWARD
295775	1,850.00	08/29/2024	SOUNDWAVE SOLUTIONS
295776	7,606.50	08/29/2024	SQUIRES WALDSPURGER & MACE PA
295777	51.10	08/29/2024	STATE SUPPLY COMPANY
295778	1,576.65	08/29/2024	SUMMIT COMPANIES
295779	123.20	08/29/2024	SYNOVIA SOLUTIONS LLC
295780	529.78	08/29/2024	TURFWERKS
295781	43.75	08/29/2024	UPPER LAKES FOODS
295782	2,089.00	08/29/2024	VALLEY SCREEN PRINTING
295783	24.52	08/29/2024	VESTIS GROUP INC
295784	567.00	08/29/2024	WEBSTER, JOSEPH
295785	165.00	08/29/2024	WILLMAN, DEANNE
295786	2,464.98	08/29/2024	ZAHL PETROLEUM
295787	416.00	08/29/2024	ZEN EDUCATE INC
295981	174.00	08/30/2024	DISTRICT LODGE # 737 IAMAW
295982	1,213.00	08/30/2024	IUOE #70
295983	1,119.00	08/30/2024	MN TEAMSTERS LOCAL #320

242500049	56.44	08/15/2024	BERNARD, MEGHAN
242500050	162.41	08/15/2024	BEYER, HANA
242500051	111.87	08/15/2024	BLUHM, SHERRY
242500052	79.35	08/15/2024	CARTER, KATIE
242500053	177.81	08/15/2024	CLARKIN, STEFANIE
242500054	69.14	08/15/2024	FISK, EMILY
242500055	198.72	08/15/2024	KENEFICK, CONNOR
242500056	57.62	08/15/2024	MACKEY, ARIANNA
242500057	27.98	08/15/2024	OPPENHEIM, JEFFREY
242500058	183.53	08/15/2024	POWELL, SUSAN
242500059	62.58	08/15/2024	SCHEUER, SCOTT
242500060	37.52	08/15/2024	SCHWAB, BYRON
242500061	111.35	08/15/2024	WOLFER, JEFFREY
3,337,232.95			Total
2,634,680.28			P/R 9/13/24
2,611,026.19			P/R 9/27/24
8,582,939.42			Grand Total

**INDEPENDENT SCHOOL DISTRICT NO. 197  
WEST ST. PAUL, MINNESOTA  
TREASURER'S REPORT TO SCHOOL BOARD**

**Aug-24**

<b>Fund</b>	<b>Balance Beginning Of Month</b>	<b>Receipts</b>	<b>Disbursements</b>	<b>Balance End Of Month</b>
<b>General</b>	1,623,904.06	13,472,161.90	13,718,458.67	1,377,607.29
<b>Food Service</b>	1,520,964.62	118,711.33	387,205.98	1,252,469.97
<b>Comm. Service</b>	2,296,790.55	488,172.95	827,561.81	1,957,401.69
<b>Building Constructi</b>	(674,624.76)	10.35		(674,614.41)
<b>Debt Service</b>	4,194,787.34			4,194,787.34
<b>Trust &amp; Agency</b>	577,218.51	121,139.98	372,269.68	326,088.81
<b>Custodial Fund</b>	31,025.13		500.00	30,525.13
<b>OPEB Trust</b>	5,854,172.07	83,272.37		5,937,444.44
<b>Internal Service</b>	2,559,933.80			2,559,933.80
<b>Total</b>	17,984,171.32	14,283,468.88	15,305,996.14	16,961,644.06

<b>Bank</b>	<b>Balance Per Bank Statement</b>	<b>Outstanding Checks</b>	<b>Other Reconciling Items</b>	<b>Balance Per Treasurer's Books</b>
<b>US Bank</b>	12,430,389.67	1,717,384.56	(14,011.00)	10,698,994.11
<b>PFM</b>				-
<b>PMA</b>				262,745.26
<b>PMA Bond</b>	2,747.62			2,747.62
<b>PERA</b>				5,936,716.29
<b>CD'S</b>				60,440.78
<b>Total</b>				16,961,644.06

