

## Minnesota Flexible Learning Year Application 2014-15

*Submit by hard copy and electronic copy by April 15, 2014. E-mail the completed application as attachment to [mde.FlexibleLearning@state.mn.us](mailto:mde.FlexibleLearning@state.mn.us). Questions? Call Cindy Jackson at (651)582-8572 or [cindy.s.jackson@state.mn.us](mailto:cindy.s.jackson@state.mn.us). Please number all pages including attachments.*

**1. Date Submitted to MDE: February 25th**

**2. Applying for school years:**

☐ 2013-14

☒ 2014-15

☒ 2015-16

**3. This is a:**

☐ New application

☐ Renewal application

☐ Revised application based on MDE input

☒ Reapplication after one-year approval for 2013-2014 (check only 2014-2015 and 2015-16 in Question 2)

**4. This application is for a:**

☒ School District. If so, provide

District Name: Pelican Rapids Public School District

District #: 548-01

Superintendent Name: Deborah Wanek

District Address: PO Box 642

City: Pelican Rapids, MN Zip: 56572

Phone, including area code: 218-863-5910 ext 4001

E-mail: dwanek@pelicanrapids.k12.mn.us

☐ Consortium of School Districts. If so, provide:

**Name of Flexible Learning Year Program:**

**Key Consortium Contact Name:**

Title:

District #:

District Address:

City: MN Zip:

Phone, including area code:

E-mail:

**Participating District Name (copy to add more):**

District Name and #:

Superintendent Name:

District Address:

City: MN Zip:

Phone, including area code:

E-mail:

☐ School site. If so, provide:

District Name:

District #:

Superintendent Name:

District Address:

City: MN Zip:

Phone, including area code:

E-mail:

School name:

Flexible Learning Year Program name, if different:

Grades served:

Principal name:

School Address:

City: MN Zip:

Phone, including area code:

E-mail:

**5. Desired calendar type (Minnesota Rule 3500.1000, Subp. 1):**

☐ 45-15

☐ Flexible All Year

☐ Extended Learning Year

☐ Four Quarters

☐ Quinmester

☒ Four-Day Week. **What day off? Monday**

☒ Other. **Describe: Pre Labor Day Start**

**6. Purposes. Indicate each priority that applies by its priority:**

- ☒ Improve instructional quality (smaller class size)
- ☒ Increase cost effectiveness
- ☐ Make better use of community resources or available technology
- ☐ Establish an alternative eligibility criteria intended to identify pupils in need of special education services

**7. School Board has approved this plan. School Board will implement the plan as described if approved by MDE. If yes, indicate date School Board approved and attach minutes. If no, do not submit the application until this has occurred.**

- **School Board Meeting May 5<sup>th</sup> See Minutes Attached**

**8. Minnesota Statutes, Section 124D.124 states: Before implementation of a flexible learning year program in any facility of the district, the board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labors Relations Act. Such negotiations are:**

- ☐ Complete. **Attach any Memorandums of Understanding related to Flexible Learning Year.**
- ☐ In process. Explain:
- ☐ Not applicable. Explain:

**9. Minnesota Statutes, Section 124D.124 requires that the district has conducted, at a minimum three community meetings with published notice to the teachers, employees and parents of the pupils impacted. School district superintendent and school board chair certify that this requirement was fully met and that stakeholder concerns raised in these meetings were appropriately addressed in this application. The meetings were held on the following dates and times:**

- ☐ Meeting A date and time:

☐ Meeting B date and time:

☐ Meeting C date and time:

**☒ Requirement for additional hearings is waived if applying for 2 more years after a one-year approval in 2013-2014.**

**Attach minutes and sign in sheets from these meetings.**

**10. Pursuant to Minnesota Rule 3500.1000, Subp. 3, what are the goals and objectives of the program?**

**Goal-** Increase cost effectiveness; reduce expenditures so the District can:

Maintain adequate class sizes

Maintain the current number of

electives offered at the high school

**Objectives-**

The district will:

- Reduce heating and utility usage by reducing the number of days regular school is in session
- Reduce substitute teacher costs by encouraging staff to use the fifth day/non-school day for personal appointments such as dental/medical etc.
- Reduce transportation costs by reducing the number of days school is in session
- Maintain adequate class size,
- Neutral impact on academic progress and student achievement
- Increase student attendance by encouraging students to make appointments on Mondays the District's non-school days
- Implement specific staff development opportunities to develop fidelity in our best practices strategies
- In-service will continue to be specific, ongoing and targeted to the targeted needs of our staff and students
- PLCs will continue to be an important component of reviewing data and determining student needs for intervention

**11. Provide a narrative to explain how these goals and objectives align to the new World's Best Workforce initiative (Minnesota Statutes, Section 120B.11) and, if your district is eligible, to Achievement and**

Integration for Minnesota (Minnesota Statutes, Section 124D.61)?

