

## Summary of 600 Policies in 2015

- 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS (mandatory policy)**  
Significant updates in content
- 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**  
Change number of required school days to hours
- 603 CURRICULUM DEVELOPMENT (mandatory policy)**  
Add “applicable” to No Child Left Behind standards and legal reference updates
- 604 Instructional Curriculum**  
Significant update in content
- 605 Alternative Programs**  
No change
- 606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**  
Add “support state mandated standards”
- 606F COMPLAINT ABOUT TEXTBOOKS OR INSTRUCTIONAL MATERIALS**  
No change
- 606P Review of Textbooks and Instructional Materials**  
Add “Director of Teaching and Learning” to Principal
- 607 Organization of Grade Levels**  
Update legal reference
- 608 Instructional Services – Special Education**  
Change in word choice
- 609 Religion**  
Updated legal references
- 610 Field Trips**  
Updated regulations
- 611 Home Schooling**  
No changes
- 612 Development of Parental Involvement Policies for Title I Programs (mandatory policy)**  
Sequence number change to 612.1  
Note: This policy reflects recent federal statutory changes which require school districts and schools to meet with parents and jointly develop parental involvement policies at both a district wide and school building level. This policy lists the required components of the parental involvement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.
- 613 Graduation Requirements**  
Updated graduation requirements for graduation years, credits, and descriptions in specific content areas
- 613D Staff Development for Standards renumbered to 619**

~~614~~ **School District Testing Plan & Procedures**

With the repeal of the graduation-required assessment for diploma (GRAD), school districts no longer are required to comply with any of the provisions of this policy. Policy may be eliminated.

**615 Testing Accommodations, Modifications, and Exemptions for Individual Education Plans (IEP), Section 504 Plans, and Limited English Proficiency (LEP) Students**

Changes in reference to the "Procedure Manual for the Minnesota Assessments" for students with IEPs, 504s, and LEP students

**616 School District System Accountability (mandatory policy)**

Updated definitions and legal references, included District Improvement Team functions, included Standards Review Cycle as an attachment

**617 School District Ensurance of Preparatory High School Standards**

No change

**618 Assessment of Student Achievement formerly known as Grading and Weighted Grades (Still under revision)**

This policy is undergoing revision with input from several perspectives. This policy will be submitted to the School Board on July 13, 2015 for a first reading.

Updates in language to address standards and assessment, separation of academic and non-academic information, and legal references.

**619 Staff Development for Standards**

Delete Minnesota Academic Standards and replace with Graduation Assessment Requirements

**620 Credit for Learning**

Added definitions. Added Credit for Online Learning Courses, Advanced Academic Credit, and Process for Awarding Credit. Updated legal references.

**623 Mandatory Summer School Instruction**

Updated to remove the mandatory portion for summer school instruction

**624 Online Learning Options**

Updates to definitions and legal references

**625 Provision of Special Education and Related Services at Private Schools**

No change

**626 Caseload Policy for Special Education Services**

Changes in MN Statute references

Adopted: 1997

Revised: 2000, 2003, 2006, 2009, 2012, 2015

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and Goals 2000 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 learner results toward 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.B. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and 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.
- ~~B. "Curriculum" means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.~~
- 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. student performance on the National Assessment of Educational Progress where applicable;
  2. 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

statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;

3. student performance on the Minnesota Comprehensive Assessments;

4. high school graduation rates; and

5. 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 student not living in poverty; have all students attain career and college readiness before graduating from high school; and have all student 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.

#### 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 nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;

2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

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,* 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. 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;

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

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#### ~~IV.~~ **STUDENT PERFORMANCE GOALS**

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

~~A.1.~~ All students will be required to demonstrate essential skills to effectively participate in lifelong learning. Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Section 504 Accommodation plan ~~These skills include:~~

~~1.~~ a. reading, writing, speaking, listening, and viewing in the English language;

b. ~~2.~~ mathematical and scientific concepts;

~~3.~~ c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);

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

~~5.~~ e. work readiness skills;

~~6.~~ f. global and cultural understanding.

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

~~1.~~ a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

~~2.~~ b. bring many perspectives, including historical, to contemporary issues;

~~3.~~ c. develop an appreciation and respect for democratic institutions;

~~4.~~ d. communicate and relate effectively in languages and with cultures other than the student's own;

~~5.~~ e. practice stewardship of the land, natural resources, and environment;

~~6.~~ f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

~~C.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.

~~D.4.~~ School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

~~1.~~ a. establishing and achieving personal and career goals;

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- ~~2-b~~ adapting to change;
- ~~3-c~~ leading a healthy and fulfilling life, both physically and mentally;
- ~~4-d~~ living a life that will contribute to the well-being of society;
- ~~5-e~~ becoming a self-directed learner;
- ~~6-f~~ exercising ethical behavior.

- E. Students will be given the opportunity to acquire human relations skills necessary to:
1. appreciate, understand, and accept human diversity and interdependence;
  2. address human problems through team effort;
  3. resolve conflicts with and among others;
  4. function constructively within a family unit;
  5. promote a multicultural, gender-fair, disability-sensitive society.

~~**Legal References:** *Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)*  
*Minn. Stat. § 120B.11 (School District Process)*  
*20 U.S.C. § 5801, et seq. (National Education Goals 2000)*  
*20 U.S.C. § 6301, et seq. (No Child Left Behind Act)*~~

**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.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 \(Principals\)](#)  
[20 U.S.C. § 5801, et seq. \(National Education Goals 2000\)](#)  
[20 U.S.C. § 6301, et seq. \(No Child Left Behind Act\)](#)

~~**Cross References:** *MSBA/MASA Model Policy 104 (School District Mission Statement)*  
*MSBA/MASA Model Policy 613 (Graduation Requirements)*~~

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*MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)*  
*MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)*  
*MSBA/MASA Model Policy 616 (School District System Accountability)*

***Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)***

***MSBA/MASA Model Policy 613 (Graduation Requirements)***

***MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)***

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

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

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

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*Adopted:* 1997

*Revised:* 2000, 2003, 2006, 2009, 2012, 2015

## **602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

### **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~~ instructional hours 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.

The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. ~~commencing with the 2012-2013 school year.~~ School districts cannot adopt a four-day week schedule unless approved by the Commissioner of Education under Minn. Stat. §124D.126.

- 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.
  - D. The school board should attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.