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**ISD 197 WEST ST. PAUL SCHOOLS****Wire Transfers****9/1/24 thru 9/30/24**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
9/13/2024	MSDLAF - General	MSDLAF - Payroll	1,531,644.94	A/P - P/R*
9/13/2024	MSDLAF _- Payroll	State of MN	87,934.47	Payroll taxes
9/13/2024	MSDLAF - Payroll	IRS	524,598.79	Payroll taxes
9/13/2024	MSDLAF - Payroll	PERA	77,152.89	Pension
9/13/2024	MSDLAF - Payroll	TRA	290,985.14	TRA contrib.
9/13/2024	MSDLAF - Payroll	EBC	110,786.86	403B
9/13/2024	MSDLAF - Payroll	Further	11,577.19	Flex
9/27/2024	MSDLAF - General	MSDLAF - Payroll	1,519,331.34	A/P - P/R* Retro Pmt
9/27/2024	MSDLAF _- Payroll	State of MN	84,417.15	Payroll taxes
9/27/2024	MSDLAF - Payroll	IRS	510,424.49	Payroll taxes
9/27/2024	MSDLAF - Payroll	PERA	88,847.14	Pension
9/27/2024	MSDLAF - Payroll	TRA	276,532.47	TRA contrib.
9/27/2024	MSDLAF - Payroll	EBC	115,406.29	403B
9/27/2024	MSDLAF - Payroll	Further	16,067.31	Flex
		Total	<u>5,245,706.47</u>	

\* To cover accounts payable or payroll checks.

# **SCHOOL BOARD REPORT: SOMERSET ELEMENTARY**

**Presented by: Libby Huettl  
Principal, Somerset Elementary  
November 4, 2024 School Board Meeting**



**WHO WE ARE**

**Highest Enrollment  
From 392 to 418 Students**



**8% growth in Reading  
19% growth in Math**

**3  
YEARS**

**From 14 to 31  
students in our  
Shine Program**



**From 0 to 6  
New-to-Country Students**

**19% to 25% of  
students qualify for  
Educational Benefits**





# SOMERSET STARS

## EVERY MOMENT MATTERS



# POINTS OF PRIDE





# POINT OF PRIDE: WELLNESS COMMITTEE

- Raising awareness for sugar content in food, hydration, sleep, and hand washing.
- Monthly meetings and videos for the morning announcements.
- Led by our school nurse, Nurse Emily.
- A way to spark interest in a career in health care for students.





# POINT OF PRIDE:

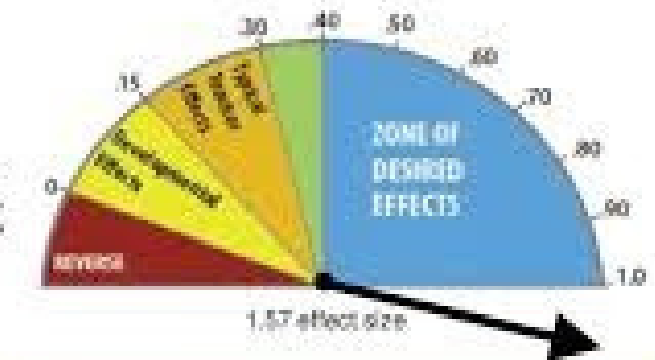
## CLIMATE AND CULTURE

- 94% favorable rating in staff survey
- Collective Efficacy “These are all of our students.”
- Feelings of trust, support and teamwork
- 100% optimistic that Somerset will improve in the future
- 100% report respectful relationships between staff and students

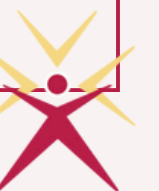


Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Collective Teacher Efficacy





# POINT OF PRIDE: ACCESSIBLE PLAYGROUND

- **We believed it would happen!**
  - **Raised the funds and built the playground in 5 months!**
- **All of our friends can play together!**
  - **There are ramps around the playground, as well as a variety of sensory panels.**





