

Regular Meeting

Tuesday, January 24, 2023 6:00 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

I. Public Comment	Speaker (s) : Ms. Alison, School Board Chair
II. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
III. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
VI. Student Report	Speaker (s) : Ms. Iliana Balok and Ms. Keira Jelinek, Student Representatives
VII. Superintendent Report	Speaker (s) : Dr. Mike Funk, Superintendent
VIII. Board Chair Report	Speaker (s) : Ms. Alison Sherman, School Board Chair
IX. Consent Agenda	
IX.A. School Board Meeting Minutes, December 20, 2022	Speaker (s) : Dr. Annie Porbeni, Clerk
IX.B. School Board Special Meeting Minutes, December 28, 2022	Speaker (s) : Ms. Alison Sherman, Board Chair
IX.C. School Board Organizational Meeting Minutes, January 5, 2023	Speaker (s) : Ms. Katie Hockert, Clerk
IX.D. Payment of Invoices - December 31, 2022 - January 20, 2023	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
IX.E. School Board Committee Assignments and Working Groups 2023	Speaker (s) : Ms. Alison Sherman, Board Chair
IX.F. Policy 203.5 - School Board Meeting Agenda - Review	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
IX.G. SCEA MOU	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
IX.H. Sabbatical Leave Recommendation: 2023-2024	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent

IX.I. Human Resources Personnel Report

Speaker (s) : Dr.
Jennifer Cherry,
Assistant
Superintendent

X. Reports

X.A. Demographic Update

Speaker (s) : Mr.
Dennis Cheesebrow,
TeamWorks
International

X.B. Second Reading for Revised Policies; 416 - Drug
and Alcohol Testing, 418 - Drug-Free Workplace,
419 - Tobacco Free Environment

Speaker (s) : Dr.
Jennifer Cherry,
Assistant
Superintendent

XI. Action Item

XI.A. Final Reading Revised Policies; 601 -
Academic Achievement Plan, 603 - Evaluation of
the Instructional Program, 604 - Instructional
Curriculum, 606 - Selection and Review of
Instructional Resources

Speaker (s) : Dr.
Jennifer Cherry,
Assistant
Superintendent

XI.B. Revoke Policy 606.1 - Resource
Identification and Use; Policy 606.2 - Sanctioned
Risk

Speaker (s) : Dr.
Jennifer Cherry,
Assistant
Superintendent

XI.C. School Board Vacancy by Appointment
Timeline

Speaker (s) : Ms.
Alison Sherman,
School Board Chair

XI.D. Resolution Establishing The Procedure And
Schedule To Fill One School Board Vacancy By
Appointment

Speaker (s) : Ms.
Alison Sherman, Board
Chair

XII. Adjournment

Speaker (s) : Ms.
Alison Sherman,
School Board Chair

Regular Meeting Minutes, Tuesday, December 20, 2022 6:30 PM
Oak Park Building, 6355 Osman Ave N, Stillwater, MN 55082

I. Recognition

Tina Riehle and Vivian Votava were recognized for their service to the district. Tina was elected to the board in 2018. Vivian was appointed to a vacant position in 2021.

II. Public Comment

- Sarah Leistikow - School experience

III. Call to Order

The meeting was called to order at 6:47 p.m.

IV. Roll Call

Present: Katie Hockert, Pete Kelzenberg, Beverly Petrie, Tina Riehle, Alison Sherman, Vivian Votava; Annie Porbeni joined the meeting at 7:15 p.m.

V. Pledge of Allegiance

VI. Approval of Agenda

Motion made by Alison Sherman to approve the agenda and seconded by Pete Kelzenberg, Carried. Yea: 6, Nay: 0, Absent: 1

VII. Student Report

Keira shared an update on winter sports.

Iliana shared a report on extracurriculars

- The National Honor Society hosted a coffee house to raise money for the Alternative Learning Center.
- The orchestra held their winter concert.
- Office hours are having a positive impact on students and teachers.
- Students are ready for winter break.

VII. Superintendent Report

- Superintendent Funk shared information on E-Learning Days.

VIII. Board Chair Report

- Nothing to report.

IX. Consent Agenda

A. School Board Business Meeting Minutes - November 22, 2022

B. School Board Special Meeting Minutes - December 8, 2022

C. Payment of Invoices - December 3, 2022 - November 16, 2022

D. Lily Lake Elementary Partial Roof Replacement

E. SCEA MOU

F. Human Resources Personnel Report

Motion made by Vivian Votava to approve consent agenda A - F and seconded by Katie Hockert, Carried. Yea: 6, Nay: 0, Absent: 1

X. Action Item

X.A. Certify the 2022 Payable 2023 Tax Levy - Ms. Marie Schrul, Executive Director of Finance

The Board of Education certified \$49,896,098.69 for 2022 Payable 2023 levy on September 22, 2022. The Board of Education is required to adopt the final levy for Taxes Payable 2023 and certify to the county auditor on or before December 31, 2022. The current 2022 Payable 2023. Tax Levy is as follows:

General Fund \$ 39,077,046.52

Community Service Fund \$ 1,057,203.81

Debt Service Fund \$ 9,761,848.36

Total Levy \$ 49,896,098.69

Motion to amend the General Budget to \$36,999,375.41 and the Total Levy to \$47,818,427.58 by Tina Riehle, motion failed due to no second. Motion made by Alison Sherman to certify the 2022 payable 2023 tax levy and seconded by Pete Kelzenberg, Carried. Yea: 6, Nay: 0, Absent: 1

X.B. Be SMART Resolution - Superintendent Mike Funk

Be SMART is a national framework designed to help parents and adults normalize conversations about gun safety and take responsible actions that can prevent child gun deaths and injuries.

Motion made by Pete Kelzenberg to approve the Be SMART Resolution and seconded by Alison Sherman, Carried. Yea: 6, Nay: 0, Absent: 1

X.C. Approval of New Policy 522 - Title IX, Revised Policy 428 - Employee Technology and Internet Access and Acceptable Use, Revised Policy 524 - Student Technology and Internet Access and Acceptable Use - Dr. Jennifer, Assistant Superintendent

Motion made by Alison Sherman and seconded by Katie Hockert to approve Policy 522 - Title IX. Motion carried 7-0. Motion made by Katie Hockert and seconded by Pete Kelzenberg to approve Policy 428 - Employee Technology and Internet Access and Acceptable Use. Motion carried 7-0. Motion made by Alison Sherman and seconded by Beverly Petrie to approve Policy 522 - Student Technology and Internet Access and Acceptable Use. Motion carried 7-0.

XI. Reports

XI.A. First Reading for Revised Policies; 416 - Drug and Alcohol Testing, 418 - Drug-Free Workplace, 419 - Tobacco Free Environment Discussion: These policies will come to the board for a second reading at a future board meeting.

XI.B. Second Reading Revised Policies; 601 - Academic Achievement Plan; 603 - Evaluation of the Instructional Program; 604 - Instructional Curriculum; 606 - Selection and Review of Instructional Resources - Dr. Caleb Drexler Booth , Director of Teaching

These policies will come to the board for a final reading and approval at a future meeting.

XI.C. 916 Update - Ms. Katie Hockert

Director Hockert shared an update on District 916.

XII. Adjournment

The meeting adjourned at 7:32 p.m.

Respectfully submitted, Annie Porbeni, Clerk

Special Meeting

Wednesday, December 28, 2022 8:00 AM

1875 Greeley Street South, Stillwater, MN 55082

- I. **Call to Order** - The meeting was called to order at 8:02 a.m.
- II. **Roll Call** - Present: Pete Kelzenberg, Beverly Petrie, Tina Riehle, Alison; Absent: Katie Hockert, Annie Porbeni
- III. **Approval of Agenda** - Motion by: Sherman, second by: Kelzenberg; Carried
- IV. **Action Item**

- A. RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION. - Motion to approve by: Petrie, second by: Kelzenberg; Carried.

Name/Location/Address

Afton W1-P1,W2-P2,W3-P3,W4-P4,Denmark TWP P2/Shepherd of the Valley Lutheran church/14107 Hudson Rd S,Afton MN 55001
Bayport/Bayport Fire Department/1012 5th Ave N,Bayport,MN 55003
Baytown TWP/Baytown Community Center(Town Hall)/4020 McDonald Dr N,Stillwater,MN 55082
Denmark TWP P2 ,Denmark Town Hall,14008 90th St S,Hastings,MN 55033
Grant P1&P2/Woodbury Lutheran Church Oak Hill/9050 60th St N,Grant,MN 55082
Hugo W3-P6/Rice Lake Centre/6900 137th St N,Hugo,MN 55038
Lake Elmo P1/Lake Elmo Fire Station 1/3510 Laverne Ave N,Lake Elmo,MN 55042
Lake Elmo P2/Lake Elmo City Hall/3800 Laverne Ave N,Lake Elmo,MN 55042
Lakeland,Lake St Croix Beach,Lakeland Shores,St.Mary's Point/Lakeland City Hall/690 Quinnell Ave N,Lakeland,MN 55043
Hugo W3-P6,May TWP,Marine,Scandia/May Town Hall/13939 Norell Ave N,Stillwater,MN 55082
Oak Park Heights/Oak Park Heights City Hall/14168 Oak Park Blvd N,Oak Park Hgts,MN 55082
St. Mary's Point/St. Mary's Point City Hall/16491 St. Mary's Point Dr, St. Mary'sPoint,MN 55043 Scandia/Scandia Community Center/14727 209th St N,Scandia,MN 55073
Stillwater TWP P1,P2/Stillwater Township Hall/13636 90th St N,Stillwater,MN 55082
Stillwater W1-P1/St. Paul Lutheran Church/609 5th St.S,Stillwater,MN 55082
Stillwater W2-P2/Trinity Lutheran Church/115 4th St N,Stillwater,MN 55082
Stillwater W3-P3/Stillwater Evangelical Free Church/7671 Manning Ave N,Stillwater,MN 55082
Stillwater W4-P4/Our Saviors Lutheran Church /1616 Olive St W,Stillwater,MN 55082
West Lakeland TWP/West Lakeland Town Hall/959 Paris Ave Cir N,West Lakeland Township,MN 55082
Woodbury P7,P8,P13/St.John Lutheran Church/1975 St.John's Dr,Woodbury,MN 55129
Woodbury P9/Brookview Elementary/11099 Brookview Road,Woodbury,MN 55129

- V. **Adjournment** - The meeting adjourned at 8:05 a.m.