**Current progress on World's Best Work Force Plan-**

We are eager to continue to compile our information for our World's Best Work Force plan. Many of the components of this plan can be found in various existing documents that the District has shared in different forms and formats in the past. However we are excited to complete a major information gathering expedition of our community to determine if our current mission and goals are adequate for the future. Once this fact finding mission is complete the plan will be finalized.

**Data gathering for the WBWF-** During the months of March and April the district will hold 10-12 community group meetings to gain input from all stakeholders to determine what they want from their local school. After these groups have met the School Board, administration and representatives from staff and community will review the data and update mission, vision and goals according to information gathered. By the end of the session, facilitated by Big River consulting, the district will have prioritized goals, assigned duties and set anticipated timelines for completion of these goals.

**How does the 4 day school week fit in with the WBWF plan? Does the community want to continue the 4 day school week and do they feel it is meeting the needs of their child(ren)?**

Over the course of the last 3 years fewer and fewer parents participated in the survey for annual evaluation. Staff completed the surveys but parent numbers dwindled. Following the Commissioner of Education's letter that granted the District one year of the 4 day school week the District conducted a community-wide survey on the 4 day school week. The local newspaper gave wide coverage of the importance of the survey, stating MDE may not allow districts to continue with the 4 day school week in the future. The district wanted to hear from as many parents as possible so the district provided numerous ways for parents to participate in the survey. Surveys were available on-line, at the school offices, at the public library and each family received a copy in the mail. Special evening sessions were scheduled, complete with translators in case parents were having problems understanding the questions. The

district wanted great participation in the survey and were delighted to have over 50% of the parents respond. Just over 500 surveys were sent out and 281 parents responded. The survey revealed 81.5% of the parents wanted to continue with the 4 day school week and 87% of the parents said the 4 day school week met their child's academic needs.

**Achievement and Integration** –This program provides relevant integrative and academic support and opportunities for all students. We continue to serve our unique student population with rigorous curriculum, individualized instruction for students who struggle to meet their academic goals. We heightened our family engagement strategies with our Parent Liaison and continue to embed college and career readiness strategies in the curriculum for all students. Many of our activities take students outside the district and this allows them to develop their speaking, presentation and self-confidence skills as they work with students in surrounding districts, sharing their story and participating in educational programs.

12. Describe what activities, strategies, structures (extended day/year schedule, remedial initiatives, etc.) will be implemented to accomplish these goals and objectives (Minnesota Rule 3500.1000, Subp. 3)?

**Extended Day/Year**--21st Century Grant and Targeted Services provide programs on Mondays and in the summer to K-12 students. Homework, remedial, fine arts, intramural and enrichment opportunities complete the lineup. All of the Monday and afterschool programming is offered at no charge to any family. The grant provides morning and afternoon transportation in-town. School-age child care is offered in the extended hours of the day 6:30-8:00am & 3:00-6:00pm, this is offered at a little to no cost depending on the families situation. Families may also apply for county assistance for child care offered through Minnesota Department of Human services to help cover the cost of the

extended hours child care program. The 21st Century Grant also administers the Child and Adult Care Food Program on Mondays. This program provides breakfast, lunch and afternoon snack at no cost to us or the families that are enrolled in the program. The 21st Century Grant also provides a morning snack to anyone who wants one, and we cover this cost out of the grant's budget.