#### **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.

#### ***Legal References:***

*Minn. Stat. § 120A.40 (School Calendar)*  
*Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)*  
*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.11, Subd. 9 (Revenue for Results-Oriented Charter School)*  
*Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)*

***Cross References:***      *MSBA/MASA Model Policy 425 (Staff Development)*

*Adopted:* 1997

*Revised:* 2000, 2003, 2006, 2009, 2012, ~~2015~~

## **603 CURRICULUM DEVELOPMENT**

### **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 learning sites, and shall include parent, teacher, support staff, student, community residents and administration representation.
- 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. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  7. Meet all applicable requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. 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.
- E. 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. Rules Part 3500.0550 (Inclusive Educational Program)*  
*Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Reading and Mathematics)*  
*Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)*  
*Minn. Rules Parts 3501.0505-3501.0655 (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)*  
*20 U.S.C. § 6301, et seq. (No Child Left Behind Act)*~~

~~**Cross References:** — *MSBA/MASA Model Policy 604 (Instructional Curriculum)*  
*MSBA/MASA Model Policy 605 (Alternative Programs)*  
*MSBA/MASA Model Policy 613 (Graduation Requirements)*  
*MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)*  
*MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)*  
*MSBA/MASA Model Policy 616 (School District System Accountability)*  
*MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)*  
*MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)*  
*MSBA/MASA Model Policy 619 (Staff Development for Standards)*  
*MSBA/MASA Model Policy 620 (Credit for Learning)*  
*MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)*~~

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)

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[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 \(Academic Standards for the Arts\)](#)  
[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 \(Academic Standards for Social Studies\)](#)  
[20 U.S.C. § 6301, et seq. \(No Child Left Behind Act\)](#)

[Cross References: MSBA/MASA Model Policy 604 \(Instructional Curriculum\)](#)  
[MSBA/MASA Model Policy 605 \(Alternative Programs\)](#)  
[MSBA/MASA Model Policy 613 \(Graduation Requirements\)](#)  
[MSBA/MASA Model Policy 614 \(School District Testing Plan and Procedure\)](#)  
[MSBA/MASA Model Policy 615 \(Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students\)](#)  
[603-3](#)  
[MSBA/MASA Model Policy 616 \(School District System Accountability\)](#)  
[MSBA/MASA Model Policy 617 \(School District Ensurance of Preparatory and High School Standards\)](#)  
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)  
[MSBA/MASA Model Policy 619 \(Staff Development for Standards\)](#)  
[MSBA/MASA Model Policy 620 \(Credit for Learning\)](#)  
[MSBA/MASA Model Policy 623 \(Mandatory Summer School Instruction\)](#)

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*Adopted:* 1997

*Revised:* 2000, 2003, 2004, 2006, 2009, 2012, 2015

## **604 INSTRUCTIONAL CURRICULUM**

### **I. PURPOSE**

The purpose of this policy is to provide for the development of course offerings for students.

### **II. GENERAL STATEMENT OF POLICY**

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills, including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship;
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous America Indian languages and cultures, among other world languages and cultures. School district may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. ~~The curriculum must include opportunities for all students to learn the Graduation-Required Assessments for Diploma (GRAD) requirements and subject matter. The~~

~~school district must develop a plan for remediation for a student who, after two retests, has not passed a specific GRAD.~~

~~DC.~~ Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

~~ED.~~ The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

~~FE.-~~ Each instructional program shall be planned for optimal benefit, taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

~~GE.~~ The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.

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1. In the school district's discretion, training and instruction may result in CPR certification.

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2. CPR and AED instruction must include CPR and AED training that have been developed:

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a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

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b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

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3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

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4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to 604-3

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students under this section.]

H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

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1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;

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2. emphasize academic rigor and high expectations;

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3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

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4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

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5. help students access education and career options;

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6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career focused courses and applied and experiential learning opportunities into strong academic content;

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7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

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8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

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9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

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The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

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Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

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When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

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~~Minn. Stat. § 120B.236 encourages, but does not require, school district to include cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of their curriculum. To the extent school district offer CPR or AED instruction, however, school districts must use CPR or AED training that has been developed: (1) by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; of (2) using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction.~~

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H, beginning in the 2013-2014 school year.]

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- Legal References:**
- Minn. Stat. § 120A.22 (Compulsory Instruction)*
  - Minn. Stat. § 120B.021 (Required Academic Standards)*
  - Minn. Stat. § 120B.022 (Elective Standards)*
  - Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)*
  - Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction).*
  - Minn. Rules Part 3501.1110 (Opportunities to Learn and Remediation)*
- Cross References:**
- MSBA/MASA Model Policy 603 (Curriculum Development)*
  - MSBA/MASA Model Policy 605 (Alternative Programs)*

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Adopted: 1997

Revised: 2000, 2003, 2006, 2009, 2011, ~~2015~~

## **605 ALTERNATIVE PROGRAMS**

### **I. PURPOSE**

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

### **III. RESPONSIBILITY**

- A. It shall be the responsibility of the superintendent or designee to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent or designee shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** *Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)*  
*Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)*  
*Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)*  
*Minn. Stat. § 123A.06 (State -Approved Alternative Programs and Services)*  
*Minn. Stat. § 124D.68 (Graduation Incentives Programs)*  
*Minn. Stat. § 124D.66 (Assurance of Mastery Programs)*  
*Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)*  
*Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)*

**Cross References:** *MSBA/MASA Model Policy 603 (Curriculum Development)*  
*MSBA/MASA Model Policy 604 (Instructional Curriculum)*

Adopted: September 23, 1997

Revised: 2000, 2003, 2006, 2009, 2012, 2015

## 606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

### 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~~ Director of Teaching and Learning 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:

(Do we need a statement about supported state mandated standards?) Check numbering!

1. Support state mandated standards;

~~2.~~ 1. support the goals and objectives of the education programs;

1. ~~2.~~ consider the needs, age and maturity of students;

2. ~~3.~~ foster respect and appreciation for cultural diversity and varied opinion; and

3. ~~4.~~ fit within the constraints of the school district budget.

4. ~~5.~~ are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61.

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1. ~~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

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2. ~~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.