Respectfully submitted, Alison Sherman, Chair

- I. **Call to Order:** The meeting was called to order at 6:30 p.m.
- II. **Roll Call:** Present: Katie Hockert, Pete Kelzenberg, Beverly Petrie, Annie Porbeni, Alison Sherman, Andrew Thelander
- III. **Pledge of Allegiance**
- IV. **Oath of Office:** New board member Andrew Thelander and returning board members Pete Kelzenberg, Beverly Petrie, and Alison Sherman were sworn into office. Eva Lee, who was elected in November, has accepted a position in the district and can no longer serve on the board.
- V. **Approval of Agenda:** Motion made by Alison Sherman to approve the agenda and seconded by Katie Hockert, Carried. Yea: 6, Nay: 0
- VI. **Board Organization**
 - A. Election of Chair: Member Petrie nominated Member Sherman as board chair; Sherman received 6 votes (Hockert, Kelzenberg, Petrie, Porbeni, Sherman, and Thelander); Alison Sherman accepted the nomination.
 - B. Election of Vice Chair: Member Hockert nominated Member Petrie as board vice chair; Petrie received 6 votes (Hockert, Kelzenberg, Petrie, Porbeni, Sherman, and Thelander); Beverly Petrie accepted the nomination.
 - C. Election of Clerk: Member Porbeni nominated Member Hockert as clerk; Hockert received 6 votes (Hockert, Kelzenberg, Petrie, Porbeni, Sherman, and Thelander); Katie Hockert accepted the nomination.
 - D. Election of Treasurer: Member Thelander nominated Member Kelzenberg as treasurer; Kelzenberg received 6 votes (Hockert, Kelzenberg, Petrie, Porbeni, Sherman, and Thelander); Pete Kelzenberg accepted the nomination.
 - E. School Board Committee Assignments and Working Groups 2023: Board committees will be assigned during the next board meeting. The committees will no longer have a chair. Legislative and Community Engagement committees will be combined as one.
- VII. **Consent Agenda:**
 - A. Payment of Invoices - December 17, 2022 - December 30, 2022.
 - B. Designate Depositories of Majors Accounts
 - C. Resolution Authorizing Use of Facsimile Signatures
 - D. Resolution Authorizing Administration to Develop Specifications and Solicit Bids
 - E. Resolution Authorizing Executive Director of Finance/Supervisor of Financial Services to Make Electronic Fund Transfers
 - F. Designate Official Publication
 - G. Accept Board Resignation
 - H. Resolution Authorizing Administration to Lease, Purchase, and Contract for Goods and Services
 - I. Resolution for Application for a 2023 Grant from the Huelsmann Foundation
 - J. Revision of Responsibilities of School Board Officers to Accompany Policy 202 - School Board Officers
 - K. Designate Deputy Board Treasurer and Deputy Clerk
 - L. Designation of an Identified Official with Authority for Education Identity Access Management

Motion made by Annie Porbeni to approve consent agenda A - L and seconded by Pete Kelzenberg, Carried. Yea: 6, Nay: 0
- VIII. **Action Item**
 - A. Establish 2023 Board Member Salary: Each elected school board member receives

an annual salary of \$4,750. The elected board chair receives an additional \$500 for a total annual salary of \$5,250. The board will continue with the current salary, which has not been adjusted since 2014 and is at the bottom of a list of comparable school districts. The board will discuss adjusting their salary for next year. Motion made by Alison Sherman to approve the 2023 Board Member Salary and seconded by Beverly Petrie, Carried. Yea: 6, Nay: 0

- B. School Board Meeting Schedule: Meetings will be moved to the second and fourth Tuesday of every month, with the exception of July. Meetings will begin at 6:00 p.m. Sign up for public comment would open on Friday prior to the board meeting at 8:00 a.m. and close at 6:15 p.m. the day of the meeting. Motion made by Alison Sherman to approve the School Board Meeting Schedule and seconded by Pete Kelzenberg, Carried. Yea:6, Nay:0

IX. Reports

- A. Board Vacancy Process: The school board had a discussion about filling the seat vacated by Eva Lee. Per board policy, the school board must appoint a temporary member to fill the position until a special election can be held this fall. The board is expected to vote on a resolution outlining the process to appoint a board member at the January 24 meeting.
- B. Code of Conduct Annual Review: School board members reviewed Policy 209, which defines a code of conduct for board members, as part of its annual review process.

X. Adjourn

A. Adjournment

The meeting adjourned at 7:21 p.m.

Respectfully submitted, Katie Hockert, Board Clerk



School Board Member Assignments 2023

Meeting Date: January 24, 2023

Contact Person: School Board Chair

Background:

The School Board will determine committee assignments and working groups for 2023.

School Board Representative to:

Association of Metropolitan School Districts (AMSD)	Beverly Petrie
Community Education Advisory Council	Vacancy
MN State High School League (MSHSL)	Pete Kelzenberg
Northeast Metro 916	Katie Hockert
Partnership Plan	Andrew Thelander
World's Best WorkForce (WBWF)/Curriculum Advisory Committee(CAC)	Alison Sherman

School Board Sub-Committees to:

<i>Finance and Operations</i>	<i>Community Engagement and Legislative Outreach</i>	<i>Policy</i>
Pete Kelzenberg	Katie Hockert	Beverly Petrie
Andrew Thelander	Beverly Petrie	Vacancy
Alison Sherman	Alison Sherman	

Assignments are made in January of each calendar year

Recommendation:

A motion and a second to approve the committee assignments will be requested.



Stillwater
AREA PUBLIC SCHOOLS

Independent School District 834
1875 South Greeley Street | Stillwater, Minnesota 55082
Tel: 651.351.8340 | fax: 651.351.8380
www.stillwaterschools.org

MEMORANDUM OF UNDERSTANDING: EXPERIENCE CREDIT

This Memorandum of Understanding (“MOU”) is entered into by and between Independent School District No. 834 (“District”) and St. Croix Education Association (“Union”).

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the negotiated terms and conditions of employment for “teachers” who are employed by the District;

WHEREAS, Article VII, Section 1, Subdivision 1 of the CBA states that any contractual service for at least one semester or its equivalent shall be recognized as a year of experience on the salary schedule;

WHEREAS, Stacie Lavalley began working for the District as a licensed teacher in January 2022, but did not begin working for the District as a licensed special education teacher until February 2022; and

WHEREAS, the District and the Union agree that Lavalley should receive one year of experience credit on the salary schedule for the time she worked in the District during the 2021-2022 school year;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOU, the parties understand agree as follows:

1. Lavalley will receive one year of experience credit on the salary schedule for the time she worked in the District during the 2021-2022 school year.
2. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA. This MOU reflects a one-time agreement. It is separate from and not a part of the CBA.
3. This MOU reflects the entire understanding and agreement between the parties regarding Lavalley’s experience credit on the salary schedule for the time she worked in the District during the 2021-2022 school year. This MOU controls over any inconsistent provisions in the CBA.

ST. CROIX EDUCATION ASSOCIATION

Date: 12/20/22



President

INDEPENDENT SCHOOL DISTRICT NO. 834

Date: 1/19/23



Superintendent

January 19, 2023

Report for Action: Sabbatical Leave Recommendation: 2023-2024

Action Time Frame: January 24, 2023
(Notification due by February 1, per contract)

Report Purpose: Review Sabbatical Committee Recommendation

Recommended Action: Approve the Recommended Sabbatical Leave

Summary:

One teacher sabbatical leave applicant for 2023-2024 was interviewed by the sabbatical committee on January 18, 2023. The Sabbatical Committee members include Andrea Schueler, Michelle Ortmeier, Jason Taverna, Melanie McNulty, Derek Berg, and Rob Bach.

SCEA Master Contract, Article X, Section 4, Subdivision 4 states that "The number of sabbatical leaves available to qualified applicants during any one contractual year shall not exceed 1% of the bargaining unit. Where practicable, partial leaves may be granted." Current certified staff is 613, allowing for up to 6 leaves.

By majority vote, the Sabbatical Committee approved a one year sabbatical during the 2023-2024 school year for Julie Cashin, Spanish teacher at Stillwater Area High School.

A special note of appreciation is extended to the committee for their thoughtful deliberations.

JC

Enclosure



APPLICATION FOR SABBATICAL LEAVE

Date: 12/20/22

1. Name: Julie K Cashin

2. Present Teaching Position: Spanish teacher

Title

SAHS

Building

3. Number of years of teaching experience (including this year) 28

4. Number of years of teaching experience in District 834 (exclude years in which you had a leave of absence) 27

5. Highest Degree B.A. M.A. + 60 Other

6. Credits beyond highest degree (specify quarter or semester) 60 quarter hours

7. Have you ever had a sabbatical leave granted by District 834? No-I asked for one in the early 2000's and was denied.

8. Briefly describe any sabbatical leaves granted by any other district.

I have never had a sabbatical leave in the past.