### **Instructional Strategies-**

#### **Viking Elementary**

*As we review our student achievement data, we notice the following trends in reading since our implementation of the four day week in 2010-11:*

- The achievement gap among our English Learner students has decreased from 60.7% to 46.7% while the state gap increased slightly during this same time from 39.9% to 41.2%
- The number of our English Learner students who have achieved reading proficiency has increased significantly from 9.7% to 34.5% which was near the state average of 38.3% in 2012
- The achievement gap among our Free and Reduced students was dramatically reduced during the first year of our implementation from 22.4% to 8.6%. It increased slightly between 2011 and 2012, but our achievement growth in our non-free/reduced students was a tremendous 11% gain. We saw a 4% growth in our free and reduced population that same year. We have maintained a smaller gap than the state average since implementation of the 4 day week including 2013 results where our gap is 21.7% and the state is 30.4%.

- Our reading scores followed state trends from 2012 to 2013. (New standards resulted in a 19% drop in overall achievement)

***In our efforts to continue to decrease the achievement gaps among our English Learners and Free and Reduced students, we developed the following action plan and began implementation in 2013-14:***

- Continue to access support through our regional Center of Excellence in providing our ESL teachers with strategies that best meet the needs of our English Learners
  - We will clarify our ESL focus to all teachers
  - We will add kindergarten to our ESL program
  - We will analyze ACCESS data to determine which groups need pull out instruction
  - We will use reading intervention blocks to provide pre-teaching strategies to our ESL population
  - We will embed English Language Development standards into other content areas
- Continue to access support through our regional Center of Excellence in providing all of our teachers with training in:
  - Using ACCESS data to differentiate instruction in the general education classroom
  - Using explicit academic language in all instruction as our Free and Reduced population demonstrates language deficits along with our English Learners
  - Analyzing the results of common formative assessments and using teacher collaboration to determine

next instruction steps and  
differentiation strategies

***As we review our student achievement data, we notice the following trends in math since our implementation of the four day week in 2010-11:***

- Our math scores follow the state trend as they are higher 3<sup>rd</sup> and 4<sup>th</sup> grades and lower in 5<sup>th</sup> and 6<sup>th</sup> grades
- With the adoption of the new state standards, state scores decreased in all grades from 2010 to 2011, but Viking Elementary decreased in grades 3 and 5, but increased in grades 4 and 6 (during the first year implementation of the 4 day week)
- From 2011 to 2012, all of our grades increased in math by significant amounts. (This was the first year students took the test online and were able to take the test three times, using the highest score.). From 2012 to 2013, we had a reduction in grades 3, 5, and 6, but an increase in grade 4.
- Our 4<sup>th</sup> grade consistently outperforms our other grade levels in math.
- Our school-wide math proficiency has been near or above state averages (2011-2013) since implementation of the four day week
- Our Free and Reduced gap is significantly lower than state averages in 2011-2013. We have been at 15% for the last two years, while the state is just under 30%.
- Our LEP gap was significantly decreased between 2011 and 2012 from 38.1% to 25.5%, but increased again in 2013 to 44.5%.

***In our efforts to improve our student achievement in math for grades 5 and 6, we developed the following action plan and began implementation in 2013-14:***

Implement a new schedule in 5<sup>th</sup> and 6<sup>th</sup> grade which allows for an uninterrupted instructional block in math with Tier II intervention support embedded for more efficient and timely collaboration between the classroom teacher and interventionist.

- Tier II support will be closely aligned to common formative assessment data based on essential learning outcomes
- Tier II groups will flexibly and immediately address specific needs
- Tier III intervention will be provided separately and support basic skills identified through AddVantage Math Recovery assessments
- A vertical alignment of curriculum based on standards was completed in the spring of 2013 and gaps were identified in 5<sup>th</sup> grade math instruction. Core math instruction will be strengthened through addressing these instructional gaps beginning in the fall of 2013.
- We will use the strategies shared by our 4<sup>th</sup> grade team in our 5<sup>th</sup> and 6<sup>th</sup> grade math instruction
  - Carefully review standards and align instruction/curriculum supplementing resources from the EveryDay Math curriculum as needed
  - Use the same academic language as used in math standards
- Implement student data notebooks as part of our *The Leader in Me* (7 Habits) district-wide focus to increase student ownership and motivation
- Continue to use the recently developed common formative assessments to inform

instruction (all grade level teachers received instructional coaching in 2012-13 and grew in their knowledge of breaking the Essential Learning Outcomes into specific learning targets that could be more easily assessed)

### Pelican Rapids High School

Observations of concerns with high school math test scores from 2012-2013:

- Overall, our math scores follow the state trend from 2010 to 2013.
- 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade math scores are below state average in 2013 ranging from 7% to 20% below state average.