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- C. The ~~superintendent~~ Director of Teaching and Learning 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 as represented on the District Improvement Team. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

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Comment [KJ1]: We don't do this play need the language do to law

#### IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The ~~superintendent~~ Director of Teaching and Learning 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~~ Director of Teaching and Learning or designee 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 or instructional materials.
- B. The ~~superintendent~~ Director of Teaching and Learning 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~~ Director of Teaching and Learning 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 (8<sup>th</sup> Cir. 1982)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

**TO: (PARENT OR CITIZEN INITIATING A COMPLAINT)**

**FROM: (SUPERINTENDENT)**

**RE: COMPLAINT ABOUT TEXTBOOKS OR INSTRUCTIONAL MATERIALS**

It is usually best to deal with complaints at the school level. It is my suggestion that before you file a request to process your complaint, you meet with the principal, program director or Director of Teaching and Learning to discuss the issue. In most cases, a problem can be solved through such a meeting. If the problem is not solved at that level, it can then be appealed through administrative channels to the superintendent and then the Board of Education, if necessary.

Therefore, I urge you to first discuss this with the individuals involved. Then, if you are not satisfied, complete the attached form and return it to my office, thereby advancing your complaint to me.

It is the district's desire to process public complaints as fairly and expeditiously as possible. The procedure provides the public with a simple and effective way to deal with problems. It also allows for due process rights of employees to be protected.

If you wish any additional information before initiating this process, I will be glad to assist you.

**HUTCHINSON PUBLIC SCHOOLS, DISTRICT NO. 423**

**REVIEW OF TEXTBOOKS OR INSTRUCTIONAL MATERIALS**

This form is to be completed by any citizen of the school district or parent/guardian of a student attending Independent School District No. 423 to process a concern about a program or curriculum of the district.

I wish to have the district process my concern about (name textbook or instructional material): \_\_\_\_\_

\_\_\_\_\_  
(Grade level/class where material is used)

\_\_\_\_\_  
(Date) (Signature)

\_\_\_\_\_  
(Telephone) (Address)

1. These are my specific concerns: ...It is my opinion that ...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. I have reviewed/discussed these concerns with the following school district employees: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. My recommendation for improving the program or curriculum:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. I have observed the situation myself: \_\_\_\_\_ (Yes) \_\_\_\_\_ (No)

### **Review of Textbooks and Instructional Materials**

These procedures are intended to resolve concerns of citizens of the school district or a parent/guardian of a student attending Independent School District No. 423. Most problems can be resolved by an informal meeting between the citizen and the program director, principal or Director of Teaching and Learning. If the problem is not resolved at that level, it can be appealed through administrative channels to the Board of Education, if necessary. Complaints must be filed within 60 school days from the date of the last informal meeting.

The following steps apply to the processing of a complaint that cannot be resolved through informal means. This administrative resolution process should be completed within 30 working days and each step should be completed within 10 workdays.

**Step 1:** The Superintendent of Schools shall forward the completed complaint form to the appropriate building principal, program director or Director of Teaching and Learning (hereinafter referred to as principal) for resolution.

- a) The principal shall attempt to settle the complaint at the level closest to the problem to be resolved.
- b) If a settlement is reached, the principal shall send a copy of the process used to resolve the complaint and a short report describing the settlement (signed by all parties) to the superintendent.
- c) If the complaint is not resolved, the principal will forward the complaint to the superintendent for further action.

**Step 2:** The Superintendent of Schools, at his/her discretion, may either select to review the problem or forward the complaint to his/her designee for review. If circumstances warrant, the superintendent may use an independent outside adjudicator to review the complaint.

**Step 3:** The adjudication process to be used by the superintendent, designee or outside adjudicator shall result in a written report and will normally involve most of these components:

- a) clarification of complaint with originator;
- b) written response to the complaint by principal, program director or Director of Teaching and Learning;
- c) one or more hearings to gain information and insight;
- d) review of all documents and testimony;

- e) preparation of a written adjudication report (copies provided to originator of complaint, principal, program director or Director of Teaching and Learning).

Step 4:

If both parties to the complaint agree with the decision of the adjudication report, the superintendent shall apprise the Board of Education of the complaint and its disposition. If either of two principal parties to the complaint disagrees with the decision of the adjudication report, it may be appealed to the Board of Education. The Board of Education should hear and rule on the appeal within 30 work days of the date of the appeal to the board.

**ADMINISTRATIVE PROCEDURE TO IMPLEMENT REVIEW OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS COMPLAINT**

Date \_\_\_\_\_

Each step should occur within 10 working days unless indicated otherwise. All parties to the complaint must be informed of the 10 day requirement in each relevant written communication.

Completed Steps:

\_\_\_\_\_ 1. Superintendent of Schools forwards written complaint to building principal, program director or Director of Teaching and Learning for resolution at school level.

| \_\_\_\_\_ a. Director of Teacher and Learning / Principal meets with citizen(s) of the school district or a parent/guardian of a student attending Independent School District No. 423 involved in requesting resolution of concern. Principal investigates complaint and takes appropriate action.

| \_\_\_\_\_ b. Director of Teacher and Learning / Principal sends a copy of the process used to resolve the concern/complaint and a short report to the Superintendent describing the action taken. The report shall be signed by all involved parties. Signatures indicate presence at the meeting.

\_\_\_\_\_ c. Either party may appeal the decision, in writing, to the Superintendent within ten (10) working days.

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_ 2. Superintendent elects to review the concern/complaint or forward it to his/her designee.

\_\_\_\_\_ 3. Written report sent to all involved parties. (10 working days)

\_\_\_\_\_ 4. If either party disagrees with the reviewer’s findings, the decision may be appealed to the Board of Education. The appeal should be submitted, in writing to the Superintendent within 10 working days. The Board of Education shall hear and rule on the appeal within 30 working days of the appeal to the board.