9. Please indicate your plans for sabbatical leave. Specify where you plan to go and identify the courses you plan to take.

I plan on traveling to a Spanish speaking country in South America during their summer season which would be our winter season. I would like to live with a family and attend language classes. I would also like to write historical fiction readers for my students in Stillwater to use in the future. One of these readers would be written in Spanish from an indigenous perspective.

10. Please describe why you feel this experience will benefit your teaching in District 834. (Keep in mind that the selection of candidates will be based largely on the benefit of the leave to the school district.) If your proposed sabbatical leave will allow you to change teaching emphasis or programs, please be sure to include this information in your description.

This experience will benefit the district by...

- updating my language skills
- broadening my cultural and linguistic understanding
- enhancing the use of colloquial language
- improving the knowledge of the current norms of culture South America

* Please see 2nd sheet

Julie Cashin
Signature of Applicant

Leave Blank
Date Received _____
Ranking _____

Julie Cashin sabbatical form 12/20/22

9.

I plan on traveling to a Spanish speaking country in South America during their summer season which would be our winter season. I would like to live with a family and attend language classes. I would also like to write historical fiction readers ([click here for examples](#)) for my students in Stillwater to use in the future. One of these readers would be written in Spanish from an indigenous perspective.

Potential language schools

<https://maximonivel.com/spanish/>

<https://www.gooverseas.com/language-schools/spanish/argentina>

<https://www.iesabroad.org/country/ecuador>

<https://www.facebook.com/casaxelaju>

10.

This experience will benefit the district by...

- updating my language skills
- broadening my cultural and linguistic understanding
- enhancing the use of colloquial language
- improving the knowledge of the current norms of culture South America
- supporting language acquisition theory
- complementing our comprehensible input (CI) instruction

All of this knowledge and these experiences will be implemented daily within the classroom with students.

In regards to the benefits to my colleagues. I will share my knowledge with all world language teachers district wide through PLC's and learning cohorts. Also, the readers that I write will be able within the district to enhance and broaden the Spanish language curriculum at the novice and intermediate levels. (Levels 1-5)

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Aljaroudi, Kifah	Resignation	Paraprofessional 6.0 hours/day Brookview Elementary	SCPA	December 21, 2022
Currey, Kim	Resignation	Community Ed Assistant 24 hours/week Andersen Elementary	Community Ed Leads &	November 21, 2022
Felipe, Brenda	Resignation	Cafeteria 4.0 hours/week Stillwater Area High School	Cafeteria	January 13, 2023
Gipple, Emily	Resignation	Preschool Assistant 4.5 hours/week Early Childhood Family Center	Community Ed Leads &	January 10, 2023
Johnson, Marilyn	Resignation	Paraprofessional 6.5 hours/day Rutherford Elementary	SCPA	December 21, 2022
Judkins, Abby	Resignation	Community Ed Assistant 7.5 hours/week Lake Elmo Elementary	Community Ed Leads & Assistants	December 30, 2022
Lampright, Mary	Resignation	Paraprofessional 6.0 hours/day Rutherford Elementary	SCPA	January 6, 2023
LaValle, Stacie	Resignation	1.0 FTE Special Education Teacher Andersen Elementary	SCEA	January 27, 2023
O'Connor, Shari	Resignation	Cafeteria 4.0 hours/day Stillwater Area High School	Cafeteria	December 21, 2022
Perkins, Wayne	Resignation	Assistant Speech Advisor Stillwater Area High School	Co-Curricular	December 20, 2022
Schmoeckel, Megan	Resignation	Community Ed Assistant 3.25 hours/week Brookview Elementary	Community Ed Leads &	December 20, 2022

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Bakke, Sophia	Paraprofessional, 6.0 hours/day Transition	\$16.98/hour	2022-2023 Staffing	SCPA	January 9, 2023
Boyd, Denay	Paraprofessional, 6.0 hours/day Brookview Elementary	\$17.18/hour	2022-2023 Staffing	SCPA	January 5, 2023
Graslewicz, Paula	Health Care Specialist, 6.5 hours/day District Wide	\$40.14/hour	Replacement	CSS	January 9, 2023
Hobrough, Maxwell	1.0 FTE LTS Physical Education Teacher Brookview Elementary	\$51,061.00	Replacement	SCEA	December 19, 2022 - June 8, 2023
Lee, Eva	1.0 FTE English Teacher St. Croix Valley ALC	\$69,187.00	Replacement	SCEA	December 15, 2022 - June 8, 2023
Majeski, Tara	Health Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	\$19.18/hour	2022-2023 Staffing	SCPA	January 5, 2023
Mathias, Shelby	Health Care Specialist, 4.0 hours/day Saint Croix Catholic & Transition	\$37.87/hour	Replacement	CSS	January 5, 2023
Mlinar, Jordan	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	\$17.18/hour	2022-2023 Staffing	SCPA	January 9, 2023
Reiner, Lisa	Paraprofessional, 6.0 hours/week Early Childhood Family Center	\$16.98/hour	2022-2023 Staffing	SCPA	January 10, 2023
Stevensen, Lucinda	Cafeteria Employee, 5.0 hours/day Stillwater Middle School	\$17.41/hour	2022-2023 Staffing	Cafeteria	January 5, 2023
Turnquist, Leah	Paraprofessional 6.0 hours/day Rutherford Elementary	\$17.18/hour	2022-2023 Staffing	SCPA	January 17, 2023
Warren, Logan	Paraprofessional, 6.5 hours/day Rutherford Elementary	\$16.78/hour	2022-2023 Staffing	SCPA	January 5, 2023

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Crisp, Jessica	Approve	.4 FTE Speech Pathologist Lily Lake Elementary	SCEA	April 12, 2023 - June 8, 2023
Enhelder, Shelly	Approve	Secretary - Secondary Asst. Principal 8.0 hrs/day Stillwater Area High School	Tech Support	February 23, 2023 - April 10, 2023
Harrison, Paula	Approve	1.0 FTE PE & DAPE Teacher Stillwater Area High School	SCEA	February 6, 2023 - March 17, 2023
Musser, Kent	Approve	1.0 FTE Orchestra Teacher Andersen, Brookview & Stillwater Area High School	SCEA	January 16, 2023 - April 7, 2023
Rotnem-Esworthy, Karen	Approve	Paraprofessional 6.0 hrs/day Stonebridge Elementary	SCPA	November 14, 2022 - December 21,
Tuchel, Tara	Approve	1.0 FTE Speech Pathologist Early Childhood Family Center	SCEA	January 12, 2023 - February 26, 2023
Zabadal, Rochelle	Approve	1.0 FTE School Psychologist Afton-Lakeland Elementary	SCEA	November 14, 2022 - February 16, 2023

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Bartlett, Stacy	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	Replacement	SCEA	January 5, 2023 - January 30, 2023
Faterna, Jinat	Community Ed Assistant 9.5 hours/week Brookview Elementary	Community Ed Assistant 3.75 hours/week Brookview Elementary	2022-2023 Staffing	Community Ed Leads &	January 5, 2023
Gauker, Rebecca	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	Replacement	SCEA	January 5, 2023 - January 30, 2023
Glenna, Colleen	Paraprofessional, 4.8 hours/day Early Childhood Family Center	ECSE Sec. & Screening Technician, 8.0 hours/day Early Childhood Family Center	Replacement	Tech Support	December 29, 2022
Handberg, Geri	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	Replacement	SCEA	January 5, 2023 - January 30, 2023
Haupt, Katherine	Cafeteria Employee 5.0 hours/day Lily Lake Elementary	Cafeteria Employee 5.25 hours/day Lily Lake Elementary	2022-2023 Staffing	SCPA	January 11, 2023
Krajewski, Laura	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	Replacement	SCEA	January 5, 2023 - January 30, 2023
Panuska, Robyn	Community Ed FT Assistant Afton-Lakeland Elementary	Paraprofessional, 6.0 hours/day Brookview Elementary	2022-2023 Staffing	SCPA	January 3, 2023
Perry, Nathaniel	Electronic Comm. Tech. & Proj. Asst., 15 hours/week Central Services	Electronic Comm. Tech. & Proj. Asst., 36 hours/week Central Services	2022-2023 Staffing	Tech Support	January 3, 2023
Solheid, Stephanie	Paraprofessional, 6.0 hours/day Brookview Elementary	Paraprofessional, 6.58 hours/day Brookview Elementary	2022-2023 Staffing	SCPA	January 9, 2023
Sharp, Carolyn	Paraprofessional, 6.0 hours/day Brookview Elementary	Paraprofessional, 6.42 hours/day Brookview Elementary	2022-2023 Staffing	SCPA	January 9, 2023
Straka, Ben	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	Replacement	SCEA	January 5, 2023 - January 30, 2023
Yates, Carrie	1.0 FTE ELL Teacher Andersen, Lily Lake & Rutherford	1.0 FTE ELL Teacher Andersen, Lily Lake, Rutherford & Stonebridge	2022-2023 Staffing	SCEA	August 22, 2022
Zhong, YanMei	Paraprofessional 5.3 hours/day Brookview Elementary	Paraprofessional 6.0 hours/day Brookview Elementary	2022-2023 Staffing	SCPA	December 15, 2022

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Kapsner, Todd	Robotics Advisor Stillwater Area High School	2022-2023 Staffing	Co-Curricular	January 9, 2023
Skillings, Katherine	Community Ed Assistant 8 hours/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads &	January 5, 2023



Stillwater
AREA PUBLIC SCHOOLS

SCHOOL ANALYTICS REPORT



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January 24, 2023

AGENDA

Introduction

Key Findings

Community Demographics

District Demographics

Potential Growth Factors

Enrollment Projections

Enrollment: Areas of Concern

Key Messages

INTRODUCTION

School Analytics Services are designed to provide the Office of the Superintendent with data and analysis for its mid-long range *Strategy Work* in pursuit of Excellence in Management.