# WHAT'S NEW

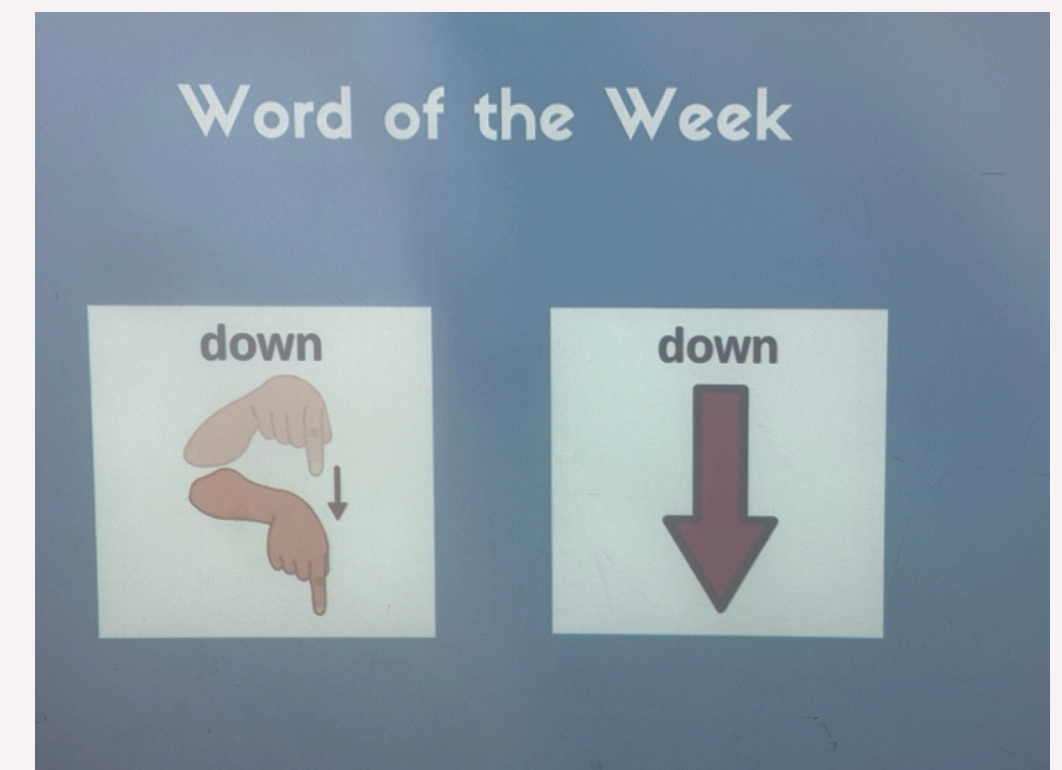




# LOOKING AHEAD:

## WORD OF THE WEEK

- **Daily Words and Regulation program in all four Shine classrooms.**
- **Helps to build connection between our verbal and non-verbal students.**
- **Bringing in common language and American Sign Language.**
- **A focus on weekly emotions, for inclusive social and emotional learning.**





# LOOKING AHEAD: FOCUS FRIDAY

- A special segment on announcements to highlight a variety of backgrounds and family customs.
- Learn about different holidays, people, and traditions from different cultures.
- Creating a way for a variety of families at Somerset to participate in a new way.





# LOOKING AHEAD: HAPPY AND PROUD STUDENTS

- Gathering information on the student experience at Somerset
- Meeting with students one on one to ask:
  - How are you doing today?
  - What has been your biggest celebration?
  - What has been your biggest challenge?





