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I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

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

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

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

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

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;

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

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
 - a. reading, writing, speaking, listening and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

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

4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

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

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

2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

- (a) a summary of the district's efforts to screen for dyslexia;
- (b) the number of students screened for that reporting year; and
- (c) the number of students demonstrating characteristics of dyslexia for that year.

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.

6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

- a. the student's reading proficiency as measured by a locally adopted assessment;
- b. reading-related services currently being provided to the student and the student's progress;
and
- c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

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

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

Legal References:

- Minn. Stat § 120B.018 (Definitions)
- Minn. Stat § 120B.02 (Educational Expectations for Minnesota Students)
- Minn. Stat § 120B.11 (School District Process)
- Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
- Minn. Stat § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
- Minn. Stat § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
- Minn. Stat § 122A.40, Subd. 8 (Employment; Contracts; Termination)
- Minn. Stat § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
- Minn. Stat § 123B.147, Subd. 3 (Principals)
- Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
- 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Originated: March 26, 2007
December 20, 2010
January 26, 2015
May 22, 2017
November 26, 2018
October 28, 2019

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References:

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)

Minn. Stat. § 120A.414 (E-Learning Days)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 (Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers & Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Originated: February 22, 2010
January 26, 2015
August 28, 2017
November 26, 2018
November 25, 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable.

C. Within the ongoing process of curriculum development, the following needs shall be addressed:

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

6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.

7. Integrate required and elective course standards in the scope and sequence of the district curriculum.

8. Meet all applicable requirements of the Minnesota Department of Education and the federal law.

D. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. §120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

E. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)

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

Minn. Stat. §120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)

Minn. Rules Part 3500.0550 (Inclusive Educational Program)

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

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

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

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

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

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

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

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

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

Originated: February 9, 1981
Revised: November 25, 1996
March 26, 2007
January 26, 2015

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn.

Stat. § 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of

the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks of instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References:

- Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
- Minn. Stat. § 120B.235 (American Heritage Education)
- Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
- Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
- Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
- Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
- Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8th Cir. 1982)

Originated: March 26, 2007
December 20, 2010

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 125A.02 (Definition of Child with a Disability)

Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Religion

Originated: March 26, 2007

Revised: February 28, 2011

January 26, 2015

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.
2. The primary objective of the activity must be one that neither advances nor inhibits religion.
3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References:

- U. S. Const., amend. I
- Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
- Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
- Minn. Stat. § 121A.10 (Moment of Silence)
- Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
- Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8th Cir. 1980)
- Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8th Cir. 1997)
- Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)
- Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
- LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)
- Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
- Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8th Cir. 2003)
- Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8th Cir. 2004)
- Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8th Cir. 2009)
- Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)
- Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8th Cir. 2012)
- Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
- Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
- Minn. Op. Atty. Gen. No. 63 (1940)
- Minn. Op. Atty. Gen. No. 120 (1924)
- Minn. Op. Atty. Gen. No. 121 (1924)

Field Trips

Originated: January 19, 1976
Revised: November 25, 1996
March 26, 2007
January 26, 2015

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips. Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips. This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)

Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)

Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards - Exemption)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Home Schooling

Originated: March 26, 2007
January 26, 2015
November 26, 2018
November 25, 2019

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12 on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any

of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
- Minn. Stat. § 123B.36 (School Boards May Require Fees)
- Minn. Stat. § 123B.41 (Definitions)
- Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)
- Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

Development of Parent and Family Engagement Policies for Title I Programs

Originated: August 11, 2003

Revised: March 26, 2007

August 28, 2017

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.

B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

A. Involve parent and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

D. Conduct, with the meaningful involvement of parents and family members, and annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled,

have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and

F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A. The policy will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if request by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.

B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:

- a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
- b. Frequent progress reports to the parents; and
- c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
- d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.

2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;

2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;

3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child costs, to enable parents to participate in school-related meetings and training sessions;

4. Train parents to enhance the involvement of other parents;

5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;

6. Adopt and implement model approaches to improving parental involvement;

7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and

8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.

F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References:

20 U.S.C. § 6318 (Parent and Family Engagement)

Originated: January 19, 1976
Revised: March 24, 1997
February 23, 2004
December 17, 2007
December 22, 2009
December 20, 2010
March 28, 2011
June 28, 2011
March 28, 2016
January 30, 2017
December 17, 2018
November 25, 2019

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 2012-13 school year and later, must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.

B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

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

D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. DISTRICT ASSESSMENT COORDINATOR

The District Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-13 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

B. Consistent with this paragraph and Minn. Stat. § 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

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

D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

E. Students meeting the state graduation requirements under this section and who are students in grades 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

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

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-13 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts, one credit in physical education, one-half credit in health, and one-half credit in computer; and

G. A minimum of eight elective credits and eight hours of volunteer service completed after the junior year.

H. Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.

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

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

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

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

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);
2. School District Standards, Career and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

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

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

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

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

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

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

VIII. EARLY GRADUATION

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

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

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
- Minn. Stat. § 120B.07 (Early Graduation)
- Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (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)

INDEPENDENT SCHOOL DISTRICT NO. 150
School District Testing Plan & Procedure

Originated: March 26, 2007
Revised: January 27, 2010
January 26, 2015
January 30, 2017
May 22, 2017
March 25, 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, preauthorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Establish a culture of academic integrity.
- e. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during tests.
- f. Ensure student information is current and accurate.
- g. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- h. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

k. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

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

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, ensure accommodations are indicated as necessary, providing students with

opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

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

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format item types, and tools prior to test administration.

i. Reference information on the school website about the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure that secure test materials are collected, returned, and/or disposed of securely as required in any manual.

- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

- a. Implement test administration and test security policies and procedures.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or device; plan seating arrangements for students; ensure preparations are completed for Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts and Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test Security and test administration policies and procedures.

e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

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

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness with the District Assessment Coordinator.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

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

grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

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

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

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

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

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

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

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibilities on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for students.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report any unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

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

IV. TEST SECURITY

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

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;

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

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

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

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

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

- Minn. Stat. § 13.34 (Examination Data)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
- Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics & Reading)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)
(repealed Minn. L. 2013, Ch. 116, Art 2, § 22)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Originated: February 22, 2010
Revised: March 28, 2016
April 24, 2017
November 26, 2018
November 25, 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Joint MEEP.

2. The improvement goals should address recommendations identified through the Joint MEEP Committee process. The school district's goal setting process will include consideration of individual site

goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

Curriculum Review Cycle:

2019-20	Math	2022-23	FaCS/Art/Foreign Language
2020-21	Science	2023-24	Social Studies
2021-22	Reading/Language Arts/English	2024-25	Vocational/Business/Technology
		2025-26	Health/PE

C. Implementation of Graduation Requirements

1. The school board shall appoint a Joint MEEP Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Joint MEEP Committee

1. By October 1st of each year, the Joint MEEP Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Joint MEEP Committee, working in cooperation with other committees of the school district, will provide active community participation in:

a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;

b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

- d. Advising the school board about development of the annual budget.
3. The Joint MEEP Committee shall meet the following criteria:
 - a. The Joint MEEP Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - b. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
4. Translation services should be provided to the extent appropriate and practicable.
5. The Joint MEEP Committee shall meet the following timeline each year:

July/August: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board. Review evaluation results and prepare recommendations.

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

E. Reporting.

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native language, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.35 (Student Achievement Levels)
- Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
- Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
- Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
- Minn. Stat. § 123B.04 (Site Decision Making Agreement)
- Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds)

Originated: November 27, 2017
Revised: November 26, 2018
November 25, 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).

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

C. “Commissioner” means the Commissioner of MDE.

D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by 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 CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least seven (7) credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least seven (7) credits from the school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district’s high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student’s parents and/or former administrator or teacher; review of a record of the student’s entire curriculum at the nonpublic school; and review of the student’s complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.

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

VI. CREDIT FROM ONLINE LEARNING COURSES

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

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a 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

The school district does not offer weighted grades.