*Adopted:* 1997

| *Revised:* 2000, 2003, 2006, 2009, 2012, 2015

## **607 ORGANIZATION OF GRADE LEVELS**

### **I. PURPOSE**

The purpose of this policy is to address the grade level organization of schools within the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school district to address the groupings of grade levels as recognized in Minn. Stat. § 120.05 (public schools), as follows:

<i>Elementary:</i>	<i>Grades prekindergarten through 5</i>
<i>Middle School:</i>	<i>Grades 6 through 8</i>
<i>High School:</i>	<i>Grades 9 through 12</i>

- B. The superintendent may seek school board approval to administer certain programs on a non-graded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

### **III. DEFINITIONS**

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

| **Legal References:** *Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)*  
*Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)*

**Cross References:**

Adopted: 1997

Revised: 2000, 2003, 2004, 2006, 2009, 2012, 2015

## 608 INSTRUCTIONAL SERVICES — SPECIAL EDUCATION

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need ~~for to~~ provide -special educational services ~~on the part of 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 the 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)*

**Cross References:** *Policy 402 (Disability Nondiscrimination)*  
*Policy 508 (Extended School Year for Certain Students with Individual Education Plans)*  
*Policy 509 (Enrollment of Nonresident Students)*  
*Policy 521 (Student Disability Nondiscrimination)*

*Adopted:* 1997

*Revised:* 2000, 2003, 2006, 2009, 2012, 2015

## **609 RELIGION**

### **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 non belief. 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)  
*Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)  
*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)  
*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)  
[\*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1\*, 690 F.3d 996 \(8<sup>th</sup> Cir. 2012\)](#)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)  
*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
[\*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1\*, \\_\\_\\_ F.Supp.2d \\_\\_\\_ \(D. Minn. 2011\)](#)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
 Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
 Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
 Minn. Op. Atty. Gen. 63 (1940)  
 Minn. Op. Atty. Gen. 120 (1924)  
 Minn. Op. Atty. Gen. 121 (1924)

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**Cross References:**

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

*Adopted:* 1997

*Revised:* 2000, 2003, 2006, 2009, 2012, 2015

## **610 FIELD TRIPS**

### **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**

It is the general expectation of the school board 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. ~~In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.~~
- 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 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.

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### 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)*  
*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)*  
*Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)*

**Cross References:** *MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)*

*MSBA/MASA Model Policy 423 (Employee – Student Relationships)*  
*MSBA/MASA Model Policy 506 (Student Discipline)*  
*MSBA/MASA Model Policy 707 (Transportation of Public School Students)*  
*MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)*  
*MSBA/MASA Model Policy 710 (Extracurricular Transportation)*

*Adopted:* 2003

*Revised:* 2006, 2009, 2012, 2015

## **611 HOME SCHOOLING**

### **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, individualized instructional materials and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minnesota Rules Chapter 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 to 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 Chapter 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 to 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.

## **VIII. 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 Rule 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 non-regular 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.92 (Transportation Aid Entitlement)*  
*Minn. Stat. § 124D.03 (Enrollment Options Program)*  
*Minn. Stat. § 123B.44 (Provision of Pupil Support Services)**Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities)*  
*Minn. Stat. § 123B.86 (Equal Treatment - Transportation)*  
*Minn. Rules Chapter 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)*

**Cross References:** *MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)*  
*MSBA/MASA Model Policy 510 (School Activities)*

*Adopted:* 2003

*Revised:* 2006, 2008, 2009, 2012, 2015  
*MSBA – not revised since 2005*

## **612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS**

### **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, systematic, 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 or 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. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the school district 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 parental involvement 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 of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the school district's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build the schools' and parents' capacity for strong parental involvement;

- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

#### **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 of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- 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, 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 school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;

4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to 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 monitoring school attendance and homework completion, monitoring television watching, 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.
- 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, including coordinating necessary 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 Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and 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 care costs, to enable parents to participate in meetings and training sessions;
  4. Train and support parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or have 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 opportunities for 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 parental involvement, the school district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.
- F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

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

***Legal References:*** 20 U.S.C 6318 (Parent Involvement)

***Cross References:***

Adopted:

Revised: 2006, 2009, 2012, 2015

## 613 GRADUATION REQUIREMENTS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

~~It is the policy of the school district that all students must pass the Minnesota Graduation tests per state requirements and must satisfactorily complete, as determined by the school district, all course credit requirements and graduation standards as established by the school board, in order to graduate.~~

The policy of the school district is that all students entering entering grade 9 in 2012-2013 school year and earlier must satisfactory complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. 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.

~~A.B. "Course-Credit" is equivalent to~~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. "Department" means the Department of Education.~~

C. "Section 504 Accommodation" means the defined appropriate accommodations or

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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.
- F. “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

#### IV. TEST ADMINISTRATOR

Director of Teaching and Learning shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### V. GRADUATION ASSESSMENT REQUIREMENTS

~~A. For students enrolled in grade 8 before the 2005-2006 school year, only Minnesota basic skills tests in reading, mathematics, and writing shall fulfill students’ basic skills testing requirements for a passing state notation. The passing scores of basic skills tests in reading and mathematics are the equivalent of 75 percent correct for students entering grade 9 in 1997 and thereafter, as based on the first uniform test administration of February 1998. Students who have not successfully passed a basic skills test by the end of the 2011-12 school year must pass the GRAD as set forth in Sections V.B. and V.C.~~

Students enrolled in grade 8 through 2009-2010 school year are eligible to be assessed under

~~B. For students enrolled in grade 8 in the 2005-2006 school year and later, only the following options shall fulfill students’ state graduation test requirements:~~

1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d)(2012) as follows:

a. for reading and mathematics:

- ia. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the graduation-GRAD in required assessment for diploma in grade 10 for reading

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and grade 11 for mathematics or subsequent retests;

iib. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the ~~graduation required assessment for diploma~~GRAD equivalent of those assessments for students designated as English language learners;

iiie. achieving an individual passing score on the ~~graduation required assessment for diploma~~GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

ivd. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

ve. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b2. for writing:

ai. achieving a passing score on the ~~graduation required assessment for diploma~~GRAD;

iib. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iiie. achieving an individual passing score on the ~~graduation required assessment for diploma~~GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

ivd. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

~~e~~- ~~cs~~Students enrolled in Grade 8 in any school year to the 2009-2010 school year who do not pass the mathematics GRAD under section V.B.1., above, are eligible to receive a diploma if they:

~~1~~-2. Complete with a passing score or grade, all state and local coursework and credits required for graduation by the school board granting the students their diploma;

~~2~~-3. Participate in district-prescribed academic remediation in

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- mathematics;
- ~~3.4.~~ And, fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.

[Note: Section V.C. applies to the 2009-2010 through 2013-2014 school years only.]