Elements of School Analytics Services are useful to a School Board in its *Governance Work* in pursuit of Excellence in Governance, most notably:

- *District Policy development*
- *District Long Range Planning*
- *Operational Oversight*
- *Facilities Planning and Development*
- *Public Engagement*

PRIMARY GOALS OF PRESENTATION

To inform the school board and public

To generate school board discussion now and near future

To develop insight into options and opportunities

KEY FINDINGS

- A. The district is projected to grow in school-age population;
inclusive of live birth, current market share, and planned development;
exclusive of increased market share, future development, and generational shift.
- 0-4 year old population is projected to grow 5.6% to 3,519 by 2027
 - 5-14 year old population is projected to grow 0.5% to 8,667 by 2027
 - All student cohort survival ratios are above 101% (*adding students by new developments*)
 - Student yield from single family homes varies widely across the district (.25 in Lily Lake / .44 in Brookview)
- B. Housing development is projected to continue to grow in the south and southeast
- C. Student population will continue to grow in diversity, especially multi-race/ethnicity
- D. Market share is 70.2% of student-age population and has been slightly dropping
- From 2018 – 2022, K-12 market share declined from 72.1% to 70.2% overall
- E. Facility utilization is near capacity in south
- F. District needs to add capacity at the elementary and middle school levels and address known issues in aging facilities
- G. District will need to adjust school attendance boundaries on an ongoing basis

COMMUNITY DEMOGRAPHICS

The community demographics continue to change in line with MN changes

TABLE: POPULATION & RACE DEMOGRAPHICS BY DISTRICT BOUNDARY

Race	2010		2022		2027		2022-2027
	Number	%	Number	%	Number	%	% Change
White	53,360	90.0%	57,112	83.2%	58,901	82.1%	3.1%
Black	1,627	2.7%	2,714	4.0%	3,001	4.2%	10.6%
Am. Indian	378	0.6%	386	0.6%	396	0.6%	2.6%
Asian	1,664	2.8%	2,731	4.0%	3,098	4.3%	13.4%
Hispanic	1,393	2.3%	2,563	3.7%	2,720	3.8%	6.1%
Other	881	1.5%	3,121	4.5%	3,602	5.0%	15.4%
Totals	59,303	100%	68,627	100%	71,718	100%	4.5%

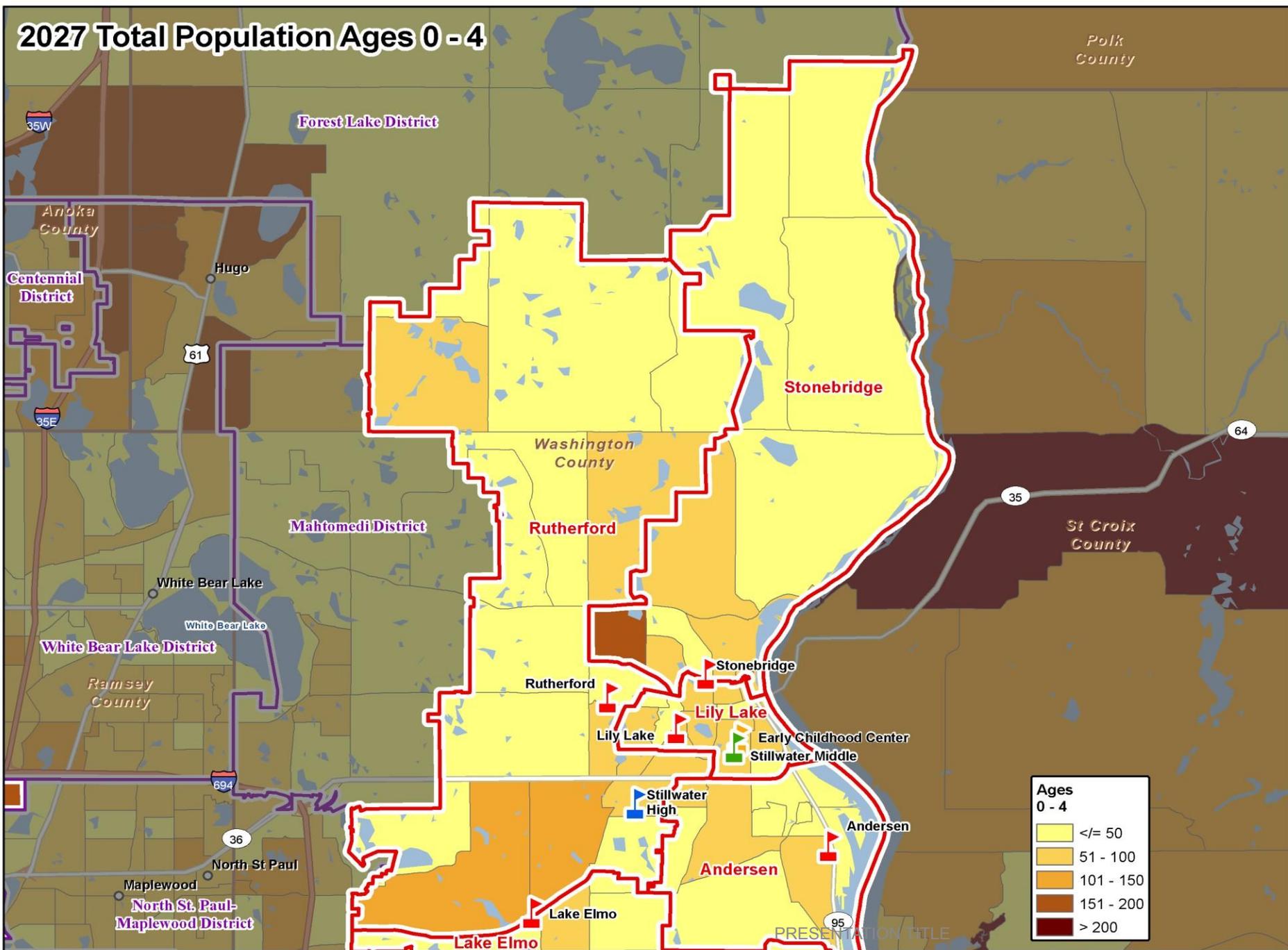
Future student- age populations are increasing

TABLE: POPULATION & AGE DEMOGRAPHICS BY DISTRICT BOUNDARY

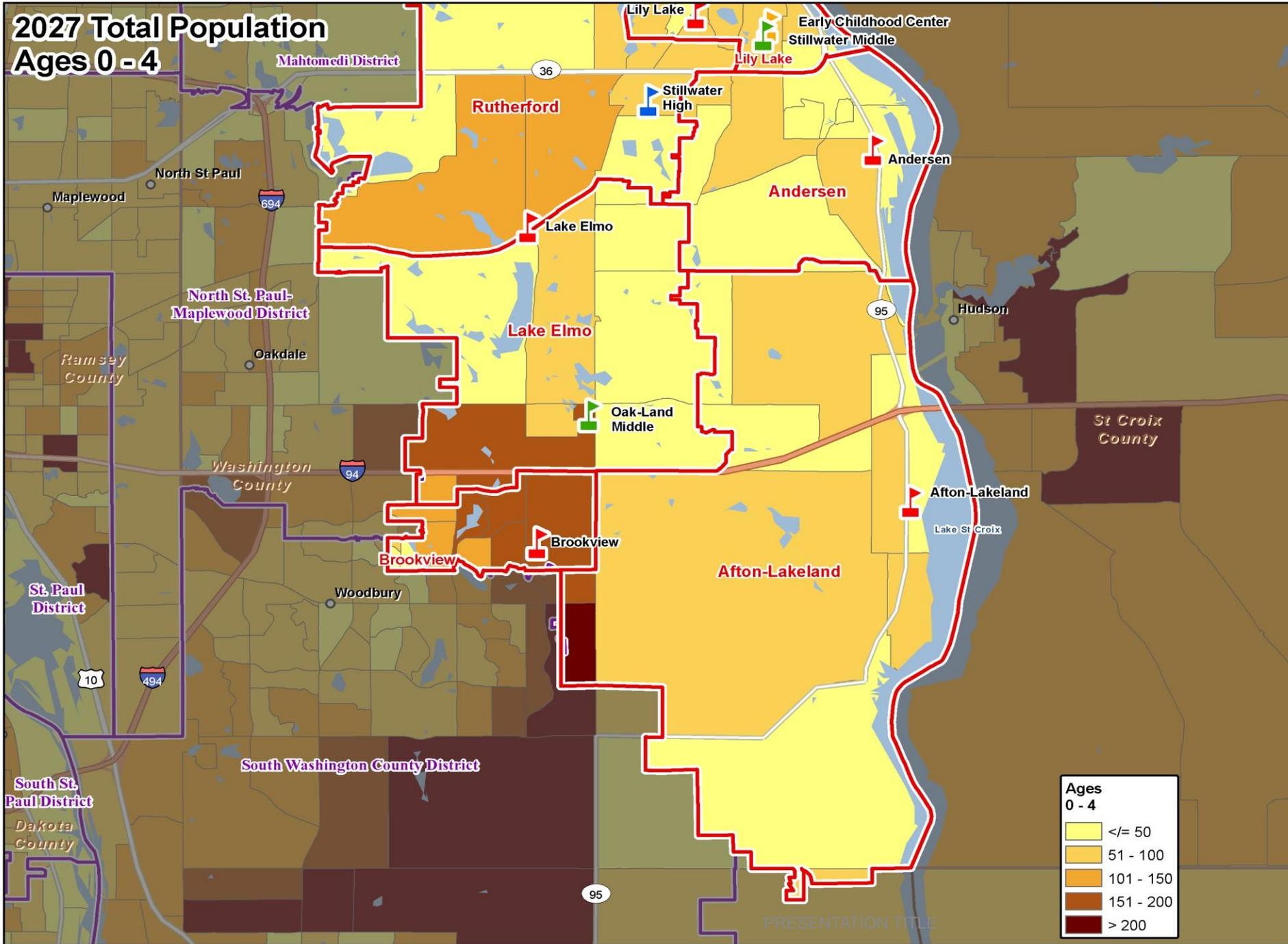
Age Range	2010		2022		2027		2022-2027
	Number	Percent	Number	Percent	Number	Percent	% Change
0 - 4	3,133	5.3%	3,333	4.9%	3,519	4.9%	5.6%
5 - 9	4,199	7.1%	4,036	5.9%	4,119	5.7%	2.1%
10 - 14	4,676	7.9%	4,592	6.7%	4,548	6.3%	-1.0%
15 - 19	3,976	6.7%	4,503	6.6%	4,242	5.9%	-5.8%
20 - 24	2,773	4.7%	3,592	5.2%	3,346	4.7%	-6.8%
25 - 34	5,828	9.8%	7,413	10.8%	7,927	11.1%	6.9%
35 - 44	8,236	13.9%	8,242	12.0%	9,255	12.9%	12.3%
45 - 54	10,810	18.2%	9,763	14.2%	9,309	13.0%	-4.7%
55 - 64	8,325	14.0%	10,830	15.8%	10,356	14.4%	-4.4%
65 - 74	4,146	7.0%	7,637	11.1%	8,942	12.5%	17.1%
75 - 84	2,155	3.6%	3,365	4.9%	4,648	6.5%	38.1%
85+	1,046	1.8%	1,321	1.9%	1,507	2.1%	14.1%
Median Age	41.6		43.4		43.8		0.9%
Totals	59,303	100.0%	68,627	100.0%	71,718	100.0%	4.5%