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 (5) 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)/grades(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.14 (Advanced Academic Credit)
- Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.445 (Nonpublic Education Council)
- Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
- Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
- Minn. Stat. § 124D.095 (Online Learning Option)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)(repealed)
- Minn. L. 2013, Ch. 116, Art. 2, § 22
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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January 27, 2010
August 27, 2012
May 22, 2017
August 26, 2019
March 23, 2020

PURPOSE

Hawley's education-based activities exist to provide opportunities for all students where the core ethical values of integrity, commitment, character, thoughtfulness and respect can be developed.

PHILOSOPHY

Mutual respect and cooperation are vital components of extra-curricular programs at Hawley High School. As individuals gain self-esteem and confidence in themselves and one another, they then become a group or team. Students, coaches, directors, parents, officials, and spectators will have this philosophy in mind and work for the acquisition of such.

Winning is not the only goal of our extra-curricular programs. These programs provide enrichment to our students, the school and the community. It is acknowledged that other aspects of the students' lives are also important and will be a consideration in creating a balance in their lives without creating undue pressure to perform and excel.

I. OBJECTIVES

- A. Provides a means of teaching certain concepts.
- B. Participation in extra-curricular activities.
- C. Enjoyment as a participant in extra-curricular activities.
- D. Win as a team or as an individual at each level with the following considerations:

Varsity Level

- Attempt to win with best coaches and players available.
1. C-squad, B-squad, and Junior Varsity Levels (9th, 10th, 11th Grade)
 - The transition is made from junior high development to high school maturity.

2. Junior High Level (7th & 8th Grade)

- Play and develop all players.
- Emphasis at this level is the development of all players.
- (Exception: Year-end tournaments).

E. Teach self-discipline and commitment by being a member of a team or organization.

F. Teach extensively about the activity in which a student participates.

G. Encourage all participants to make proper choices and to be committed to those choices.

II. STUDENT PARTICIPANTS

A. The best participants in school shall make up the varsity group irrespective of grade level.

B. Each activity will be promoted by all coaches/directors to give the greatest number of students variety of exposure and to ensure adequate numbers of participants.

C. Athletes not able to contribute at a varsity level may be cut after tryouts to control the number of participants.

D. Attend all practices, scrimmages, performances, and games for the assigned team/group. Be punctual.

III. RESPONSIBILITIES OF HEAD COACHES AND/OR DIRECTORS

A. Attend all practices, scrimmages, performances, and games for the assigned team/group. Be punctual.

B. Organize practice sessions/times.

1. Work within the school policies related to practice sessions.

2. Use good judgment and common sense in amount of time allotted for practice. Practice for all teams/organizations is recommended not to exceed two (2) hours whenever possible. Attempts should be made to notify parents when longer practice sessions are planned.

3. Utilize sensitivity, thoughtfulness, and set an example for participants and colleagues.

4. Saturday activities must be kept to a minimum.

C. Select students to participate on varsity levels.

D. Work with colleagues at lower levels or assistant directors.

1. Encourage uniformity within the program.

2. Provide background information for other coaches/directors.
 3. Promote cooperation among all coaches/directors of other sports/activities.
 4. Cooperate with activities director and/or principal in making recommendations/requests in area of schedule.
 5. Demonstrate respect and understanding of students and colleagues.
- E. Chaperone student participants in your event at all times.
 - F. Activity personnel needs shall be made known to administration, who will procure personnel and make recommendations to the School Board.
 - G. Prepare job descriptions for assistant coaches/directors as needed.
 - H. Coaches are not expected to coach their athletes outside the regular season. Coaches are not expected to attend summer camps, summer activities, or any other activity that might involve their athletes outside their respective regular seasons.

IV. RESPONSIBILITIES OF ASSISTANT COACHES AND/OR DIRECTORS

- A. Attend all practices, scrimmages, performances, and games for the assigned team/group. Be punctual.
- B. Demonstrate loyalty and respect to student participants and colleagues, as well as to the activity.
- C. Promote participation and involvement of students to the best of one's ability in all activities.
- D. Select players for participation at assigned activity in accordance with the objectives.
- E. Adhere to the job description as prepared by the head coach/director.
- F. Chaperone student participants in your event at all times.
- G. Coaches are not expected to coach their athletes outside the regular season. Coaches are not expected to attend summer camps, summer activities, or any other activity that might involve their athletes outside their respective regular seasons.

V. PERSONAL AND PROFESSIONAL BEHAVIORS FOR COACHES AND/OR DIRECTORS

- A. Interact with young participants in a positive manner. Minimize and attempt to eliminate negative comments directed at the participants.
- B. Promote positive attitudes among all staff in the program.

1. Increase participants' self-worth and self-confidence through positive reinforcement.

2. Be sensitive and responsive to individual needs of students.

C. Promote positive relations with parents of athletes. Be open to discussion of individual student needs. Keep parents informed of team goals and expectations.

D. Promote positive relationships among officiating crews and judges who work athletic events at Hawley and elsewhere.

E. Promote public relations within the community.

F. Promote public relations among schools with whom we compete.

G. When the event is completed, leave it on the floor, field, etc. Eliminate needless narrative "after the fact". Control one's person, realizing that coaches/directors are an example to youth at all times.

H. Keep administration informed of particulars of the activity.

1. Problems with students and/or parents from within the district should be brought to the attention of the administration.

2. Problems with students and/or parents from the opposing schools should be brought to the attention of the administration.

I. Remain under control at all times. Competitive events create emotional reactions from participants, fans, coaches, and directors. To allow ourselves to get out of control undermines the entire program.

J. Never make a threat/promise which cannot be kept. Overreaction to people and concerns can also undermine the program.

VI. RESPONSIBILITIES OF ADMINISTRATORS

A. Encourage uniformity within programs.

1. Make decisions based on professional knowledge and what is best for the program.

2. Be consistent when dealing with school philosophy.

B. Cooperate with activities director in making recommendations and/or requests in areas of practices, scheduling, clinics, and state events.

C. Demonstrate loyalty, respect, and understanding of coaches, directors, students, and colleagues.

D. Problems with students and/or parents from opposing districts will be dealt with by administrators, not just recognized as a problem.

E. When problems arise within programs the activities director and/or administrator will confer with the head coaches/directors to ascertain relevant information.

Problem Solving Procedures

Procedures for Handling Activity Complaints

To allow for an expression of differences that may occur within the district's activities, the following process should be followed:

1. No conflict between a parent, student, official, or coach (director) should be addressed during or immediately following a contest or production. The contest site, practice area, lobby, or locker room is not an appropriate place to handle questions and conflict. Coaches (directors) are not to meet or deal with questions or conflicts at these times or in these places.

2. We welcome parents to contact coaches (directors) by calling them at school during school hours. Parents should not contact coaches (directors) at home, except in cases of emergency (e.g. athletic injury or unexpected absences from scheduled events).

3. Any discussion regarding playing time decisions or performance opportunities with any coach, advisor, or administrator by anyone other than the student involved, will affect the student's participation in games or fine arts performances, or their removal from the program. Students only are encouraged to discuss playing time or performance opportunities with their coach or advisor.

4. Our objective for junior high athletes (7th and 8th grades) is to provide equal playing time. For all levels above junior high, coaches shall have the sole discretion to determine playing time. Coaches, participants, and parents at these levels are expected to agree that the primary values of participation are in learning skills and teamwork. The amount of time played in games is not the sole measurement of a participant's value to the team.

5. Practices are closed to non-staff personnel 15 minutes after the start of practice until 15 minutes before the end of practice.

6. If a parent/guardian or student has a concern, a meeting should be established following the procedures outlined below. Your cooperation is expected and appreciated.

Steps for Conflict Resolution

Step 1 - Participant Concerns

A meeting between the student and the coach (director) should be held and may be initiated by the coach (director) or the student. When a meeting is held, the student involved is required to attend.