Plan for 2013-14 School Year to improve math test scores:

- Analyze test scores at the 2013-14 fall workshop and review each math strand.
- Students will set individual MCA math goals
- Review math standards to make sure all standards are covered before state tests
- Review academic language used in the standards to use in the classroom.
- Create formative assessments to check for understanding of the math standards
- Offer extra math support during Power Hour (8<sup>th</sup> period) and after school for our ELL and free and reduced student population to help decrease the achievement gap

Observations of concerns with high school reading test scores from 2012 to 2013:

- 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade reading scores are below state average in 2012 and 2013. School and state reading scores decreased from 2012 to 2013.

- In 2013, 7<sup>th</sup> and 10<sup>th</sup> grade were 21% lower than state average.

Plan for 2013-14 School Year to improve reading test scores:

- Analyze test scores at the 2013-14 fall workshop and review each reading strand
- Students will set individual MCA reading goals
- Review reading standards to make sure all standards are covered before state tests
- Design a plan for all 7<sup>th</sup> and 8<sup>th</sup> grade students to complete one quarter of Reading class to focus on reading strategies during the 2013-14 school year and reinforced in English class
- Offer extra reading support on Mondays through our 21<sup>st</sup> century grant programs for our ELL and free and reduced student population to help decrease the achievement gap. Monday reading support class would focus on building vocabulary and comprehension.

## **SIOP**

- The High School and Viking Elementary staff have worked on implementing Sheltered Instruction Observation Protocol (SIOP) instructional strategies. SIOP is often referred to as the ideal instruction for ELL students but it is really best practices for all students. Specific expectations for SIOP have included written objectives, use of language and formative assessments.

## **Response To Intervention:**

- Viking Elementary School (VES)

- VES has a 30 minute intervention/enrichment block for reading and a 30 minute intervention/enrichment block for math each day in grades K-6
- High School
  - When the District changed to a 4 day school week the high school was able to incorporate a 30 minute RTI block at the end of each day called Power Hour.
  - At midterm and at the end of each quarter every high school student, grades 7-12 receives a file folder that contains his/her grades and a form for them to write a personal goal and a plan on how they can improve their work in each class. They review this folder throughout the year.
  - After the students have completed the forms each Power Hour staff member will review the goals and plans. If a student is struggling in any way in homework, grades, attendance and/or socially they will place a flag on the folder and turn the file into the office.
  - Once in the office the Counselor will review the files and place them in tentative groups according to need. Then the Counselor, Principal and Student Assistant Team will review each group and may change original placement to a different group during Power Hour to meet their specific needs
  - Power Hour is used for students who accelerate at school and are taking college and AP courses and need this time for study and further support from their teachers.

- Power Hour is also used for students that need to make up tests or labs.

## **PLCs:**

- VES
  - Teachers collaborate three times a month on Tier 1 topics with the focus on core instruction, Essential Learning Outcomes (ELOs) and Common Formative Assessments (CFAs). Each group has a formal agenda that guides and directs their time together
  - Teachers collaborate once a month on Tier 2 topics. At these meetings they review recent student data and strategically place students in intervention groups specific to the student's individual needs.
- High School
  - Teachers have the choice of several different PLCs which they attend every 3 weeks. At the beginning of each year a leader is selected and goals are established. Minutes are kept and distributed and each group reports at the various in-service times throughout the year.

## **Instructional Support**

- VES was labeled a Focus School in 2012 with the criteria in the new NCLB waiver. The staff and administration are working with the Northern Center of Excellence (NCE) through MDE resource for improvement. This has been a great resource and support for staff and student growth. The personnel from NCE have been in the building working with staff and administration. This hands on, onsite support, has been instrumental in building unity and clarity around the areas needing improvement
- In the 2012- 2013 school year VES participated in the Best Practices Network offered through Lakes Country Services Cooperative. The focus of this program was

Formative Assessments and VES centered on Common Formative Assessments that met their current learning levels in their PLCs. This network provided:

- Staff were assessed on their knowledge and use of formative assessments.
- Dylan William and Chris Jakicic, authorities in the areas of instruction and assessment were brought in and each had a daylong event with the staff
- A leadership team of teachers met throughout the year with LCSC for further study and application of the principles of instruction and assessment
- Teachers continued to define and develop the Essential Learning Outcomes (ELOs) and targeted learning goals for each ELO.
- LCSC staff will provide an end of the year assessment of teacher growth which will give us a tool to determine the level of progress we have made in CFAs.
- Pelican Rapids School District is a racially isolated district and is the host of the Mid-West Cultural Collaborative. Surrounding districts receive collaborative funds and must collaborate with the host district. Detroit Lakes, located just north of our District has completed much of the Best Practices Network on formative assessments a year earlier and has completed extensive professional development in instructional coaching. Detroit Lakes has collaborated with us by providing instructional coaching that compliments and supports what the staff is learning in the Best Practices Network through LCSC. Once again, this hands-on, on-site support, has been very valuable in helping our teachers moving forward with their understanding and implementation of ELOs, Target learning objectives and formative assessments.

## **Alternative Learning Center (ALC) and Targeted Services**

- Pelican Rapids District began their own ALC and Targeted Services
  - A Midlevel ALC began and is supporting students in core academics as well as providing social and emotional support.
  - Credit Recovery provides support for students falling behind in credits and progress toward graduation
  - Targeted Services supports student growth in grades K-8

## **7 Habits of High Effective People**

- The Pelican Rapids School District has always taken a very active role in providing anti-bullying instruction, support, and following through with consequences when needed. The District's motto is "We learn not for school but for life!" the District wanted to insure all students understood more than just anti-bullying behavior, the District wanted the students to learn life skills that will help them in school but also as they move on to their post secondary experience. To meet this goal the District implemented the Leader in Me program designed around the 7 Habits of Highly Effective People by Stephen Covey.

- **District**

- All staff including teachers, Paras, secretaries, custodians completed the 4 day training
- Further staff development and support was provided during the year to make sure this program ubiquitous throughout the District.

- **VES**

- **Plan of Implementation – Year 1**

- **Modeling**

- Superintendent Column –
- Parent Information –
- Use 7 Habits in correspondence -
- Share personal experiences with 7 Habits –

- **Environment**

- Greeter in Foyer/End of Halls -
- Greet student as the arrive in classrooms –
- Redecorate Foyer –



- Pictures “I am a Leader in \_\_\_\_.”
- Paint 7 Habits Tree Mural –
- I see a Leader mirrors –
- Establish Protocol to use talking stick in classrooms to resolve conflict –

- **Curriculum**

- Integrate 7 Habits into curriculum
- Use Children’s Literature –
- Recommend books to parents –
- Use video clips in teaching 7 Habits –

- **Instruction**

- Teach hand signs –
- Use Activity Guides –

- **Systems**

- Create personal mission statement –
- Post Classroom Mission Statement –
- Post School Mission Statement –
- Create Leadership opportunities in each classroom –

- **Traditions**

- Student Expo @ 2<sup>nd</sup> Conference –
- Plan activities during existing activities –

## Plan of Implementation – Year 2

We will have 1 goal under each heading. Once a goal is met then we will begin a new goal.

### **Environment**

7 Habits mural in cafeteria by Christmas

### **Communication**

Leader in Me tab on school website

Agenda sent out to entire staff (instead of just Lighthouse)

Minutes sent out to entire staff (instead of just Lighthouse)

Update at staff meetings

### **Curriculum**

Literature lists will be on the website for students and parents

Sharing of lesson plans, videos, etc at staff meetings

- **High School**

### **Leader in Me Goals by Year ~ High School**

#### *Year 1*

- Lay foundation 1st week
- Introduce habits on day one at student assembly with skits
- Use announcements to discuss habits
- 7th grade read 7 habits book.
- Each grade have a lead teacher
- Use the 7 habits language consistently
- Positive tickets
- Monthly theme focus in a habit every 2 weeks

- **Building Structure**

- Sign "enter a leader, leave a leader " by the bus doors
- Light pole banners
- Gym entrance words....integrity, respect, responsibility
- Signs by entrance #1-- integrity, respect, responsibility and Viking head Hallway by admin.....display 7 habits
- Be the water sign ....by Mrs. Guhls room
- Display PRHS mission statement....classrooms, cafeteria
- Display 7 habits in cafeteria Robyn's painting
- Keep school clean and well-maintained
- Board room quotes