5-Year Age Increments
10-Year Age Increments

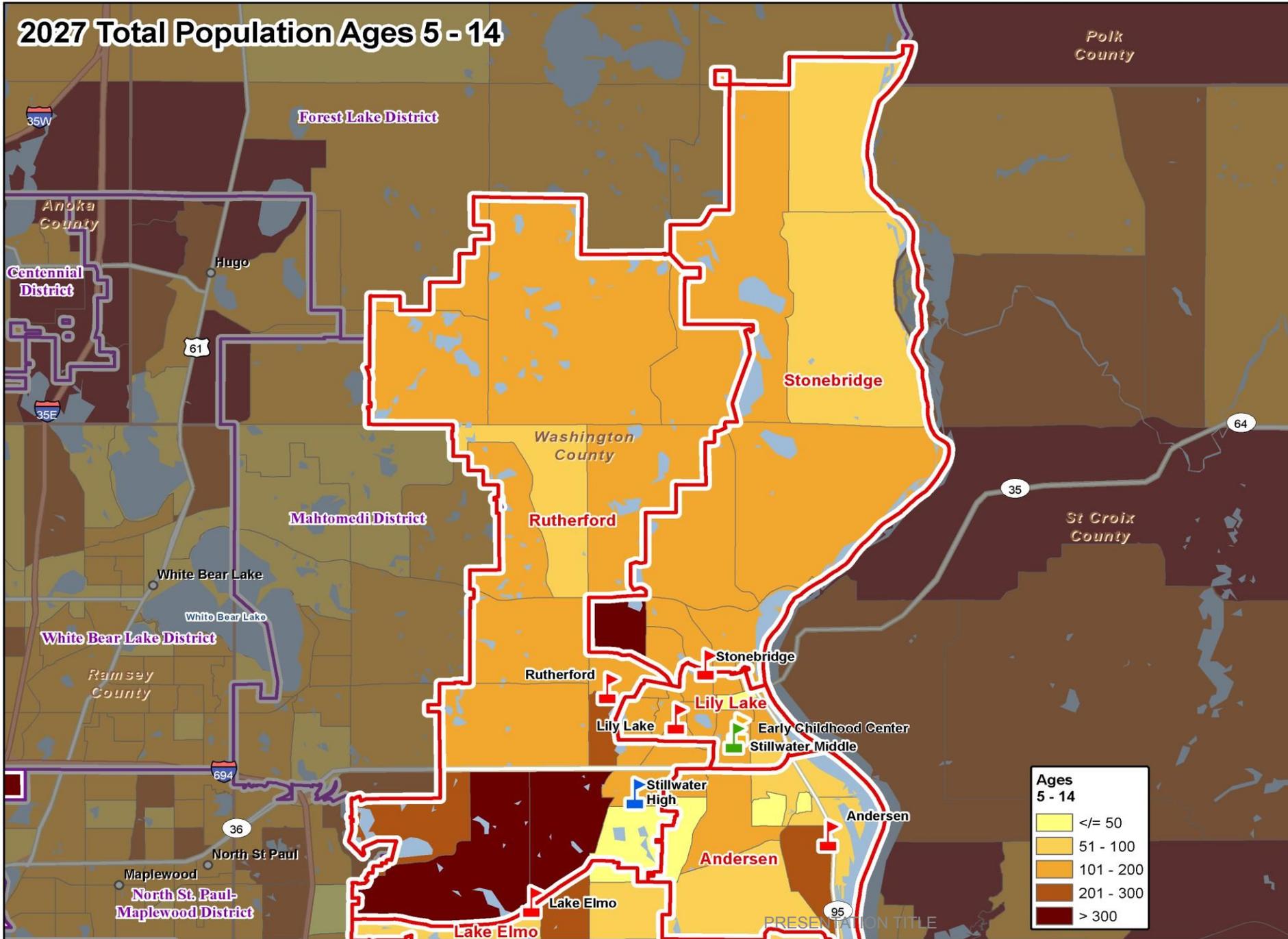
2027 Total Population Ages 0 - 4



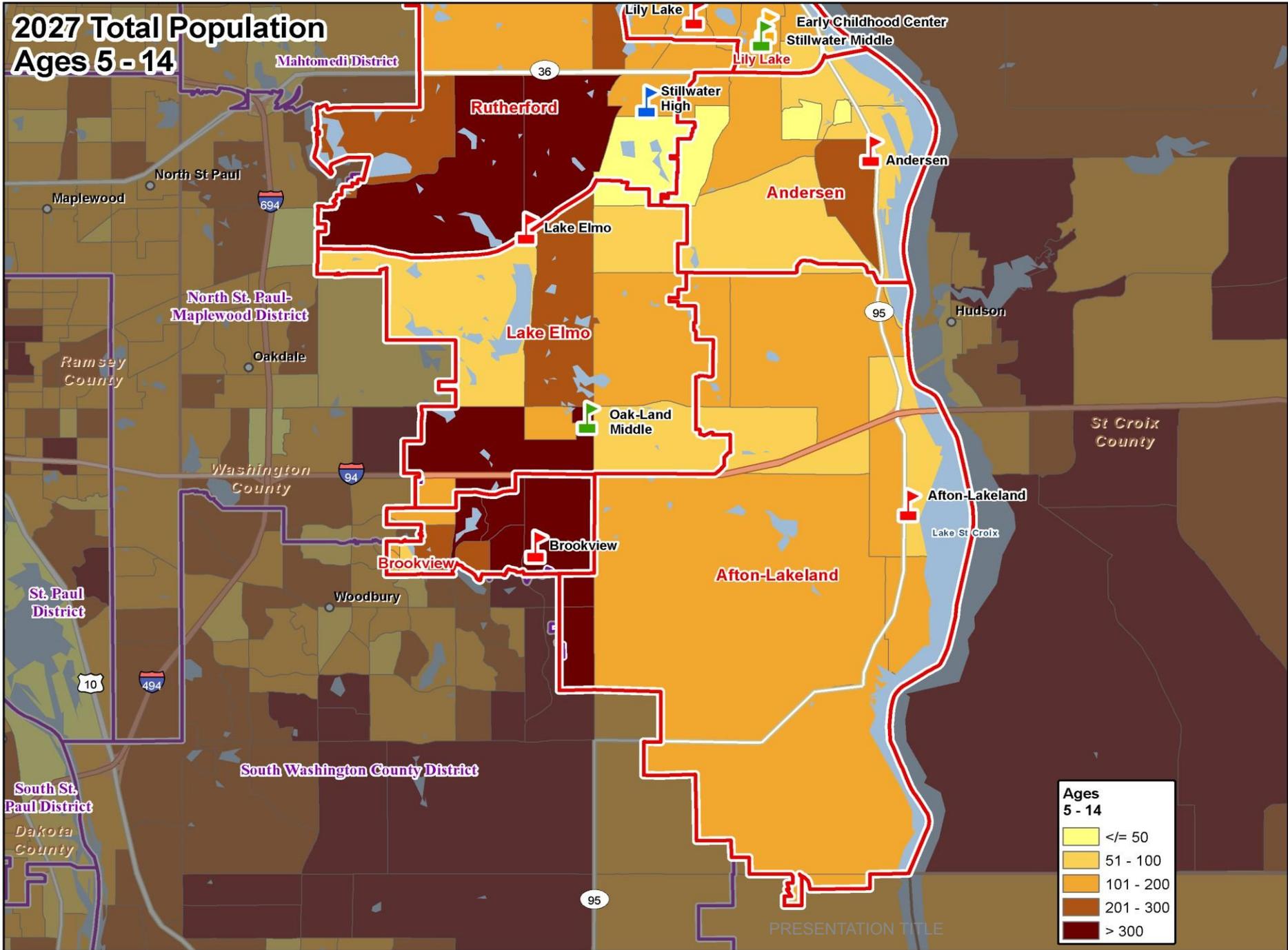
2027 Total Population Ages 0 - 4



2027 Total Population Ages 5 - 14



2027 Total Population Ages 5 - 14



Ages 5 - 14	
	<= 50
	51 - 100
	101 - 200
	201 - 300
	> 300

TABLE: HISTORICAL RESIDENT BIRTHS BY ELEMENTARY ATTENDANCE AREA

Birth Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2010 - 2022 % Change
Kindergarten Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Afton-Lakeland	46	78	43	66	73	73	83	74	80	64	81	86	86.5%
Andersen	48	59	54	70	56	53	65	71	45	59	65	59	23.7%
Brookview	73	85	34	88	103	75	83	68	73	78	68	84	15.5%
Lake Elmo	78	73	73	64	81	89	88	119	104	136	148	188	141.9%
Lily Lake	118	90	126	90	95	158	109	90	95	103	81	74	-37.2%
Rutherford	70	76	79	73	71	54	69	59	74	76	65	53	-25.0%
Stonebridge	78	81	43	94	91	78	74	84	73	86	88	84	8.1%