OR

Step 1 - Parent Concerns

A meeting involving the coach (director) can be requested by the parent directly by calling the coach (director), or the activities director may be utilized as a point of contact for activities and requested to set up the meeting. If so desired, the activities director may also facilitate the meeting. When a meeting is held, the student involved is required to attend.

Step 2 - Concerns

If a resolution is not achieved and a parent and/or student desires further intervention or discussion of the issue, a meeting with the activities director and principal may be held to handle an activities-related issue. When a meeting is held, the student involved is required to attend.

Step 3 - Concerns

If the conflict still has not been resolved, it may be referred directly to the superintendent, and if he/she so chooses, to the School Board. When a meeting is held, the student involved is required to attend.

Determining Composition of Teams, Squads, Casts, Groups, and Coaching Staff

General Information

Whenever feasible, as many students as are interested should be given an opportunity to participate in school activities, and it is the responsibility of those coaching, directing, and administering to provide reasonable means for accommodating interested student participants. Many activities, by established guidelines, practical circumstances, and competitive nature do not always allow for unlimited participation. In these cases, determining who will comprise a team, squad, cast, or group should be done as objectively as possible following pre-established criteria with special consideration given to communication before, during, and following the tryout period. The tryout period and criteria will be clearly defined to the student by the coach/director.

It may also be necessary, by number of interested and active participants, to hire a second or assistant coach. When a team, squad, cast, or group reaches twenty (20) active participants the activities director will ask the School Board to consider the hiring of a second or assistant coach.

Selection Criteria

Athletics: Reduction in Numbers

Most athletics in Hawley High School allow for an unlimited number of participants, and it is consistent with our philosophy to provide uniforms, coaches, transportation, and equipment commensurate with demand caused by the participation rate. When a coach determines that excessive numbers at the varsity level could inhibit competitiveness or create an inefficient situation, the following steps must be taken before a reduction in numbers takes place:

1. The tryout period must be announced prior to practice beginning or at the first practice. A minimum of three practices will constitute a tryout period.
2. Selection should be based on current ability to perform and/or potential to contribute to the program during the current season. Summer team camps, traveling teams, or any program run outside of the school district will not be used to predetermine squads for the following sports season.
3. Selection by the varsity coach should be done in consultation with assistant coaches.
4. The varsity coach should consult with the activities director and the principal to determine if a reduction is necessary or if a more favorable solution can be found.
5. A conference with the coach and the student(s) affected will take place to serve notice and explain how the decision was made. The coach should also make the decision known to the parents.

Athletics: Moving Up Squad Members

Advancing students to a level of play commensurate with their abilities may be of benefit to individuals and teams but must not be done without adhering to the following established procedures:

1. Selection should be based on current ability to perform and/or potential to contribute to the program during the current season. Summer team camps, traveling teams, or any program run outside of the school district will not be used to predetermine squads for the following sports season.

2. A tryout period of not less than one week will be made available to all participants of the same grade. **Example:** No member of the B-squad will be advanced to varsity until after the first week of practice. All members of the B- squad will be given equal opportunity to perform during the first week.

Exception: Because junior high boys basketball begins well after the start of the regular boys season, the decision to start some students earlier will be determined by the junior high coach (if available), the varsity coach, and the activities director. Opportunity may be made available for junior high students to practice with upper level squads before the junior high season begins.

3. The varsity coach will be involved in the decision regardless of the levels involved. The varsity coach should consult with all coaches affected before making a decision.

4. Before notification of the student or parents, the activities director/designee will be notified and a determination will be made as to if the move up is warranted.

5. Parents will be consulted before the move up is made. Parental discretion will preclude a move from taking place. The coach will discuss with the parent(s) the amount of playing time and experience the child will gain if a move to the next level should occur.

6. It is assumed all participants may not at any time become members of the varsity squad or be moved to another level of participation without following the procedures described above, unless there are extenuating circumstances which require approval of the activities director/designee.

Fine Arts: Vocal Music

Pop Singers Information will be made available to all vocal music students (9-12) regarding tryouts for pop choir. All interested students will be given an audition opportunity by the choir teacher. Selection will be made by the choir teacher. Students must be registered in the choir class to be eligible for pop singers.

All State Choir Students must be enrolled in the choir class. Students who are interested in auditioning must gain recommendation of the choir teacher. (Policy 625.10 deals specifically with this process.)

Fine Arts: Instrumental Music

Jazz Band Information will be made available to all instrumental music students regarding tryouts for jazz band. All interested students may be given an audition by the senior high band instructor. Selection will be made based upon the selection of the band instructor. Students must be registered in band class in order to be eligible for jazz band.

All State Band And Middle Level Honors Band Students must be enrolled in band class. Students who are interested in auditioning must gain the recommendation of the senior high band teacher. All students shall be made aware of the opportunity to participate in honors band. The band teacher responsible for the age group shall assist students in completing the required audition tapes. (Policy 6153.4 deals specifically with this process.)

Junior High Honors Band All junior high students shall be made aware of the opportunity to participate in the honors band. Recommendations for student participation shall come from both the senior high band teacher and the junior high band teacher.

Fine Arts: Plays

One-Act Play and Three-Act Play information shall be made available to all students regarding tryouts for the plays. The play director and the assistant play director of Hawley High School will conduct auditions. All students who are interested will be given an opportunity to audition.

Musical Information shall be made available to all students regarding tryouts for the school musical. The musical directors shall conduct auditions. All students who are interested in participating will be given an opportunity to audition. The audition period and the criteria for the audition will be clearly defined to the student by the director.

Variety Shows It shall be up to the music teachers involved to determine acts for variety shows. All students in the music program shall be given notice of upcoming shows and informed about audition procedures. A minimum of two members of the music department may conduct auditions and post the acts selected to perform.

Pep Band The following number of performances shall be adhered to regarding the performance of the Hawley Pep Band:

Football	3 performances*
Volleyball	3 performances
Boys Basketball	3 performances
Girls Basketball	3 performances
Tournaments	All basketball tournament games played at home or at neutral sites and all state tournament games. All football home play-off games, games played in the Fargodome, and games played at state tournaments.

* Factors that could limit the number of games for football are games that are played before school begins, inclement weather, or a limited number of home games.

Citizenship Rules

It is expected of all Hawley High School athletes and extra-curricular participants to follow an established code of citizenship, which reflects positively on the school and the team or group the student is representing. All Hawley High School students need to remember it is a privilege and not a right to participate in extra-curricular programs.

Inappropriate conduct or disciplinary problems by Hawley High School student athletes and student organization members will be handled by the respective coaching staff and activities director or the organization director and the principal. If the conduct or infraction rises to the level of seriousness that it warrants possible removal from the team or organization, that removal shall be determined by the principal, activities director, and the current coach/director involved where applicable. Parents may request a hearing on the matter with those staff members involved in making the decision.

Student Eligibility

Good Standing and General Eligibility Requirements

1. Good Standing:

In order to be eligible for regular season and MSHSL tournament competition a student must be in good standing.

Definition: The term “good standing” shall mean that the student is eligible under all the conditions of eligibility requirements of the Minnesota State High School League and local school policies.

2. Student Code of Responsibilities:

Participation in interscholastic activities is a privilege, which is accompanied by responsibility. As a student participating in league sponsored activities, I understand and accept the following responsibilities.

- A. I respect the rights and beliefs of others and will treat others with courtesy and consideration.
- B. I will be fully responsible for my own actions and the consequences of my actions.
- C. I will respect the rights and property of others.
- D. I will respect and obey the rules of my school and the laws of my community, state, and country.
- E. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

3. Penalty:

A student who is dismissed from school or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the high school principal acting on the authority of the local school board. The League specifically recognizes that certain conduct requires penalties that may exceed those penalties typically imposed for first violations.

Category I Activities

This category includes athletics, speech, one-act play, and dance team.

General Information

The Minnesota State High School League Manual states: A student who is dismissed or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the high school principal, acting on the authority of the local school board. The MSHSL specifically recognizes by this policy certain conduct requires penalties that may exceed those penalties typically imposed for first violations.