#### *Year 2*

- Teaching and practicing greeting etiquette
- Establish Student Lighthouse team
- Be loyal to the absent
- Power hour/pep fest assemblies...fun demonstration
- Recognize students, honor leader of the week
- Hallway street signs...win-win way

- Engraved wooden plaques of the 7 habits  
Fine arts student achievement
- Use RYLA students to teach 7 habits
- send weekly emails to staff with tips, helpful suggestions for leadership principles
- Establish routines for revisiting 7 habits at staff/ parent meetings.
- Show Be the Chef at opening workshop
- Stairwells sign... You are a leader.
- Examples of leaders... I can lead.

### *Year 3*

- Community service volunteer day outside of school.
- Student roles...taking out recycling etc.
- Ceiling tiles words
- 7 habits above junior high lockers
- Painting of the tree
- Study hall interactive wall
- Leadership quotes above junior and senior lockers
- Coordinate a parent night or p/t conferences
- Power hour first week intro and overviews later
- Use website to send notices to parents
- Student lighthouse team do display on electric board
- Student designed locker area.
- Inspirational saying by the lunchroom
- Display international leader displays

## **Celebrations**

- VES was named a Focus school in 2012 but because of substantial academic growth VES was given the opportunity to apply to be a Celebration school.
- VES made AYP in reading and math in 2013.
- VES was removed from the Focus School list in October 2013.
- Pelican Rapids 2012 High School Graduation rate was 94% in comparison to Minnesota graduation rate which was 77%

### **13. How will your Flexible Learning Year program be evaluated (Minnesota Rule 3500.1000, Subp. 3)?**

At the end of each year the district completes an annual evaluation. This evaluation consists of surveys to parents, staff and students, a cost savings analysis as well as a review of attendance, discipline, and academic achievement. Each year these results are reviewed by administration and school board to determine if the district needs to make changes to make the plan more effective or if they feel the need to return to the 5 day week. Special attention is given to the academic achievement component. The District is confident in the strength of their instructional strategies and with the support the 21<sup>st</sup> Century Grant programs believe they have a very strong academic program in the 4 day school week. The District has concluded at the end of each 4 day school week evaluation that this schedule does not have a negative impact on student academic growth.

### **14. Pursuant to Minnesota Rule 3500.100, Subp. 3, provide evidence that the district staff, pupils and parents who will be affected participated in the development of this program and will participate in an annual review of it. How did this and will this happen with this proposed Flexible Learning Year program?**

Over 50% of the parents provided input on the 4 day school week through surveys. Over 90 % of staff also participated in the survey and gave feedback for the development of this application.

### **15. The Minnesota Department of Education receives annual reviews and evaluations of Flexible Learning Year Programs at the close of their approval period.**

☒ District(s) assure that this will be submitted to MDE by August 15 of the applicable year.

16. District superintendent and school board chair assure that school calendars during the Flexible Learning Year proposed school years will comply with Minnesota Statutes, Section 120A.40, School Calendar, and provide at a minimum:

- ☒ 425 hours of instruction for a kindergarten student without a disability
- ☒ 935 hours of instruction for a student in Grades 1-6
- ☒ 1,020 hours of instruction for a student in grades 7-12, not including summer school.

Unless this application is for a 4-Day Week, the district further assures that school is in session for a minimum of 165 days:

- ☐ Yes
- ☐ No

☒ NA because this is a four-day week application.

**Attach academic year calendars for each year. If unavailable for years 2 or 3, when will they be provided?**

17. If this application is for a four-day week, explain any student learning initiatives for the fifth day and how nutrition and child care needs for lower-income families will be addressed. Similarly, if this application is for a 45-15 plan, explain how nutrition and child care needs as well as any special programming will occur during intersessions.

- ☐ NA because this application does not concern four-day week or 45-15 program.

The Pelican Rapids School District, through the 21<sup>st</sup> Century Grant has provided all day programming on Monday. During this time they receive a variety of opportunities including remedial, homework help, enrichment, fine arts, STEM and intramural activities. During this

time they receive free breakfast, snack and lunch in-town transportation, and child-care is available from 6:30 AM – 6:00 PM

18. If this application is for a four-day week, explain how extracurricular activities including athletics will interact with this program.