SAPS Totals	509	541	450	544	570	578	569	564	543	601	595	626	23.1%

Live birth trends differ across the district with most growth in Lake Elmo, south area of Stonebridge, and south of 94

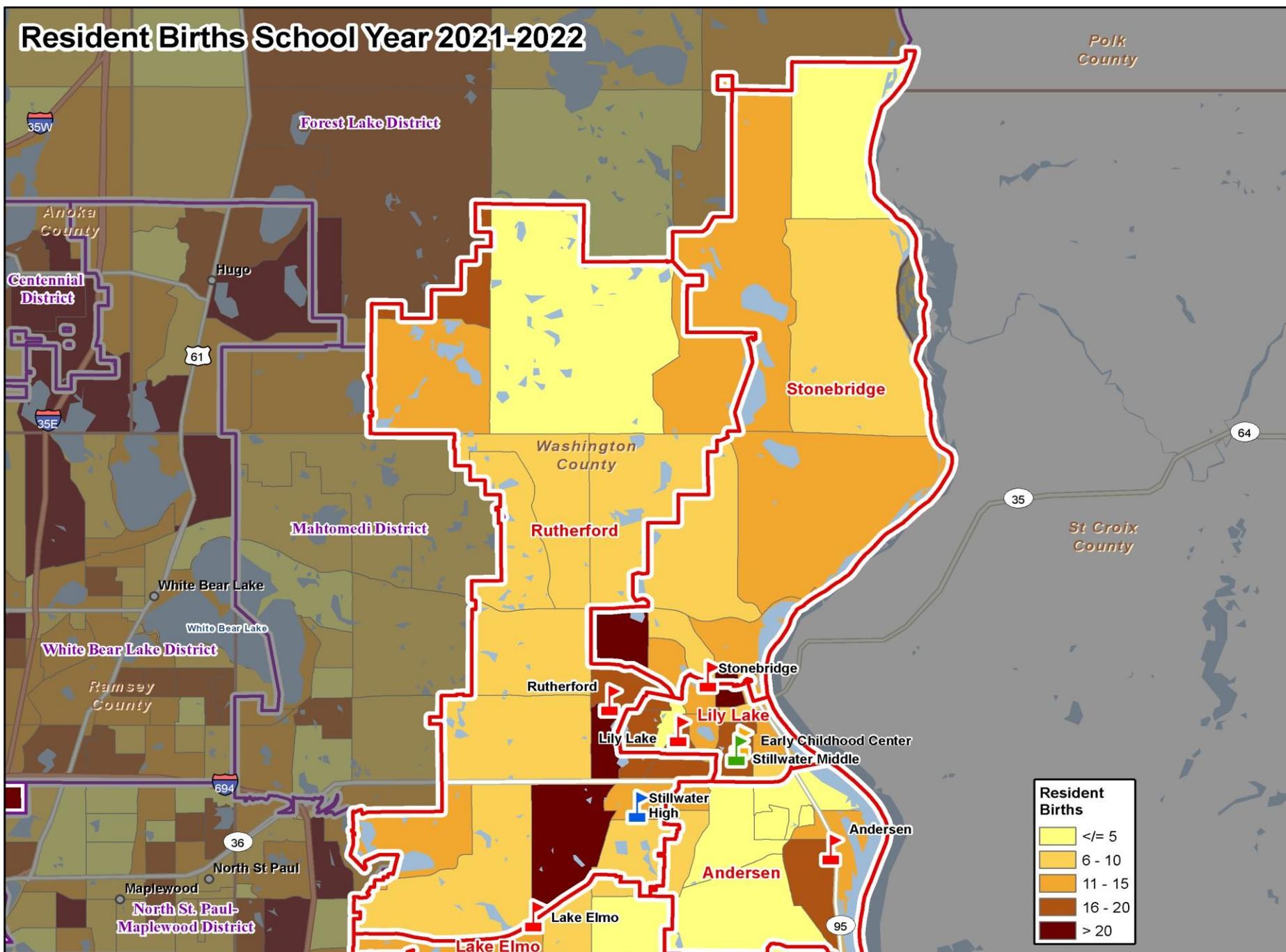
TABLE: HISTORICAL RESIDENT BIRTHS - SURROUNDING SCHOOL DISTRICTS

Birth Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2010-2022 % Change
Kindergarten Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Forest Lake	509	436	441	404	414	425	364	433	458	466	421	468	-8.1%
Mahtomedi	80	101	99	99	83	114	106	106	103	110	106	126	57.8%
North St. Paul-Maplewood	936	895	893	880	925	856	848	853	788	810	864	873	-6.8%
South Washington County	1,344	1,249	1,394	1,261	1,296	1,281	1,254	1,164	1,189	1,153	1,215	1,250	-7.0%
White Bear Lake	706	760	705	746	739	670	705	673	655	663	653	660	-6.5%
Surrounding District Totals	3,575	3,441	3,531	3,390	3,456	3,346	3,276	3,228	3,191	3,201	3,259	3,376	-5.6%