To help provide for clear consistent application of this clause, the following guidelines have been established to determine penalties for incidents relating to the citizenship rule:

<u>Violation</u>	<u>Penalty</u>	<u>May be reduced to*</u>
petty misdemeanor	3 events	2 events
misdemeanor	5 events	3 events
gross misdemeanor	8 events	6 events
felony	1 calendar year	

In addition, the principal, in consultation with the activities director and the coach(es) affected, may impose a one-game penalty for violation of school rules (skipping classes, etc.)

The penalties described above will not be imposed until the case is adjudicated unless the student chooses to begin the penalty sooner. (See note below as well)

Note: Driving violations that are not of the misdemeanor or felony variety are not under consideration in this category. Those who have chemical-related involvement are covered elsewhere.

* The penalty may be reduced if the student successfully completes an intervention program conducted by the student assistance counselor and if the student voluntarily provides the school with information concerning his or her arrest prior to the adjudication of the case.

*****NOTE: A student who is participating on a team and begins a season with a violation or receives one during the season must complete that season to fulfill the penalty. If the athlete does not complete the season the penalty starts over again.**

Citizenship Rules--Category II Activities

This category includes all music activities, FFA, FLA, school plays, musicals, and other activities sponsored by Hawley High School.

General Information

<u>Violation</u>	<u>Penalty</u>	<u>May be reduced to*</u>
petty misdemeanor	2 events (When applicable, at least 1 event must include a MSHSL activity or advancement competition.)	no reduction
misdemeanor	3 events (When applicable, at least 1 event must include a MSHSL activity or advancement competition.)	2 events
gross misdemeanor	5 events (When applicable, at least 2 events must include a MSHSL activity or advancement competition.)	4 events
felony	1 calendar year	

The penalties described above will not be imposed until the case is adjudicated unless the student chooses to begin the penalty sooner. (See note below as well)

Note: Driving violations that are not of the misdemeanor or felony variety are not under consideration in this category. Those who have chemical-related involvement are covered elsewhere.

* The penalty may be reduced if the student successfully completes an intervention program conducted by the student assistance counselor and if the student voluntarily provides the school with information concerning his or her arrest prior to the adjudication of the case.

*****NOTE: A student who is participating on a team and begins a season with a violation or receives one during the season must complete that season to fulfill the penalty. If the athlete does not complete the season the penalty starts over again.**

Wednesday Practices

Hawley High School recognizes the need to provide opportunities for families to share time together and for churches to provide instruction for their youth. To help promote this, Wednesday evening is designated as an activity-free time at school. All students should be out of the school by 6:30 PM. If students have religious instructional time, it will be necessary to ensure they are out of the school thirty (30) minutes prior to the start of the instruction.

School Closings/Early Dismissal

In the event of a school closing or early dismissal all facilities will be closed for the remainder of the day.

Academic Eligibility Policy

Any student who receives one failing (F) or incomplete (I) grade and at least one other grade of D, D-, F, or I at the time regular progress reports are issued (every three weeks) or at the end of a quarter or semester grading period shall lose eligibility to compete for a minimum of one week. The ineligibility period runs from Wednesday morning to the following Wednesday morning following the grade submission. After the one-week ineligibility period, students may regain their eligibility status if the student's grades satisfy the academic eligibility policy. The status change will not take effect until after a 24-hour grading and research period. This 24-hour period begins when the student submits the work to the teacher and contacts the activities director as to their possible eligibility change. This time is to allow coaches/directors time to plan, for the teachers to have time to grade the work, and for the activities director to research the student's eligibility. If the student's grades do not satisfy the academic eligibility policy the ineligibility continues.

The student is responsible to make up all incomplete assignments in order to become eligible for activities again. The student may or may not get credit for the incomplete work. It will be the student's responsibility to secure evidence of passing from the teacher(s). After regaining eligibility, the student shall remain eligible until the next progress report or grading period. Incompletes will carry the same status as a failing grade.

A student who is receiving a failing grade (F) or incomplete (I) in any class can not be dismissed from class during the school day for a co-curricular or extra-curricular activity if he/she will be missing the class he/she is failing or incomplete.

During the time of ineligibility, the student may be allowed to practice or scrimmage but will not be allowed to participate in a contest or activity.

End of quarter grades for the fourth quarter will be applied to current spring activities. The ineligibility will start the first Wednesday following the last student contact day and will last for one (1) week only. Final grades for semester two and end of year grades will be used for eligibility status for the following fall activities. Only cross-country, football, and volleyball will be affected and the ineligibility will be for one contest provided the student meets the criteria for being ineligible. This policy shall include the final grades of the sixth grade class.

Teachers have the right and authority to pull a student from a scheduled practice to provide extra help when a failing grade is involved. This may be done as many times as necessary.

Students who owe time for tardies or absences (per the "Student Handbook") at the three-week or six-week progress reports or end of quarter will be ineligible to participate in any activities covered by the academic eligibility policy. Students will become eligible as soon as they have completed their make-up time requirements.

Individual Category II activities that are included in the Academic Eligibility policy are listed below. Students who are academically ineligible according to policy will not be allowed to participate in the activities listed.

FFA

MFE/ALD	Fall Rally	FFA Invitational
Poultry	Forestry	Soils
National Convention	Ag Activity at UMC	Little International
National FFA Week	FFA Day at the Capitol	Dairy Foods
Wildlife	Horse	Talent Contest
General Livestock	Small Animal CDE	Farm Management
Job Interview	Meats	Salesmanship
State Agri-Science Fair	Spring Awards	Floriculture, Nursery, Landscape
Dairy	Crops Contest	Ski Trip
Crops	Ag Mechanics	Parliamentary Procedure
State FFA Convention	Secretary, Treasurer, Newsletter, and Scrapbook Contests	

Band and Choir

Jazz Band Trips	West Acres Jazz Band	Pop Singer Performances
Solo Ensemble Contest	Large Group Contest	Music Department Trip
Fall Festival	Variety Show	Honor Choirs

Miscellaneous

Festival of Nations	Knowledge Bowl	Tech Ed Trip
Speech Meets	River Keepers	

Special Rules Regarding the Musical, Three-Act Play, Junior High Play, and School Trips

Musical: All student participants must meet all eligibility policies to participate

Three-Act Play: All student participants must meet all eligibility policies to participate.

Junior High Play: All student participants must meet all eligibility policies to participate.

School Trip: School-sponsored trips scheduled during times when school is in session. A school trip may be approved by the School Board under the coordination of the high school principal. These trips are subject to eligibility policies. If the student does not participate in the trip, the student-raised money will either go to a household member who is attending a trip for which money was raised under the same auspices or be forfeited to the student auxiliary fund at the discretion of the principal.

Non-School Time Trips: To qualify for attendance on school-sponsored trips scheduled during times when school is not in session (spring break or summer periods), students must be academically eligible at the time the last payment is made. For students who are not, they may gain academic eligibility in the period between the final payment and the start of the trip by meeting all academic requirements at least one time. Since no classes will be missed, a single "F" will not preclude a student from traveling as it does when a school activity is scheduled during the academic day.

Students who have a MSHSL violation (involving drugs, alcohol, and or/tobacco or citizenship violations) on the first day of the school year in which the trip is scheduled or thereafter will

have to satisfy the penalties for Category I and/or Category II violations. If student does not participate in any co-curricular activities, they may only regain eligibility by joining an activity and satisfying the requirements for re-instatement as found in local policy. For students who are determined to not be eligible for any of the trips, refunds may be made for expenses not yet incurred. This may be limited to meals and tickets not yet purchased.

The High School MEEP team will serve as a jury of appeals for any students who wish to have their individual cases considered if they are precluded from the trip for academic, substance abuse, or citizenship violation situations.

Category I: Chemical and Tobacco Eligibility Rules

This category includes all athletics, speech, and one-act play.

Category I Rules

During the calendar year regardless of quantity, a student shall not use a beverage containing alcohol; use tobacco, or use of consume, have possession, buy or sell or give away marijuana or any substance defined by law as a drug. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his or her doctor.