~~D.B.~~ Students ~~beginning ninth grade in the 2004-2005 school year and later~~ must successfully complete, as determined by the school district, the following high school level course credits for graduation:

1. Four credits of language arts;
2. ~~For the Classes of 2013 and 2014, (Beginning with the Class of 2015, Three and a half credits of mathematics.)~~ Three credits of math encompassing at least algebra, geometry, statistics and probability sufficient to satisfy the academic standard. ~~Beginning in the 2010-2011 school year, students~~ Students must satisfactorily complete an algebra I credit by the end of eighth grade. Students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete an algebra II credit or its equivalent;
3. For the Classes of 2013 and 2014, three credits of science (~~Beginning with the Class of 2015, three and a half credits of science.~~) including at least one credit in biology. ~~Beginning in the 2010-2011 school year, students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete a~~ chemistry, physics or ~~career and technical~~ CTE credit that meets the standards underlying either the chemistry or physics credit;
4. ~~For the Classes of 2013 and 2014, four credits of social studies (Beginning with the Class of 2015 Three- Three~~ and a half credits of social studies), encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;
5. One credit in the arts; and
6. An agriculture science course may fulfill a science credit requirement to the specified science credits in biology and chemistry or physics under Section V.C.3. above.

7. A career and technical education (CTE) course may fulfill a science, mathematics, or arts credit requirement in addition to the specified science, mathematics, or arts credit under Section V.C.2., V.C.3., or V.C.5. above.
  8. One half credit in health.
  9. One credit in physical education, ½ to be fitness related. A student may earn an Independent Study credit in PE by satisfying the conditions set forth for Independent Study as prescribed by the Hutchinson High School Principal.
- D. All students must satisfactorily complete the following required and elective standards, in accordance with the standards adopted by the school district:
1. School District Standards, Health ~~and Physical Education~~ (K-12);
  2. School District Standards, ~~Vocational-Career~~ and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).

~~E. Academic standards in health, physical education, world languages, and vocational and technical education will be reviewed on an annual basis.\*~~

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

- F. All students must satisfactorily complete the following required Graduation Standards:

***[Note: With the repeal of the Profile of Learning, the new Minnesota Academic Standards must be fully implemented as of the 2007-2008 school year.]***

1. All students entering the ninth grade must satisfactorily complete the following Minnesota Academic Standards, in accordance with the standards developed by the Department of Education:
  - a. Minnesota Academic Standards, Language Arts K-12;
  - b. Minnesota Academic Standards, Mathematics K-12;
  - c. Minnesota Academic Standards, Science K-12;
  - d. Minnesota Academic Standards, Social Studies K-12; and

- e. Minnesota Academic Standards, ~~Arts-Physical Education~~ K-12 ;

~~[Note: Beginning in the 2010-2011 school year, students will be required to satisfactorily complete revised standards and graduation requirements in the arts. Beginning in the 2012-2013 school year, students will be required to satisfactorily complete revised standards and graduation requirements in language arts and physical education. Beginning in the 2013-2014 school year, students will be required to satisfactorily complete revised standards and graduation requirements in social studies.]~~

- f. ~~Minnesota Academic Standards, Social Studies K-12, or have met the requirements of an IEP, a Section 504 accommodation plan, or alternative learning center;~~
- g. ~~Minnesota Academic Standards, Arts K-12, or have met the requirements of an IEP, a Section 504 accommodation plan, or alternative learning center; and~~
- h. ~~Alternative standards established in the student's IEP in the academic areas of language arts, mathematics and science.~~

2. 28.0 credits for the class of 2008 and beyond – grade 9 in fall of 2004.

## VI. ~~STUDENTS IN UNIQUE SITUATIONS~~

~~In order to graduate from the school district, all students must fulfill the graduation test requirements in reading, mathematics, and writing established by Minn. Stat. §§ 120B.02 and 120B.30 as set forth in Sections V.A., V.B., and V.C., above, with the following exceptions:~~

- A. ~~ELL students are required to pass the GRAD only if they have been enrolled in any Minnesota school for at least four consecutive years. An ELL student who first enrolls in a Minnesota school in grade 9 or above and who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD;~~
- B. ~~Shared-time students are not required to pass the GRAD unless they intend to graduate from the school district.~~
- C. ~~Students who have transferred from another state will not be required to pass the GRAD if they passed graduation examinations in other states with examinations acceptable to MDE.~~

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- ~~D. Students with IEPs or 504 accommodation plans will be tested and required to pass the GRAD as specified in the students' IEPs or 504 accommodation plans.~~

## VI. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, Section 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.
- C.D. Must inform of decision by December to count by 12-1 of that year.

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## VII. NOTICE

~~Within 30 working days of a student's entry into grade 9 or transfer into the district during or after grade 9, the school district will notify students and their parents of the school district's graduation requirements and the grade in which the student will have the first opportunity to take a GRAD. The school district also will provide written notice of the GRAD results to parents and the student no later than 60 days after the school district receives the results and will provide written notice of the basic requirements test results no later than 90 days after the school district receives the results. The school district also will provide notice of remediation and/or additional testing opportunities and/or accommodations.~~

- Legal References:**
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
  - 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.30 (Statewide Testing and Reporting System)
  - Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading)
  - Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)
  - Minn. Rules Parts 3501.0505-3501.0550 0655 (Academic Standards for Language Arts)
  - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

***Cross References:***

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)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)  
MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction  
Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and  
Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications,  
and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: Orig. 1997

Revised: Rev. 2009, 2012, 2015

## 614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

*[Note: The provisions of this policy substantially reflect statutory requirements. **Note: The provisions of this policy substantially reflect statutory requirements. With the repeal of the graduation-required assessment for diploma (GRAD), school districts no longer are required to comply with any of the provisions of this policy.**]*

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### 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, reporting, documentation, notification to students and parents and student record keeping in accordance with Minnesota law.

### III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic requirements test administration plan. The school district test administrator shall file the plan with the Minnesota Department of Education (MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;
- E. The process for appealing the school district's response to requests in item D.; and
- F. The method to report breaches in test security procedures to the school district and MDE.