Near MN school districts are mostly seeing slight decline in live births

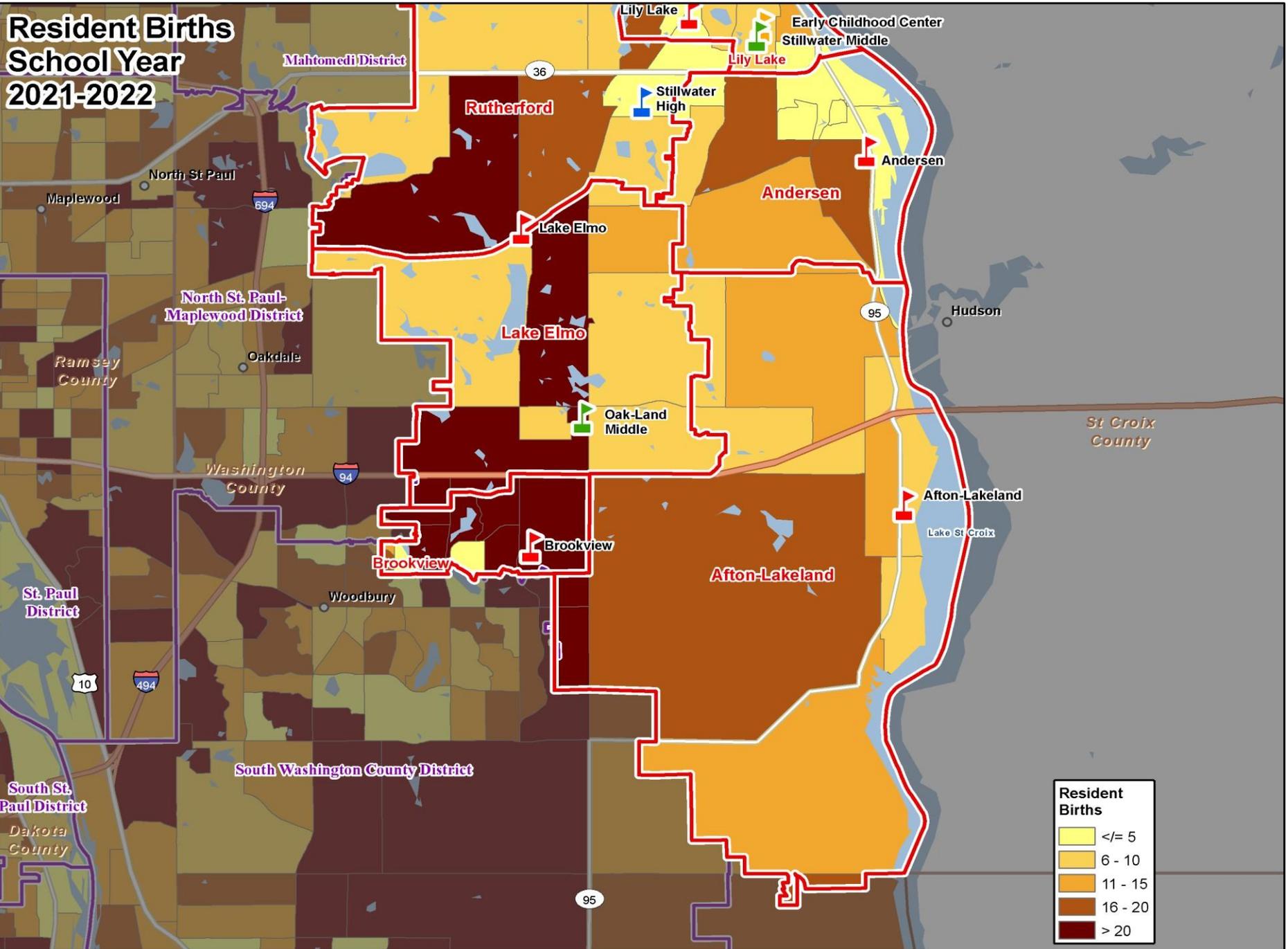


Resident Births School Year 2021-2022



Northern area of district continues a decade-long trend of lower resident births

Resident Births School Year 2021-2022



Southern area of district continues a decade-long trend of higher resident births



DISTRICT DEMOGRAPHICS

Stillwater Area Public Schools Historical Student Enrollment

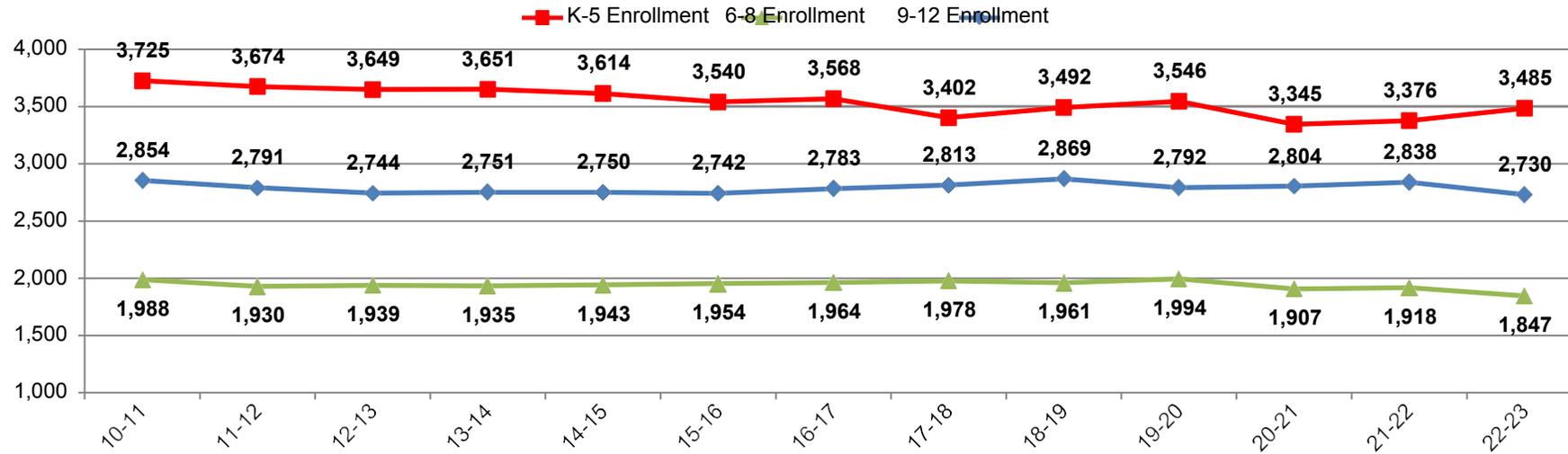
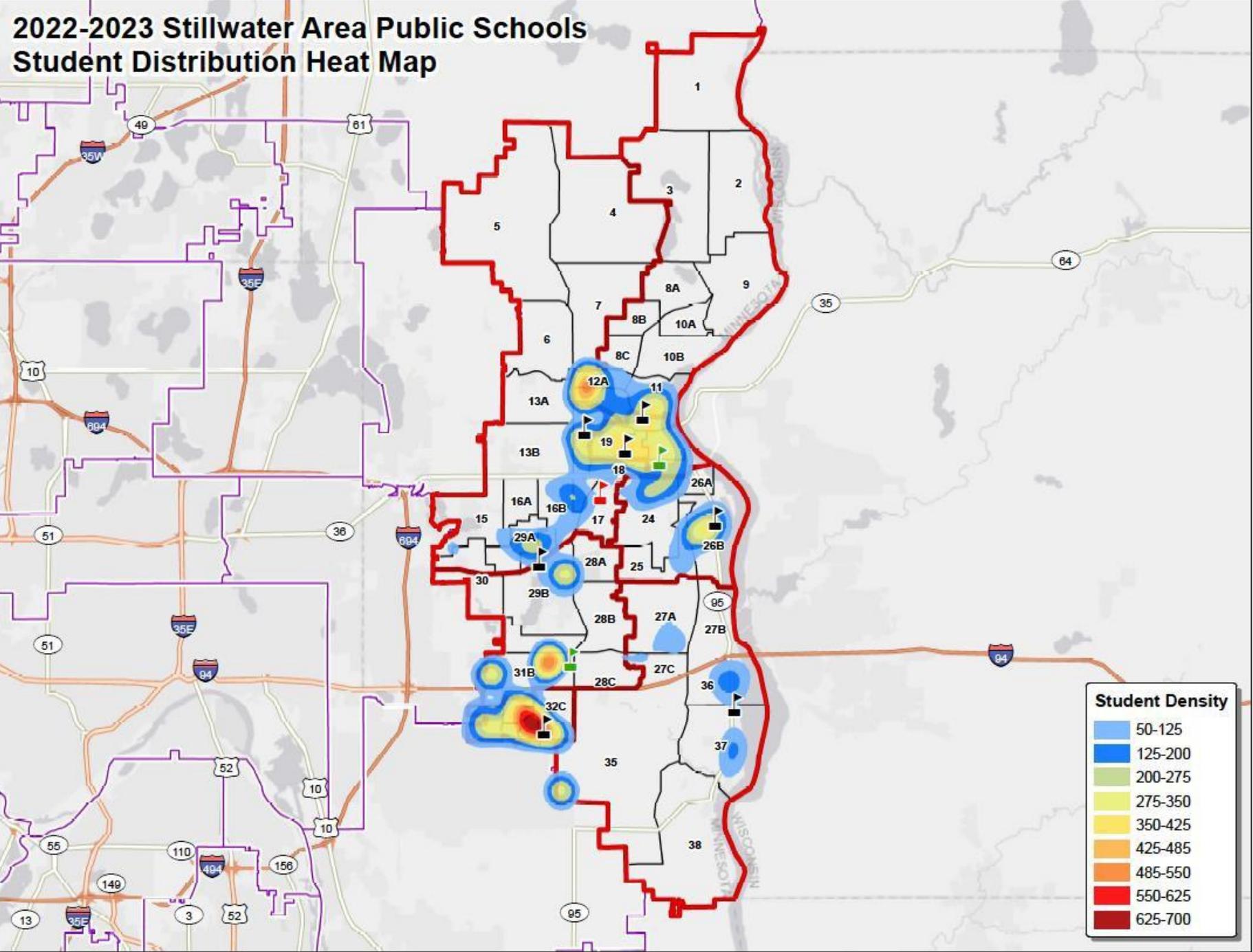


TABLE: STILLWATER AREA PUBLIC SCHOOLS HISTORICAL ENROLLMENT

Grade	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
K	618	594	552	548	599	550	551	539	585	569	507	555	583
1	604	599	609	561	544	599	572	551	550	596	570	559	559
2	631	623	618	621	576	569	631	546	578	573	585	569	594
3	607	626	620	615	618	573	589	610	557	588	549	550	581
4	624	612	637	643	633	618	583	579	617	575	578	581	579
5	641	620	613	663	644	631	642	577	605	645	556	562	589
6	662	641	627	640	653	652	634	654	612	638	622	596	599
7	622	662	647	646	640	654	656	651	688	649	640	672	592
8	704	627	665	649	650	648	674	673	661	707	645	650	656
9	698	721	657	675	682	685	677	710	711	664	710	695	666
10	663	687	703	671	672	701	706	686	722	713	658	713	670
11	728	659	709	707	669	683	706	708	682	711	707	672	711
12	765	724	675	698	727	673	694	709	754	704	729	758	683
Total K - 5	3,725	3,674	3,649	3,651	3,614	3,540	3,568	3,402	3,492	3,546	3,345	3,376	3,485
Total 6 - 8	1,988	1,930	1,939	1,935	1,943	1,954	1,964	1,978	1,961	1,994	1,907	1,918	1,847
Total 9 - 12	2,854	2,791	2,744	2,751	2,750	2,742	2,783	2,813	2,869	2,792	2,804	2,838	2,730
Total K - 12	8,567	8,395	8,332	8,337	8,307	8,236	8,315	8,193	8,322	8,332	8,056	8,132	8,062