First violation: After confirmation of the first violation, the student shall lose eligibility for the next five (5) consecutive interscholastic contests or five (5) weeks of a season in which the student is a participant, whichever is greater.

Second violation: After confirmation of the second violation, the student shall lose eligibility for the next ten (10) weeks or the next ten (10) consecutive interscholastic contests in which the student is a participant, whichever is greater.

Third Violation: After confirmation of the violation, the student shall lose eligibility for eighteen (18) weeks or eighteen (18) consecutive interscholastic contests in which the student is a participant, whichever is greater.

Fourth Violation: After confirmation of the fourth and subsequent violations, the student shall lose eligibility for thirty-six (36) weeks or thirty-six (36) consecutive interscholastic contests in which the student is a participant, whichever is greater.

Accumulative Penalties: Penalties shall be accumulative, beginning when the student starts seventh grade and continuing through the student's senior year.

Reduction of Penalties: A student can reduce the penalty for the first offense by contacting the student assistance counselor to participate in the program offered. If successful participation results, the first violation can be reduced to three (3) consecutive interscholastic contests or three (3) weeks of the season in which the student is a participant, whichever is greater.

*****NOTE: A student who is participating on a team and begins a season with a violation or receives one during the season must complete that season to fulfill the penalty. If the student does not complete the season the penalty starts over again.**

Category II: Chemical and Tobacco Eligibility Rules

This category includes all music activities (excluding concerts), FFA activities, Knowledge Bowl, school plays, musicals, and other activities sponsored by Hawley High School.

Category II Rules

First Violation: After confirmation of the first violation, the student shall lose eligibility for the next four (4) consecutive events or four (4) weeks of a season in which the student is a participant, whichever is greater. A student who successfully completes the course offered by the student assistance counselor shall serve two (2) events of two (2) weeks, whichever is greater.

Second Violation: After confirmation of the first violation, the student shall lose eligibility for the next six (6) consecutive events or six (6) weeks of a season in which the student is a participant, whichever is greater. A student who has not completed the course offered by the student assistance counselor must complete it. A student who has completed the course must undergo an evaluation from the county or a school approved program to regain eligibility.

Third and Subsequent Violations: After confirmation of the third and subsequent violations, the student shall lose eligibility for the next eighteen (18) weeks of a season in which the student is a participant, whichever is greater.

Penalties shall be accumulative beginning with and throughout grades 7-12.

A student involved in Category I and II must meet the criteria for each rule.

*****NOTE: A student who is participating in an activity and begins a season with a violation or receives one during the season must complete that season to fulfill the penalty. If the student does not complete the season the penalty starts over again.**

Fan Expectations

Originated: May 22, 2017
Revised: August 26, 2019
March 23, 2020

The following additions are consequences for disorderly or unruly adult spectator/fan behavior at student events held in association with Hawley School District. Unruly or disorderly student fan behavior will be handled through normal school discipline due process and referral to law enforcement. The assigned event site supervisor will make all determinations of unruly or unsportsmanlike behavior, after first issuing a warning to the individual.

Should an adult spectator's behavior violate current policy regarding coaches, contest officials, or advisors during or after events, or constitute participating in unsportsmanlike behavior from the stands, then that behavior will be deemed in violation of Hawley School District Policy and the violator will then be subject to the following:

First Offense:

The person in question will be suspended from attending the next three home events for that sport or activity, with the consequence to follow into the same sport's next season if need be. This consequence may be reduced to the next two events if the coach or advisor involved receives a formal, written apology from the offending fan before the third event takes place, and a copy of the incident report and apology is transmitted to the School Board to remain on file.

Second Offense:

A person involved in a second offense over the course of the season will be suspended from all extra-curricular events for the remainder of the calendar year.

Third Offense:

A third offense will ban the offender from all home student events, indefinitely.

There is no appeal process to the Board of Education for policy violation.

Note: Laws regarding trespass on school grounds, trespass at school activities, and disorderly conduct at public events will be referred to and enforced by local law enforcement.

INDEPENDENT SCHOOL DISTRICT NO. 150
Guidelines - Weekend Activity Practice

625.2

Originated: December 18, 1980
Revised: September 13, 1999
March 26, 2007
May 22, 2017
August 26, 2019
March 23, 2020

General Requirements:

1. There shall be no practice on weekends or school vacations for students below the ninth grade level.
2. There shall be no activity practice on Sundays.
3. Sunday events MUST be approved by the respective school principal and shall be reported to the superintendent.
4. Saturday activity practice sessions must be approved by the activities director.
5. Saturday events shall receive prior approval of the activities director.
6. Activity practice sessions for the ninth grade through varsity level during school vacations shall have prior approval of the activities director.
7. No participation or member status in the organization or team shall be jeopardized for not attending weekend or school vacation practice sessions if participant or member has given prior notice.

Any exceptions to the above policy shall be made by the Superintendent of Schools.

Medical Policy/Athletes

Originated: January 19, 1980
Revised: November 25, 1996
March 26, 2007
August 27, 2012
May 22, 2017
August 26, 2019
March 23, 2020

Coaches and activity directors are expected to adhere to the following guidelines involving students and medical conditions.

1. Provide students with the skills and knowledge to prevent and/or reduce the likelihood of an injury, discuss safety issues involved in an activity, and show students how to prevent those injuries.
2. Give appropriate first aid.
3. Call for an ambulance if needed and alert the doctor and the hospital.
4. Refer student to an athletic trainer serving the school district.
5. Keep the administration informed of serious injuries.
6. File accident report with the activities director.
7. Follow up with doctor or trainer on progress of all injured or seriously ill athletes.

Establish a chain of command so the coach and/or trainer may follow the doctor's orders and advice.

Make injury procedures available to all coaches, athletes, administrators, and parents.

The doctor or trainer must make all decisions as to whether the injured athlete may continue to participate or not. The doctor or trainer must also decide when an injured athlete may return to practice or participation.

Injury records should be maintained for all athletic injuries requiring medical attention. Reports should be filed in the activities director's office or in the principal's office.

Coaches are encouraged to do the following to reduce the possibility of athletic injuries:

1. Provide supervision at practice, in the locker rooms, and in training areas.
2. Be sure all athletes have completed forms necessary prior to participation.
3. Follow the instructions of the athlete's doctor.
4. Never prescribe drugs, medicines, or local anesthetics.
5. Check all equipment regularly and maintain all facilities to assure safety of participants.

INDEPENDENT SCHOOL DISTRICT NO. 150
Entertainment at Athletic Contests

625.4

Originated: January 19, 1980
March 26, 2007
August 27, 2012
May 22, 2017
August 26, 2019
March 23, 2020

All halftime entertainment and activities must be approved by the activities director at least one (1) week prior to the contest.

Some examples of entertainment include the following:

1. Parent's Night Activities
2. Acro Team Performances
3. Elementary School Activities
4. Scouts carrying the colors

Guidelines – Athletic/Activities Letters

Originated: August 12, 1991
Revised: September 13, 1999
March 26, 2007
July 23, 2007
August 27, 2012
May 22, 2017
August 26, 2019
March 23, 2020

First Letter:

1. A chenille “H” is awarded to each athlete when he/she earns his/her first letter at Hawley High School.
2. A certificate is presented for each sport in which a letter has been earned.
3. A metal emblem is awarded for the first letter in a particular sport.

Subsequent Letters:

1. Certificates are awarded each year to athletes for each sport in which they letter.
2. Metal bars are awarded for lettering each year after the first letter has been awarded.

Qualifications for lettering in each sport are listed below. Athletes being injured and not being able to complete the season will be considered individually.

Football

1. Play in nine (9) quarters of varsity football during the season.
2. Recommendations of the head coach.

Volleyball

1. Play in seventeen (17) games of varsity volleyball during the season.
2. Recommendations of the head coach.

Cross Country

1. Participants must participate in majority of meets.
2. Participants who qualify for state meet.
3. Recommendations of the head coach.