# A FINAL WORD FROM OUR SOMERSET STARS:



Libby Huettl





# THANK YOU





# **Strategic Framework**

## ***College and Career Readiness Implementation Target Update***

### **November 4 School Board Meeting**

Presented By:

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment

Miles Lawson, Secondary Curriculum and Gifted and Talented Coordinator

Special Guests: Josh Overby-Lang - HMS and Shawn Robinson - FHMS

# Focus Areas

## FOCUS AREAS

1

Establish a district-wide  
system of  
social-emotional  
learning and support

2

Build equitable  
systems and support  
throughout the district

3

Increase E-12  
opportunities for  
career exploration  
and preparation

# Focus Area: College and Career Readiness



Increase E-12  
opportunities for  
career exploration  
and preparation

- Course, School and Structural Support
- Direct Student Supports
- Career and College Readiness
- Career and Technical Education Pathways



# Course, School and Structural Support

3

Increase E-12 opportunities for career exploration and preparation

Expanding and sustaining opportunities to improve student outcomes

## *Objectives:*

- Complete curriculum review tasks/activities following the curriculum review cycle.
- **Support the implementation of the new middle school schedule.**
- Complete the required science of reading training.
- Review and refine the approach to the district's personal learning plan including the student progress and tracking towards graduation.
- Plan for a native language course.
- Investigate the possibility of offering an alternative learning program during the school day.

# Course, School and Structural Support

In the 24-25 school year, the CIA team will support the implementation of the MS schedule.

## SPECIFIC SUPPORTS

### Professional Development Days

Teachers will meet in content teams on 5 - 1/2 days to support the implementation of the changes in time and/or content with the new schedule.

### Dept Meetings and Curriculum Leads

1 a month on Thursdays before school.  
To help support the CIA team and our MS staff, we are adding a new stipend position, curriculum lead.  
Curriculum leads will help us carry out the dept time on PD days and the monthly dept meetings.

### Curriculum Change Support

The new schedule includes many curriculum changes. Staff impacted by these changes will participate in some planned sub days.

## FRIDAYS AT THE MS

### Did someone say Donuts? Or is it doughnuts?

Miles and Cari Jo  
will be bringing them  
before school one  
Friday a month, 7:45AM - 8:15AM!



### Fridays at the Middle School

CIA team will focus on providing on site support on Fridays throughout the 24-25 school year.

The goal of this time is to offer drop in support which includes listening, problem solving, laughing, and strategizing. We will also use this time to check in w curriculum leads.

### Student Curriculum Focus Group

During Flex, a student curriculum focus group will meet 1 a month to provide student input. .

# Direct Student Supports

3

Increase E-12 opportunities for career exploration and preparation

Reducing barriers to improve student outcomes for underrepresented student groups.

## *Objectives:*

- Explore ways to expand student tutors.
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
- Widen and diversify student focus groups for feedback
- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
- **Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.**

# Direct Student Supports

Refine and develop sustainable procedures for students making transitions

**You're Invited!**

**2024**

**TWO RIVERS HIGH SCHOOL  
SHOWCASE**



**Save the Dates for 9th Grade Registration Events!**

**November 26:**  
**District 8th Graders Visit**  
Friendly Hills and Heritage  
8th grade students visit  
Two Rivers during school day.

**December 10:**  
**Registration Info Night**  
All district and area 8th grade  
families are invited to Two Rivers  
at 6pm to learn about registration.



# Career and College Readiness

3

Increase E-12  
opportunities for  
career exploration  
and preparation

Expanding opportunities for students to earn college credit, career-based certifications, and internships.

## *Objectives:*

- Review and refine our scope and sequence for a student's Personal Learning Plan beginning in grade 9.
- **Prepare, implement, monitor and adjust new middle school electives.**



# Career and College Readiness

- Prepare, implement, monitor and adjust new middle school electives.



# Career and College Readiness

- Prepare, implement, monitor and adjust new middle school electives.



# Career and Technical Education Pathways

3

Increase E-12  
opportunities for  
career exploration  
and preparation

Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

## *Objectives:*

- Ensure sustainability of, and continue to support the expansion for, work-based learning at TRHS.
- Continue developing full secondary pathways in all six MCIS career fields that lead into existing post-secondary programs and/or industry credentials.
- Identify at least one college credit-bearing opportunity, or industry-recognized certification, in each program area.



**Questions?**