### IV. TEST SECURITY

- A. Security Requirements.
  1. When administering tests for the basic requirements, the school district shall observe the following test security measures in addition to any requirements imposed by MDE:
    - a. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;
    - b. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34; and

- c. No copies of test booklets or answer sheets shall be made.
2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:
- a. All test materials must be secured, either physically or electronically, before and after the test administration;
  - b. All testing materials are nonpublic data under Minn. Stat. § 13.34; and
  - c. A student is required to present valid photo identification before being admitted to the testing site if:
    - (1) the student is not enrolled in the testing district; or
    - (2) the student is unknown to the test proctor.
3. The school district must report any known violations of test security to MDE which must accept reports of violations of test security from anyone with knowledge of such an incident.
- B. Security Violations. MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:
- 1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
  - 2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

#### V. SCHOOL DISTRICT REPORTING TO MDE AND THE PUBLIC

- A. The school district shall report the information specified below to MDE annually by October 15 in a format to be determined by MDE.
- B. The school district shall prepare and disseminate annually by October 15 a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.
- C. The reports required above shall include:
  - 1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
  - 2. The number of students at each grade level 9 through 12 passing each basic requirement at the state standard level;
  - 3. The number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP or a Section 504 accommodation plan;
  - 4. The number of students at each grade level 9 through 12 passing tests in each basic requirement with tests that have been translated into a language other than English;
  - 5. The number of students at each grade level 9 through 12 exempt from testing in each

basic requirement; and

6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

#### VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation that:

- A. Required notifications to parents and students meet the requirements of Minn. Rules Parts 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minn. Rules Parts 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Parts 3501.0150 and 3501.1150;
- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090, 3501.0100, and 3501.1180;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with Minn. Rules Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minn. Rules Parts 3501.0110 and 3501.1110;
- H. The basic requirements test administration plan complies with Minn. Rules Part 3501.0140, subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies with Minn. Rules Parts 3501.0090 and 3501.1190;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Parts 3501.0090, subpart 2, item C, and 3501.1190; and
- K. The school district's process for testing considerations for limited English proficiency students complies with Minn. Rules Part 3501.0100.

#### VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

- A. Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.
- B. Notice of Graduation Requirements.
  1. No later than thirty (30) working days after the date of the entrance into grade 9 or transfer of a student into the school district during or after grade 9, the school district shall provide to the parents and the student written notice of:
    - a. The graduation requirements; and
    - b. The grade in which the student shall have the first opportunity to take a test in a basic requirement.
  2. The school district shall provide parents and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school

district shall provide written notice to parents and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

- C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parents and the student of:
1. Basic requirements test results; and
  2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:
    - a. The process by which a parent or student can request additional testing and testing accommodations after April 1; and
    - b. The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.
- D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by MDE, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal MDE's proposal.

### VIII. STUDENT RECORD KEEPING

- A. Test Results. The school district shall keep a record on each student that includes:
1. The basic requirements tests taken;
  2. The results of the most recent basic requirements tests given;
  3. The GRADs taken; and
  4. The results of the most recent GRAD given.
- B. Student Progress. Individual student progress shall be reported on a student record as described below.
1. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
  2. "Pass-individual level" shall be noted on the record of a student who passes a basic requirement test with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.0090.
  3. "Pass-translation" shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
  4. "Exempt" shall be noted on the record of a student who has been exempted from a basic requirement test.
  5. "Pass" or "p" must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
  6. "Pass" or "p" must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an accommodation or a modification

or who pass an alternate assessment must not differ from the records of students passing the test under standard conditions.

- Legal References:**
- Minn. Stat. § 13.34 (Examination Data)
  - Minn. Stat. § 120B.11 (School District Process)
  - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
  - Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
  - Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading)
  - Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)
  - Minn. Rules Parts 3501.0505-3501.0655 (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)
  - 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)
- Cross References:**
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
  - MSBA/MASA Model Policy 613 (Graduation Requirements)
  - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
  - MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: 615

Revised: 2006, 2009, 2012, 2015

**615 ~~BASIC STANDARDS TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEP, SECTION 504 ACCOMMODATION, AND LEP STUDENTS TESTING~~  
ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS**

**I. PURPOSE**

The purpose of this policy is to provide adequate opportunity for students identified as having an individual learning program (IEP), Rehabilitation Act of 1973, Section 504 Accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests

**II. GENERAL STATEMENT OF POLICY**

A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

~~B-1.~~ 1. The student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or

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~~C-2.~~ 2. The student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

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~~D.~~ Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

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~~E.B.~~ Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

### III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which can be found on the Minnesota Department of Education's (MDE's) Minnesota Assessments, General Resources, website at:

~~<http://www.mnstateassessments.org/resources/Manuals/2011-12-Procedures-Manual.pdf>~~, ~~[http://www.mnstateassessments.org/wp-content/uploads/2013/07\\_Procedures\\_Manual.pdf](http://www.mnstateassessments.org/wp-content/uploads/2013/07_Procedures_Manual.pdf)~~

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC **STANDARDS SKILLS AND GRAD** TESTING

See ~~the current "Procedure Manual for the Minnesota Assessments" Chapter 5 of the current "Procedures Manual for the Minnesota Assessments"~~ which can be found on MDE's Minnesota Assessments, General Resources, website at:

~~<http://www.mnstateassessments.org/resources/Manuals/2011-12-Procedures-Manual.pdf>~~, ~~[http://www.mnstateassessments.org/wp-content/uploads/2013/07\\_Procedures\\_Manual.pdf](http://www.mnstateassessments.org/wp-content/uploads/2013/07_Procedures_Manual.pdf)~~

### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. ~~This will be done annually by December 1st. Testing results will be documented and reported. Testing results will be documented and reported.~~

**Legal References:** *Minn. Stat. § 120B.11 (School District Process)*  
*Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)*  
*Minn. Stat. § 125A.08 (a)(1) (Individualized Education Programs)*

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~~*Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)*~~

~~*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 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)*~~

~~*Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)*~~

**Cross References:**

*Policy 104 (School District Miss)*

*Policy 601 (School District Curriculum and Instruction Goals)*

*Policy 613 (Graduation Requirements)*

*Policy 614 (School District Testing Plan and Procedure)*

*Policy 616 (School District System Accountability)*

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# STANDARDS REVIEW CYCLE

REVIEW	IMPLEMENT STANDARDS	REVIEW
2006-2007	Math 2010-2011	2015-2016
2007-2008	Arts 2010-2011	2016-2017
2008-2009	Science 2011-2012	2017-2018
2009-2010	Language Arts 2012-2013 Physical Education (NASPE Standards) 2012-2013	2018-2019
2010-2011	Social Studies 2013-2014	2019-2020

Health, World Languages, and Career and Technical Education to be reviewed on a locally determined cycle. (Minn. Stat. §120B.023)

*Adopted:*

| *Revised:* 2006, 2009, 2012, 2015

## **617 SCHOOL DISTRICT ENSURANCE OF HIGH SCHOOL STANDARDS**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school district to implement the Minnesota Academic Standards.
- B. This policy defines how technology will be integrated across student learning areas. In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### **III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION**

- A. High School Content Standards

The school district will follow Policy 613 Graduation Requirements as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Minnesota Academic Standards in all learning areas and that the uses of technology are integrated across student learning areas.