Basketball

1. Play in twenty-five (25) halves of varsity competition.
(Junior varsity games DO NOT constitute varsity competition)
2. Recommendations of the head coach.

Track

1. Fifty (50) points must be earned in season meets.
2. Qualify for section meet.
3. Recommendations of the head coach.

Golf

1. Play in majority of scheduled matches.
2. Qualify for section competition.
3. Recommendation of the head coach.

Dance Team

1. Perform at three-fourths (75%) of the varsity performances.
2. Recommendation of the head coach.

Wrestling

1. Wrestle in three-fourths (75%) of the varsity matches
2. Recommendations of the head coach

Baseball

1. Play in three-fourths (75%) of the varsity games
2. Recommendations of the head coach

Softball

1. Play in three-fourths (75%) of the varsity games
2. Recommendations of the head coach

Managers

1. Student must be in grades 9-12.
2. Must manage a varsity sport.
3. Earliest grade to earn manager's letter is grade nine.
4. Other manager requirements:
 - a. maximum of two (2) managers/varsity sport
 - b. managers are covered by MSHSL rules
 - c. perform such duties as designated by the coach
 - d. attend all practices and games.
5. No manager awards will be earned in grades seven or eight.

Archery

1. Compete in Nugget Invitational Tournament.
2. Compete in at least three (3) additional NASP Archery Tournaments during season.
3. Compete in State Tournament.
4. Recommendations of the head coach.

Trap Shooting

1. Compete in all regular season shoots.
2. Register to compete at state competition.
3. Recommendations of the head coach.

Fishing

1. Attend 75% of HOL league events.
2. Attend 75% of local events/meetings.
3. Score 10 points or more in a HOL league event.
4. Recommendations from coaches.

Speech – A student must accumulate at least 10 practice points and at least 15 participation points (total of 25 points) in one season.

Practice: (10)

- One point per practice session;
- If a student does not show up for a scheduled practice & has not notified the coach in advance, the student will lose three points (students must practice at least once a week);
- If a student does not practice during a particular week, the student will lose three points.

Participation: (15)

Invitationals:

- One point for participating in a tournament. (We attend 8-10 tournaments per year.)
- One additional point for winning first or second in a round.
- Two additional points for being a medalist at a contest.
- One additional point for winning a ribbon at a contest.

Subsections:

- One point for participating in the tournament.
- One additional point for advancing to finals at the subsection contest.

Sections:

- Two points for participating.
- One point for advancing to semifinals.
- Two additional points for advancing to finals.

State:

- Any student who attends the state speech meet will automatically letter.

Note: If a student signs up for a contest and drops after the drop deadline, three points will be deducted from his/her score.

National Contest (NFL)

- Three points for attending the Individual Events contest in March
- One additional point for advancing to semifinals
- One additional point for advancing to finals
- Any student who qualifies for nationals will automatically letter in speech

Knowledge Bowl – Letter will be based on a point system; points are earned as follows:

- Each student will receive 0.5 points for each practice attended. (We hold approximately 11 practices total.)
- Each participant in any knowledge bowl meet will earn one point. (There are four regular season meets, plus sub-regions, possibly regions, and state.)
- The members of any team that places first in a meet will earn an additional five points.
- The members of any team that places second in a meet will earn an additional four points.
- The members of any team that places third in a meet will earn an additional three points.

- The members of any team that qualifies for regions will earn five points.
- The members of any team that qualifies for state will automatically earn a letter.

To earn a letter, students must accumulate 12 points in a year.

Concert Band – Attendance at all performances during the school year:

1. Fall Concert,
2. Spring Concert,
3. Large Group Contest,
4. Commencement Ceremony (10-12)/Memorial Day Ceremony (9),
5. Any special appearances that are scheduled by Oct. 1 of the school year, and
6. The minimum required pep band performances.

In addition to performance/attendance at these events, the student must participate in at least four (4) additional activities from the following list:

1. Participation in rehearsals and concert of an honor or select band.
2. Participation in an ensemble or solo that has received at least an excellent rating at the **sub-section level** of MSHSL contest. Membership and the excellent rating in two events at this contest count as two (2) activities, etc.
3. Participation in an ensemble or solo that has received at least an excellent rating at the **state level** of MSHSL contest. Membership and the excellent rating in two events at this contest count as two (2) activities, etc.
4. Membership in the Hawley High School Concert Choir.
5. Membership in Jazz Band. (Membership is defined as 90% rehearsal attendance and 100% performance attendance for the entire school year.)
6. Participation in any aspect of the musical.
7. Special assigned duty for the year. (Band Manager, Librarian, Roll Taker)
8. Attendance at all post season Pep Band Performances. (No credit is given if no performances are available.)
9. Completion of one semester of independent Music Theory with at least a “B” average.

Absences because of illness will be considered on an individual basis by the director of the Concert Band. Advance notice is required in all instances. Any student who is in violation of the State High School League Rules and/or the Hawley chemical abuse rules during the current school year will not be eligible to letter in the Hawley High School Band.

Concert Choir – Attendance at all performances during the school year:

1. Fall Concert,
2. Christmas Concert,
3. Spring Concert,
4. Large Group Contest,
5. Commencement Ceremony, and
6. Any special appearances that are scheduled by Oct. 1 of the school year.

In addition to performance/attendance at these events, the student must participate in at least four (4) additional activities from the following list:

1. Participation in rehearsals and concert of an honor or select choir.

2. Participation in an ensemble or solo that has received at least an excellent rating at the **sub-section level** of MSHSL contest. Membership and the excellent rating in more than two events at this contest counts as two (2) activities, etc.
3. Participation in an ensemble or solo that has received at least an excellent rating at the **state level** of MSHSL contest. Membership and the excellent rating in more than two events at this contest counts as two (2) activities, etc.
4. Membership in the Hawley High School Concert Band.
5. Membership in Pop Singers. (Membership is defined as 90% rehearsal attendance for the entire school year.)
6. Participation in the musical.
7. Special assigned duty for the year. (Robe Coordinator, Riser Captain)

Absences because of illness will be considered on an individual basis by the director of the Concert Choir. Absences because of another activity will rarely be considered. Advance notice is required in these instances.

Any student that is in violation of the Hawley chemical abuse rules will not be eligible to letter in the Hawley High School Choir during the current school year.

National Competitions

Originated: May 22, 2017

Revised: August 26, 2019

March 23, 2020

Independent School District #150 will bear no housing, meal or transportation-related responsibility for students who participate in any national competition. Within one (1) week of qualifying for national competition, the advisor/coach, student(s), parent(s), and administration must meet to determine financial responsibilities. At this meeting, or subsequent meetings, a time frame will be established for all fund securements.

INDEPENDENT SCHOOL DISTRICT NO. 150
Special Instruction/Usage of School-Owned Musical Instruments

625.7

Originated: May 10, 1982
Revised: November 25, 1996
March 26, 2007
May 22, 2017
August 26, 2019
March 23, 2020

The School Board recognizes the value of music instruction and performances on school-owned instruments. Students may use school-owned instruments for performance or instruction as approved by the band director.

Students using school-owned instruments on an extended basis shall pay a rental fee determined by the School Board in August of each school year. The fee shall be paid prior to **OCTOBER 15th** of the year in question.

School "Musical" Productions

Originated: September 24, 1979

Revised: July 9, 1984

December 10, 1984

August 9, 1992

November 26, 1996

September 13, 1999

March 26, 2007

May 22, 2017

August 26, 2019

March 23, 2020

Introduction: For many years preceding the adoption of this policy, annual school musical productions of renowned professional Broadway musicals have been presented by Hawley High School students. In order to establish a set of guidelines for future productions the following policy has been adopted.