- ☐ NA to this application

With the four day week, all varsity teams have access to the gym. In the winter, boys basketball, girls basketball, and dance all get 2 ½ to 3 hours of gym time on Monday's. There are games that happen on Monday's, and no class time is missed by these students. All practices are done by 5:00 on Monday nights, so no students have late practices on those days. Students practice before and after school during the week.

Games and competitions are held just as in the 5 day school week. The new 4 day school week has a Power Hour (30 minute block) at the end of the day used for RTI, enrichment, make-up, homework, catch-up and more. Occasionally teams have to leave during this Power Hour time to go to an extracurricular activity. They may miss some of the resources offered during power hour but they miss very little, if any, core class time.

19. If this application proposes pre-Labor Day starts, be specific about any aspects of the proposed program that could not be implemented if classes commenced post-Labor Day.

The Pelican Rapids Public Schools passed a building bond in November of 2013. Next summer the majority of the renovation will occur in the core of our high school. This early start will provide an additional week in the spring to an already very, very tight schedule.

- ☐ NA to this application

20. If this proposed Flexible Learning Year program involves alternative eligibility for special education services, district superintendent and

school board chair assure that parents whose children will be involved will be fully informed at the IEP meet and shall have the opportunity to approve or disapprove placement in the program:

☒ NA to this application

☐ Yes, assured

☐ No, not assured

**21.** Minnesota Statutes, Section 124D.123, requires nondiscrimination when dividing students into groups:

☒ District(s) assures no discrimination based on race, color, creed, religion, marital status, status with regard to public assistance, sex or national origin.

**22.** District superintendent and school board chair assure:

☒ This proposed Flexible Learning Year Law complies with the Compulsory Instruction Statute (120A.22).

☒ The proposed program does not request or permit exception to Minnesota statute covering employment of unlicensed teachers and aid reduction (127A.43, 124D.127).

**23.** Does this proposed Flexible Learning Year Program request exemption from any specific state rules (Minnesota Rule 3500.1000, Subp. 3)?

☐ No

☒ Yes. Exemption from the following Minnesota Rules is requested for the following reason(s): Pre-Labor Day start

120A.40 SCHOOL CALENDAR.

(a) Except for learning programs during summer, flexible learning year programs authorized under sections **124D.12** to **124D.127**, and learning year programs under section **124D.128**, a district must not commence an elementary or secondary

school year before Labor Day, except as provided under paragraph

**24.** If this application covers fewer than all of the facilities maintained in the district, Minnesota Statutes, Section 125D.125, has additional requirements. School district superintendent and school board chair assure that:

☒ All facilities are covered in the applicant district(s) so this statute is NA.

☐ A full-time teacher's total work hours are equivalent to those preceding implementation of the program unless the teacher has signed written approval.

☐ A teacher's contract rights are not lost or impaired because of implementation of the program.

☒ Probationary teachers at the end of the preceding school year must acquire full contract rights in the year of adoption.

☒ There will be one contract for teachers employed in the program.

☒ If individual teacher's contract to teach less than a period of 175 during a learning year, each 175 days of employment accrued during any five-year period after adoption of a Flexible Learning Year Program must be deemed consecutive and constitutes a full year's employment for contract rights to a full learning year position.

☒ A teacher who has not been discharged or advised of a refusal to renew the teacher's contract by the applicable date, as specified in section 122A.40 or 122A.41, in the year in which the teacher will complete the requisite number of days for securing a continuing contract must have a continuing full learning year contract with the district.

☒ Continuing contract rights established pursuant to this section must not be impaired

or lost by the termination of a Flexible Learning Year Program.

**Attachments, Related to Question (Q) #:**

**A: (Q7) School Board minutes that approved this application**

**B: (Q8) Memorandums of Understanding**

**C: (Q9) Minutes from three community meetings**

**D: (Q15) Academic calendars for each implementation year.**

**E: Fund Balance**

**SIGNATURES**

**Superintendent Name (Typed): Deborah Wanek**

**Signature:**\_\_\_\_\_

**Date:**\_\_\_\_\_

**School Board Chair Name (Typed): Kathy Ouren**

**Signature:**\_\_\_\_\_

**Date:**\_\_\_\_\_