***Legal References:*** Minn. Stat. 120B.02 (Educational Expectations for Minnesota’s Students)  
 Minn. Stat. 120B.11 (School District Process)  
*Minn. Rule Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards – Mathematics and Reading)*  
*Minn. Rule Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards – Written Composition)*  
 Minn. Rules Parts 3501.0505-3501.0550 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)

***Cross References:***

*MSBA/MASA Model Policy 104 (School District Mission Statement)*  
*MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)*  
*MSBA/MASA Model Policy 613 (Graduation Requirements)*  
*MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)*  
*MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications and Exemptions for IEP, Section 504 Accommodation and LEP Students)*  
*MSBA/MASA Model Policy 616 (School District System Accountability)*  
*MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)*

*Adopted:*

*Revised:* 2006, 2009, 2012, 2015

## **619 STAFF DEVELOPMENT FOR STANDARDS**

### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of those Graduation Requirements and meet the requirements of the No Child Left Behind Act.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the ~~Minnesota Academic Standards-Graduation Assessment Requirements~~ and the No Child Left Behind Act at all levels.

### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Staff Development Committee (the "Committee") shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Minnesota Academic Standards-Graduation Assessment Requirements~~ and the No Child Left Behind Act at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Minnesota Academic Standards-Graduation Assessment Requirements~~ effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for ~~Minnesota Academic Standards-Graduation Assessment Requirements~~ implementation throughout all levels of the school district programs.
- D. In-service, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Minnesota Academic Standards-Graduation Assessment Requirements~~ at all levels for all students, including those with special needs.

### **IV. TRAINING**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.
- B. Teachers/Administrators
1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
  2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

**Legal References:**

*Minn. Stat. 120B.02 (Educational Expectations for Minnesota’s Students)*  
*Minn. Stat. 120B.11 (School District Process)*  
*Minn. Stat. 120B.363 (Credential for Education Professionals)*  
*Minn. Stat. § 122A.16 (Qualified Teacher Defined)*

*Minn. Stat. 122A.60 (Staff Development Program)*  
*Minn. Rule Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards – Mathematics and Reading)*  
*Minn. Rule Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards – Written Composition)*  
*Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)*  
*20 U.S.C. 6301, et seq. (No Child Left Behind Act)*

**Cross References:**

*MSBA/MASA Model Policy 104 (School District Mission Statement)*  
*MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)*  
*MSBA/MASA Model Policy 613 (Graduation Requirements)*  
*MSBA/MASA Model Policy 616 (School District System Accountability)*

~~Revised: November 18, 2013.~~  
~~Revised: February 24, 2014.~~  
~~2006, 2009, 2012.~~

**620 CREDIT FOR LEARNING**

**I. PURPOSE**

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. For students completing content standards pursuant to Policy 613 – Graduation Requirements, 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.

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**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to develop and provide processes and procedures by which students may meet a graduation requirement whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards/credits completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences.

**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.~~ “Credit” is a term used in 9-12 to indicate actual credit achieved in schools that help to meet HS Graduation Requirements (Policy 613)
- ~~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 on-line learning.
- ~~E.~~ “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

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F.G. “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.H. “On-line learning” is a form of digital learning delivered by an approved on-line learning provider.

H.I. “On-line 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 on-line learning to students and is approved by MDE to provide on-line learning courses.

#### IV. TRANSFER OF CONTENT STANDARDS

- A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student’s record upon admission, completion of a summer school program or the like.
- B. Students may be advised of the opportunities available to complete further requirements and electives.

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#### V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program or on-line learning 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 content standards adopted by the school district corresponding to that specific rigorous course of study. Rigorous Course Exemption
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program or on-line 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.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the ~~Department and/or school district~~ Counseling Department at Hutchinson HS.

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#### VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an on-line 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 on-line learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an on-line 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

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Section V.A. above.

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## 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. Generally, our rule for transferring awards students at a rate of 1 HS credit = 120 hours of HS instruction and 1 HS credit = 4 semester college credits.
- 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. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian ~~except as set forth in Section IX.D. below.~~
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, on-line 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 (On-Line Learning Options)
- Minn. Rule Parts 3501.-0640-3501.0550 (Graduation Standards – Language Arts)
- Minn. Rule Parts 3501-0700-3501-0745 (Graduation Standards – Mathematics)
- Minn. Rule Parts 3501.0800-3501.0815 (Graduation Standards – Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rule Parts 3051.1000-3501.1190 (Graduation – Required Assessment for Diploma)  
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**Cross References:**

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)
- MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
- MSBA/MASA Model Policy 624 (Online Learning Options)

Revised: November 18, 2013

Revised: February 24, 2014

**620 CREDIT FOR LEARNING**

**I. PURPOSE**

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. For students completing content standards pursuant to Policy 613, 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.

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**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to develop and provide processes and procedures by which students may meet a graduation requirement whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards/credits completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences.

**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.
- ~~C~~.D. "Credit" is a term used in 9-12 to indicate actual credit achieved in schools that help to meet HS Graduation Requirements (Policy 618)
- ~~D~~.E. "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 on-line learning.
- ~~E~~.F. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

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F.G. “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.H. “On-line learning” is a form of digital learning delivered by an approved on-line learning provider.

H.I. “On-line 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 on-line learning to students and is approved by MDE to provide on-line learning courses.

#### IV. TRANSFER OF CONTENT STANDARDS

- A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student’s record upon admission, completion of a summer school program or the like.
- B. Students may be advised of the opportunities available to complete further requirements and electives.

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#### V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program or on-line learning 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 content standards adopted by the school district corresponding to that specific rigorous course of study. Rigorous Course Exemption
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program or on-line 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.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the ~~Department and/or school district~~ Counseling Department at Hutchinson HS.

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#### VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an on-line 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 on-line learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an on-line 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

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Section V.A. above.

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## **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. Generally, our rule for transferring awards students at a rate of 1 HS credit = 120 hours of HS instruction and 1 HS credit = 4 semester college credits.
- 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. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, on-line 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.

*Adopted:* 2003

*Revised:* 2006, 2009, 2012, 2015

## **623 MANDATORY SUMMER SCHOOL INSTRUCTION**

### **I. PURPOSE**

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

### **II. GENERAL STATEMENT OF POLICY**

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

### **III. PROCEDURES**

The school district shall offer summer school instruction providing opportunities for:

1. Remedial instruction at the elementary and middle levels;
2. Make-up and review courses at the secondary (9-12) levels;
3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs; and
4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and
5. Other mandatory summer school programs as determined by the school district.