The School Board hereby established the following statements and guidelines to govern musical productions:

1. The board advocates and supports the continuation of musicals both as an appropriate student activity as well as a positive learning tool.
2. The School Board will financially subsidize, when necessary, student musical productions. The board will review the proposed revenues and expenditures prior to subsidizing the productions.
3. Dates for musical productions shall be established by the School Board upon recommendation of the high school principal.
4. Students shall be eliminated from participating for violating the regulations.
5. The high school principal shall cancel the musical in the event of multiple violations of rules that take place. The principal shall confer with the faculty musical advisor(s) and Superintendent of Schools prior to cancellation.
6. All interested parties, including the School Board, will be informed of any cancellation.

Admission/Passes

Individuals/Other School Affiliation

Originated: October 11, 1976
Revised: November 25, 1996
March 26, 2007
December 19, 2016
May 22, 2017
August 26, 2019
March 23, 2020

Passes and appropriate identification for individuals from outside the Hawley School District will be honored as follows:

1. Minnesota Coaches Association
2. Visiting School
 - a. Bus Drivers
 - b. Chaperones
5. College/University Coaches
4. News Media

Originated: September 12, 1994
March 26, 2007
December 19, 2016
May 22, 2017
August 26, 2019
March 23, 2020

Students who participate in Minnesota Music Educators All-State Band or All-State Choir must audition to qualify, must participate in a week-long music clinic during the summer and must perform at the annual MMEA convention in February.

QUALIFICATIONS:

1. High school students must audition for a position on either the All-State band or All-State choir. Students auditioning for a position are recommended by their high school band or choir director.

2. Auditions are completed during the spring of the year prior to the student's participation in the All-State band or choir.

3. Local high school directors are informed of the All-State selections prior to the end of the school year.

PROGRAM COMPONENTS:

1. Students spend one week during the summer at a band or choir clinic during which time they practice with other members of the All-State band or choir.

2. They also receive instruction from qualified guest conductors during the summer session.

3. The practice during the summer is one part of the preparation for the performance in front of the MMEA convention in February.

PROGRAM COSTS:

1. The cost for the student attending the summer clinic for All-State band or choir will be paid for by the family of the student. Hawley High School will pay no fees for the summer clinic.

2. Each participant will be responsible for the remainder of the week-long summer clinic cost and costs in attending the MMEA Convention in February. Participants will be informed of his/her financial responsibilities prior to his/her audition.

Overnight Trips

Originated: May 22, 2017
Revised: August 26, 2019
March 23, 2020

Overnight trips require adult supervision by a person of the same gender as the participants. The building principal, coach, advisor, director, and/or activities director, will ensure that adequate representative supervision is arranged and available.

Independent Study

Originated: May 10, 1982
Revised: November 25, 1996
March 26, 2007
November 28, 2016

Independent Study Directed by a Teacher:

There will be instances in which an ISD #150 teacher is asked to supervise and teach an independent study class for one or more students. In this situation, the following applies:

1. All requests must be approved by the principal and teacher.
2. Courses must be at least one semester in length and not available through the traditional classroom experience.
3. Courses will be graded on a *Pass/Fail* basis and will not count in the grade point average or for honor roll purposes.
4. A student may only take one independent study course at any given time.
5. Teachers will be compensated per the *Master Agreement*.

Independent Courses Utilizing Outside Agencies and Materials:

At various times for a variety of circumstances, students may opt to take independent study courses through agencies outside of Hawley High School. Typically, these courses include a cost for lessons, books, lab materials, study guides, and more. Because of this, determination of eligibility, establishing study times and deadlines, and a cost-sharing fee structure are established to provide a consistent method of accessing independent study courses and the completion thereof.

Determining Eligibility of Acceptable Courses:

The high school principal, in consultation with the high school counselor, shall determine if a student needs and will benefit from an independent study course. The principal and superintendent will make the final determination if a course will be purchased.

Payment of All Course Costs:

The total sum for all independent study courses will be based on the following:

If the course is taken for remediation purposes (to supplant a failed class or in lieu of a course available at Hawley High School) or by choice, the student is responsible for 75% of the cost. This amount is due before ordering a course. Of this amount, 33% will be reimbursed if the course is completed within the time established by the independent study provider. Failure to complete the course within the time allotted shall result in forfeiture of all money.

If the course is taken because an irresolvable conflict occurs on a student's schedule and the course is required for graduation, the student is responsible for 50% of the cost due before ordering a course. Of this fee, the entire amount will be reimbursed if the course is completed within the time established by the independent study provider. Failure to complete the course within the time allotted shall result in forfeiture of all money.

Required Lesson Sessions:

For a student taking a course for remediation as described above, a required study time shall be established. If a period is available during the school day, the student may be required to spend time in the office working on the course.

INDEPENDENT SCHOOL DISTRICT NO. 150
Co-Curricular Activities/Student Participation Fees

627

Originated: May 29, 2001
Revised: March 26, 2007

It shall be the policy of the Hawley Public Schools to require payment of student participation fees for student participation in activities and athletic programs.

Those activities and athletic program fees shall be reviewed at the annual reorganization meeting of the Board of Education, and recommendations for adjusting fees will be considered at that time.

The annual fee schedules will be published by the Office of the Superintendent and included as part of the fall information mailings to parents and students.

Rationale: The payment of participation fees in the Hawley Public Schools is instituted to help defray the costs of supplies, coach's salaries and other activity program needs. These fees in no way cover the entire per-student cost of the program.

The payment of fees will not change any relationships currently found in participation, such as increasing playing time, access to coaching decisions, scheduling, or other changes that may or may not be assumed. Participation fees are paid by a majority of student athletes throughout the State of Minnesota in order to continue to defray the rising costs associated with these programs.

Fee Payments: The participation fee must be paid in the High School Office before an athlete is ever allowed to practice. No fee, no practice, unless other arrangements have been made and agreed upon in writing in advance of the first day of practice. The fee should accompany the MSHSL participation agreement. Receipts will be issued.

Family Limits: Individual families will not incur activity fees in excess of \$100.00 per school year, regardless of the number of participants from one family involved in fee-required activities.

Hardship or Financial Need: No student will be excluded from participation in a "fee activity" due to financial hardship or inability to pay. The school will determine financial hardship together with the family involved. In those cases, students desiring to participate will be asked to work at certain school activities that require the assistance of workers. This method will meet the financial obligation of the payment of a participation fee, in lieu of a cash payment. Examples of such work opportunities would include Community Education Summer programs, Hot Shot Tournaments, or other events or opportunities deemed acceptable by the Athletic Director and High School Principal. Failure to meet this obligation will forfeit future participation until the work is performed in some fashion. This method of fee payment, in lieu of a cash payment, would be figured at the minimum wage hourly rate and will accrue until all fee limits are met.

Reimbursement of Fees: Participants who choose to quit a "fee activity" after fee payment will be reimbursed their fee if the decision to quit is made and reported to the head coach and or Athletic Director before two calendar weeks have passed since the first day of practice. Quitting after the first two calendar weeks of practice forfeits the entire participation fee.

Ineligibility: Students who become ineligible for part or all of a season due to academics or Minnesota State High School League violations are not entitled to receive fee reimbursements should they choose to quit as a result of ineligibility, and two weeks has elapsed from the first day of practice. Should ineligibility cause a student to quit an activity before the two weeks has elapsed, then a full reimbursement will be issued.

Shared Programs: Fees will be required of all participants involved in Hawley activities, regardless of pairing or sharing agreements that may or may not call for fee payment in the home district.

Student Activity Participation Fees (2020-21)

	<u>Varsity, JV, B Team & 9th Gr.</u>	<u>Junior High</u>	<u>Elementary</u>
<u>Fall</u>			
Football	\$75	\$50	
Volleyball	\$75	\$50	
Cross Country	\$75	\$50	
<u>Winter</u>			
Basketball	\$75	\$50	
Wrestling	\$75	\$50	
Dance Team	\$75	Not Offered	
<u>Spring</u>			
Track	\$75	\$50	
Golf	\$75	\$50	
Baseball	\$75	\$50	
Softball	\$75	\$50	
<u>Activities</u>			
Pop Singers	\$75		
Jazz Band	\$75		
Musical	\$75	\$50	
One-Act Play	\$50		
Three-Act Play	\$50		
Speech	\$50		
Knowledge Bowl	\$50		
Solo/Ensemble Contest	\$50		
Science Olympiad	\$50		
"Elementary" Choir			\$35
"Elementary" Musical			\$35

An activity is at no charge if a family maximum of \$375 has been reached, or an individual maximum of \$200 has been reached.

Fees are due in the High School Office before the first practice/rehearsal. Fee payment is required before any participation occurs. Receipts will be issued.

(Adopted @ June 22, 2020 Brd. Mtg.)

Close Up Program

Originated: May 9, 1994

Revised: November 14, 1994

March 26, 2007

November 28, 2016

I. PURPOSE

The Close Up Program is an intensive week's study in Washington, D.C., learning about the nation's legislative process and taking in many of the historical sights found in and around our nation's capitol. Hawley High School students in grades 11 and 12, who are in good standing with both academic and local high school eligibility rules, can apply.

II. REQUIREMENTS OF THE STUDENT APPLYING

1. Students must submit an essay based on a question formulated by the Close Up advisor.
 - a. Student essays will be judged by a panel consisting of community members, parents, and faculty.
 - b. The field of applicants will be narrowed to fifteen (15) students who will be selected for personal interviews.
2. Personal interviews will be conducted to assist the selection process.
 - a. Twelve (12) students will be selected to participate from Hawley High School.
3. Five (5) students will be selected to receive scholarships (\$400) based on results of the essay and interview process plus a \$200 deposit. The seven (7) who finish in the top twelve must pay a minimum of \$600 for this program.
4. Students selected for the Close Up Program will be responsible for the costs of the program not covered by the scholarship.
 - a. Participating students will be required to pay on or before prearranged dates. Failure to pay on time will forfeit the student's opportunity to participate.
 - b. Fund raising opportunities for both individual and group will be made available through local Close Up guidelines.
5. Seven (7) students who meet qualifications and were selected for an interview but who do not win a scholarship from the school will be allowed to participate if they agree to pay the entire cost involved in participating in the program – minimum of \$600.
 - a. Fund raising activities must be approved by the School Board to allow participating students to reduce personal expenses involved in the Close Up activity.

6. Students qualifying for this trip will be asked to read and discuss assigned materials prior to the trip.

7. Students qualifying for this trip will be required to make themselves available to the school and community for presentation to classes and community groups.

8. Qualifying students and a parent or guardian will meet with the Close Up advisor prior to interview to insure that appropriate information about the program has been made available to all interested students and parents.

Two (2) chaperones will accompany qualifying students on the Close Up trip. Chaperone expenses will be absorbed by the Close Up Program. The second chaperone will need to share in concessions, meetings, dances, and school store responsibilities.

Originated: April 11, 1994
Revised: March 26, 2007
June 24, 2013

Driver Education (classroom & behind-the-wheel) will be offered to students attending Hawley High School.

At least one (1) classroom session will be held during the month of June.

At least one (1) classroom session will be held during the month of August.

Behind-the-wheel will be scheduled primarily during the summer. Some behind-the-wheel will be completed during the school year.

Each student would be responsible for securing their own "permit."

Student requirements (and priority) for entry into the Driver Training program include the following:

1. **June classroom session**
 - a. Must be 15 years of age
 - b. Age (Older students have priority)

2. **August classroom session**
 - a. Must be 15 years of age by December 31st of that year
 - b. Age (Older students have priority)

Students will receive 30 hours of instruction in the classroom and six (6) hours of behind-the-wheel instruction.

Cost for student participation will be set annually by the School Board. Information about costs to students for participating in the Hawley Driver Education program will be distributed in the spring each year.

Fees must be paid according to district procedures prior to the student's participation in either class.

Originated: November 8, 2004
Revised: December 17, 2007

I. PURPOSE

Student special education files are kept and maintained in the school building that the student attends. Current Individualized Education Plans (IEPs) and required special education forms are also kept on electronic files. Access to individual student data on the electronic system is reserved for special education staff working with the student and administration. Parents or guardians should contact the student's special education case manager or building principal to access or request a release of information related to the files.

It is recommended that the students or their parents keep copies of the last two IEPs and the most recent three-year evaluation. Request for copies or release of information to other agencies can be made with written authorization by the student, if age 18 or older, or the legal guardian.

Minnesota statute requires that school districts retain special education files for six (6) years after graduation. It shall be the responsibility of the Special Education Department, under the direction of the high school principal, to destroy any old files. In the case of students who do not complete their diploma, special education files would be destroyed six (6) years after their anticipated graduation date.

Originated: February 23, 2004
Revised: December 17, 2007
February 23, 2015
August 23, 2021

Graduation and Official Transcripts

Home schooled, foreign exchange, and transfer students who enroll at Hawley High School will be required to attain the same minimum number of credits required for all students in order to graduate. Currently, a student must complete twenty-five (25) credits in grades 9-12 as described in School Board policy. Foreign exchange students must pass seven credits including one each in math, English, and social studies to qualify for graduation. Must be a full time student for a full semester, unless it is due to a family relocation into our district, to earn a Hawley diploma.

For home schooled students, credits will be given for classes taken and passed at the home schools, but no letter grades (A-F) will be entered for these classes into the students' cumulative files and will not become part of the transcripts. For classes taken through on-line schools or other vendors, copies of syllabi and official grade notifications may be requested for verification purposes. Instead, a P will be used for classes passed and an NP for classes not passed while at a home school. Letter grades will be entered into the cumulative files and transcripts for transfer students from any public or private accredited secondary school with licensed teaching staff recognized by the State of Minnesota (or the state from which they transferred). Transcripts maintained for foreign exchange students will only reflect the coursework completed at Hawley High School.

Class Rank, MHS, and Graduation Honors

To qualify for class rank, a student must receive a full complement of grades (seven classes per semester) for a minimum of two consecutive semesters at Hawley High School beyond the last home schooling period or after a transfer. Classes offered outside of Hawley High School such as on-line college classes or various on-line high school classes may be included if approved by the principal. To qualify for Minnesota Honor Society, a student must receive a full complement of grades (seven classes) for one semester at Hawley High School beyond the last home schooling period.

To qualify as cum laude, magna cum laude, and summa cum laude, the student must receive a full complement of grades (seven per semester) for a minimum of three consecutive full semesters at Hawley High School beyond the last home schooling period or following a transfer. An exception would occur for students who transfer from a state accredited public or private school. In this instance, a student must receive a full complement of grades (seven per semester) for a minimum of two consecutive semesters at Hawley High School during the senior year. Foreign exchange students will not be considered for top 10 percent, cum laude, magna cum laude, and summa cum laude.

To qualify as an honor graduate, home schooled, transfer, and foreign exchange students must receive a full complement of grades (seven classes per semester) for both semesters of their

junior year at Hawley High School in conjunction with the PSEO program then senior year, or they must receive a full complement of grades for both semesters their senior year at Hawley High School.

Post Secondary Enrollment Options (PSEO)

Students who attend the Post Secondary Enrollment Options program must take all courses for grades (A-F) or they will not be eligible for top 10 percent honors or cum laude, magna cum laude, and summa cum laude.

Students who enroll from a home school or who transfer from a public or private high school and attend a post secondary program through PSEO will not be eligible for honor roll, National Honor Society, or graduation distinction of any kind if they have not attended classes for at least one year at Hawley High School between transfer time and the beginning of PSEO.

Foreign Exchange Students

Originated: April 20, 1989

Revised: December 17, 2007

Application for admission to attend Hawley Public Schools as an exchange student must be made through a program approved by the National Principals Association or have a current I-20 form completed prior to enrollment.

The School District reserves the right to reject any application that does not meet the above criteria or if the student is not qualified academically or does not speak English.

The School District may dismiss any exchange student who does not comply with school district rules and regulations.