~~A. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.~~

~~B.A.~~ The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Minnesota Department of Education. Remedial, make-up and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

~~C.B.~~ Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. It is the intent of the school district to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

#### ~~IV. MANDATORY SUMMER SCHOOL INSTRUCTION~~

~~The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.~~

Comment [KJ1]: Do we do this???

#### ~~V. IV. TRANSPORTATION SERVICES~~

A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120.A22, subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents, but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

Comment [KJ2]: Do we need this

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B. The school board shall retain sole discretion, 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.

#### ~~VI. V. SCHOOL BOARD REVIEW~~

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

**Legal References:** *Minn. Stat. § 120A.20 (Admission to Public School)*  
*Minn. Stat. § 120A.22 (Compulsory Instruction)*  
*Minn. Stat. § 123B.02 (General Powers of Independent School Districts)*  
*Minn. Stat. § 123B.09 (Boards of Independent School Districts)*  
*Minn. Stat. § 123B.88 (Independent School Districts; Transportation)*  
*Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)*  
*Minn. Rule Part 3501(Graduation Standards)*

**Cross References:** *MSBA/MASA Model Policy 603 (Curriculum Development)*  
*MSBA/MASA Model Policy 604 (Instructional Curriculum)*  
*MSBA/MASA Model Policy 605 (Alternative Programs)*  
*MSBA/MASA Model Policy 707 (Transportation of Public School Students)*

Adopted: 2002

Revised: 2003, 2006, 2009, 2012, 2015

## 624 ON-LINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. & 124.D095-~~(2003)~~, the Online Learning Option Act.]

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

*[Note: The school district may itself offer online learning to its enrolled students. Such online learning does not generate online learning funds. To the extent online learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]*

*To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]*

### III. DEFINITIONS

- A. “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.
- B. “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.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- ~~B~~D. “Full-time online provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- ~~C~~E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- ~~D~~E. “Online learning” is ~~an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards. A form of digital learning delivered by an approved online learning provider under Paragraph III. H.~~
- ~~F~~E. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- ~~F~~H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- ~~G~~I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- ~~H~~J. “Supplemental online learning” means an online course taken in place of a course period ~~during the regular school day~~ at a local district school.

### IV. PROCEDURES

- A. Dissemination and Receipt of Information

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

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as

described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online provider must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally

recognized standards and are described as such in an online syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

**Legal References:** *MS 120.101 (Compulsory Instruction)*  
[Minn. Stat. § 120A.24 \(Reporting\)](#)  
[Minn. Stat. § 123B.42, Subd. 1 \(Curriculum; Electronic Components\)](#)  
[Minn. Stat. § 124D.03 \(Enrollment Options Program\)](#)  
[Minn. Stat. § 124D.09 \(Post-Secondary Enrollment Options Act\)](#)  
[Minn. Stat. § 124D.095 \(Online Learning Option Act\)](#)

**Cross References:** *Policy 605 (Alternative Programs)*  
~~*Policy 603 (Curriculum Development)*~~  
~~*Policy 601 (Goals and Objectives of the Educational Program)*~~  
~~*Policy 509 (Enrollment of Non-Resident Students)*~~  
  
[MSBA/MASA Model Policy 509 \(Enrollment of Nonresident Students\)](#)  
[MSBA/MASA Model Policy 605 \(Alternative Programs\)](#)  
[MSBA/MASA Model Policy 608 \(Instructional Services – Special Education\)](#)  
[MSBA/MASA Model Policy 613 \(Graduation Requirements\)](#)  
[MSBA/MASA Model Policy 620 \(Credit for Learning\)](#)

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*Adopted:* 1997

*Revised:* 2000, 2003, 2006, 2008, 2009, 2012, 2015

**625 PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES AT PRIVATE SCHOOLS**

It is the policy of the Hutchinson School District to consult with non-public schools about the provision of special education and related services to students in grades pre-K through 12. Decisions related to the location of special education service provision will be decided through the consultation process. However, the school district does retain authority on final service delivery decisions. This policy applies to all non-public pre-K through grade 12 schools regardless of their secular or sectarian nature.

The Hutchinson School District adopts this policy to maximize the educational benefit that can be delivered to students with disabilities given the limited resources available to the District. This policy allows the team to control the quality of personnel and programs providing special education and related services to student with disabilities. When special education services are provided at the public school, the District's trained special and regular education professionals can integrate diverse services into a coordinated program bringing together curriculum, services, adaptations, accommodations, assistive technologies, and scheduling to maximize the educational benefit conveyed to each student.

Adopted 2008

Revised: 2009, 2012, 2015

## 626 CASELOAD POLICY FOR SPECIAL EDUCATION SERVICES

### I. PURPOSE

Minn.R. ~~3535.2341~~ 3525.2340, subp. 4(A)(1) defines the maximum number of school age pupils that may be assigned to teachers who serve ~~children ages birth through six (6) and teachers of~~ pupils receiving special education services more than 650% of the school day.

Minn.R. 3525.2340, subp. ~~4(B)~~ 4B requires districts to develop a caseload policy pertaining to pupils who receive direct special education services less than 50% of the school day.

Minn. R. 3525.2340, subp. 5 defines the maximum number of pupils that can be assigned to a teacher in an early childhood special education program.

### II. GENERAL STATEMENT OF POLICY

Hutchinson Public Schools will ensure that special education caseloads allow special education service providers necessary time to meet due process requirements. These requirements include:

- a. Timely implementation of Individualized Education ~~Plans-Programs~~ (IEPs)
- b. Timely completion of the evaluation/re-evaluation process
- c. Timely provision of notices
- d. Regular status reports to parents of student progress toward yearly IEP goals
- e. Regular communication with general education teachers related to student goals and modifications to be made in the general curriculum
- f. Sufficient time for IEP managers to coordinate the direct and indirect services set forth in students' IEPs

Under the following condition, the Hutchinson Public Schools administrators may use the tools provided in the MDE *Workload Considerations for Effective Special Education Manual* or other comparable tools to assist in determining reasonable teacher workload if a building administrator and the special services director determine that the above special

education requirements (a-f) are not being met for a student(s), possibly due to a high teacher workload.

| **Legal References:** ~~Minn.R. 3535.2341~~, Minn.R. 3525.2340