2022-2023 Stillwater Area Public Schools Student Distribution Heat Map



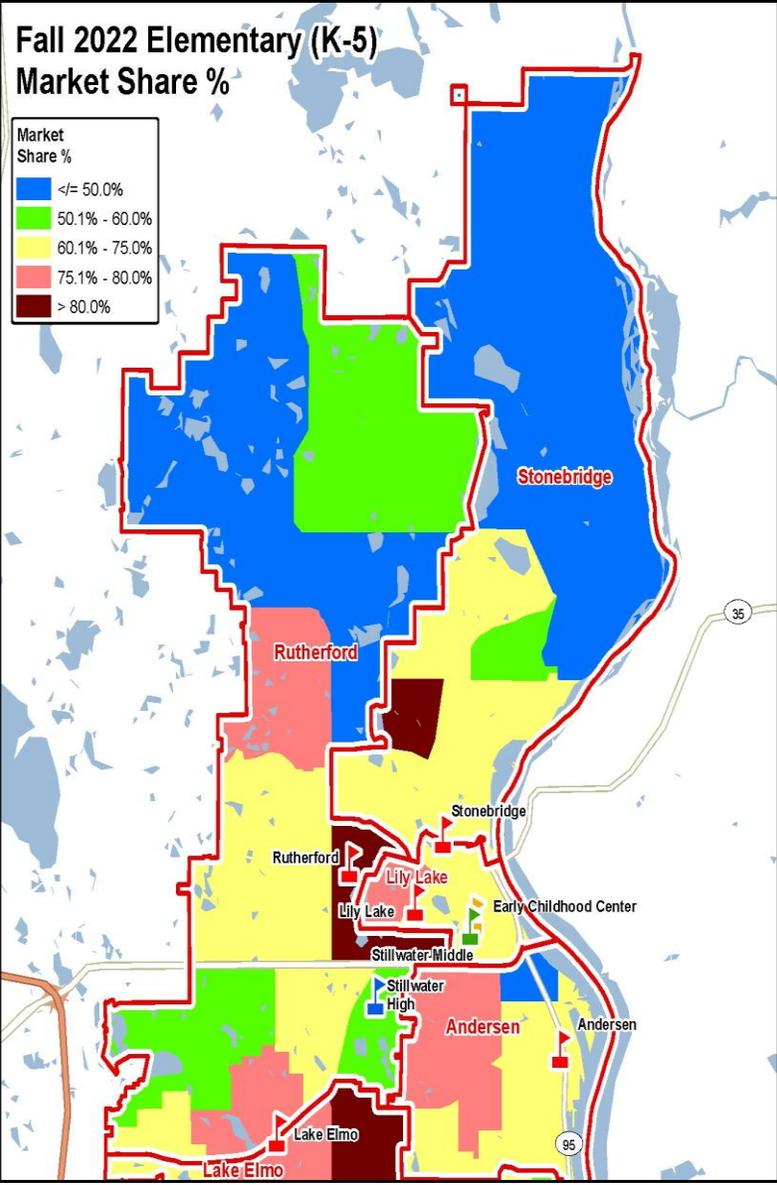
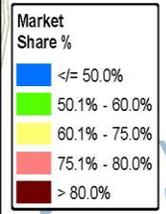
Current student populations continue to concentrate in areas, and trending south of 94 and in Lake Elmo area



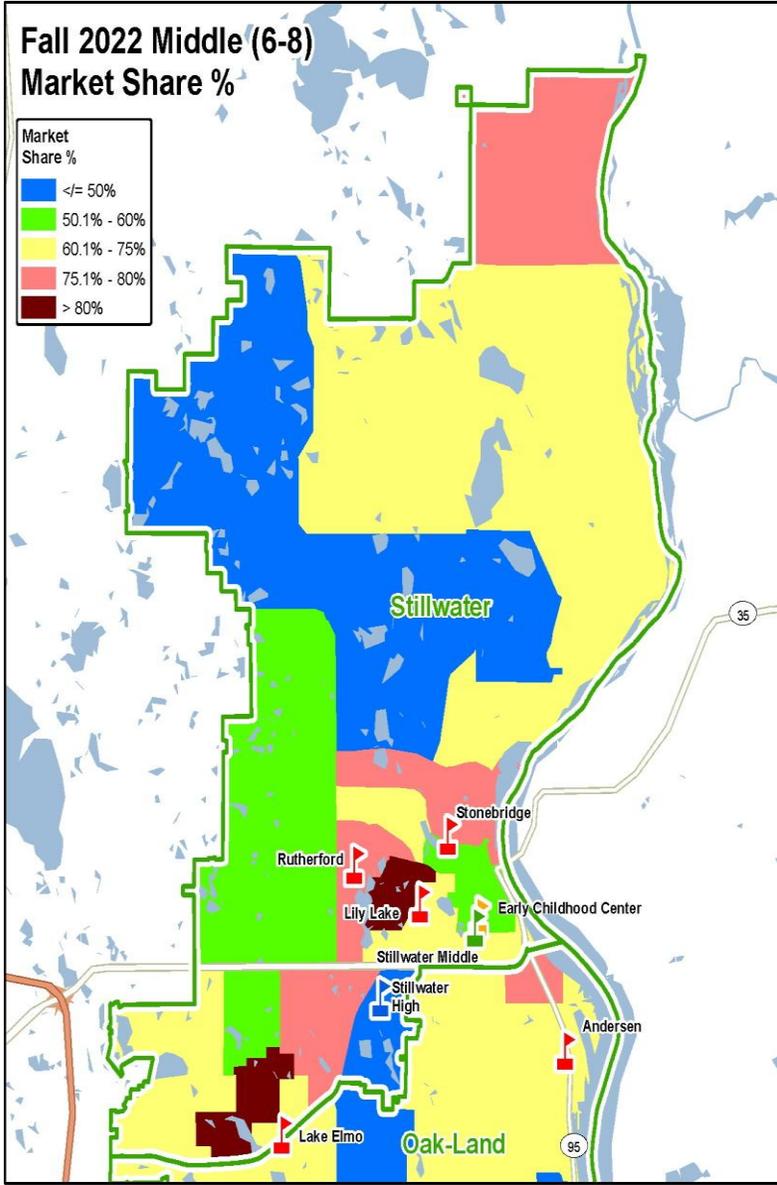
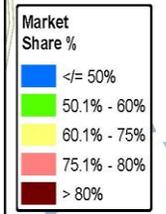
POTENTIAL GROWTH FACTORS

Market share, future housing development and housing turnover

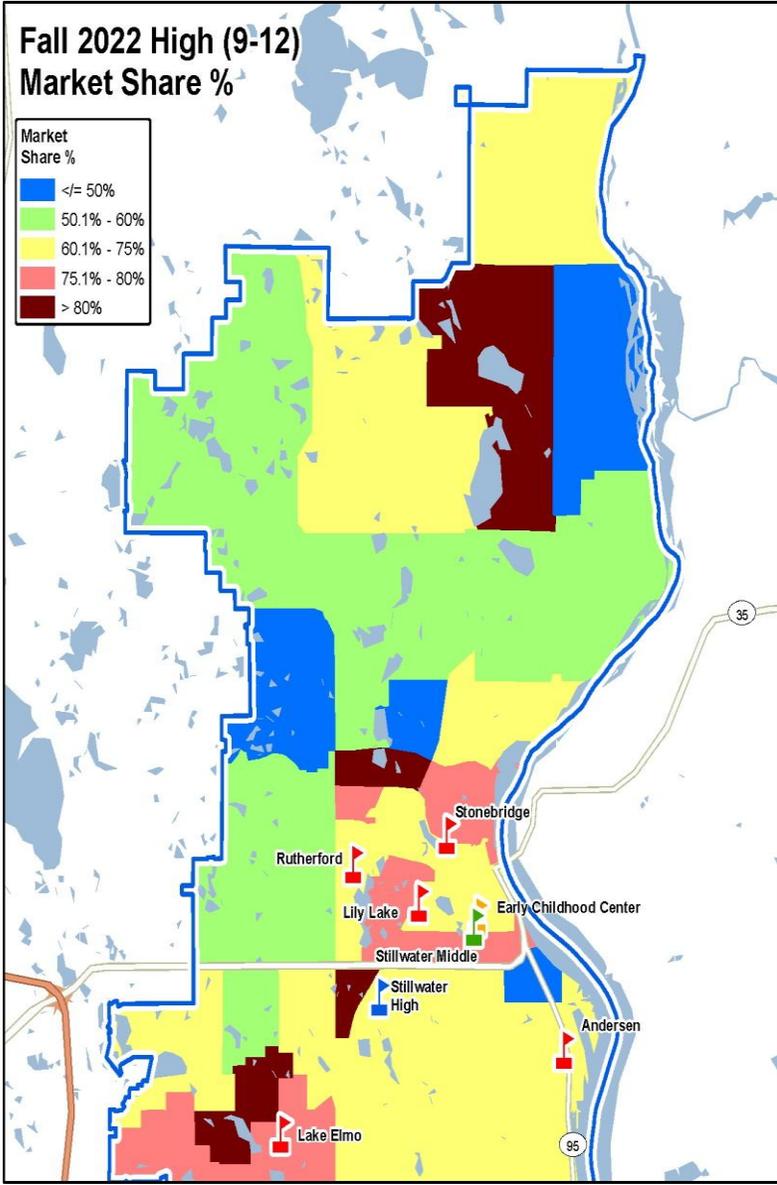
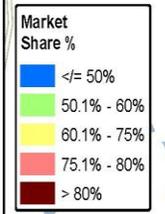
Fall 2022 Elementary (K-5) Market Share %



Fall 2022 Middle (6-8) Market Share %



Fall 2022 High (9-12) Market Share %



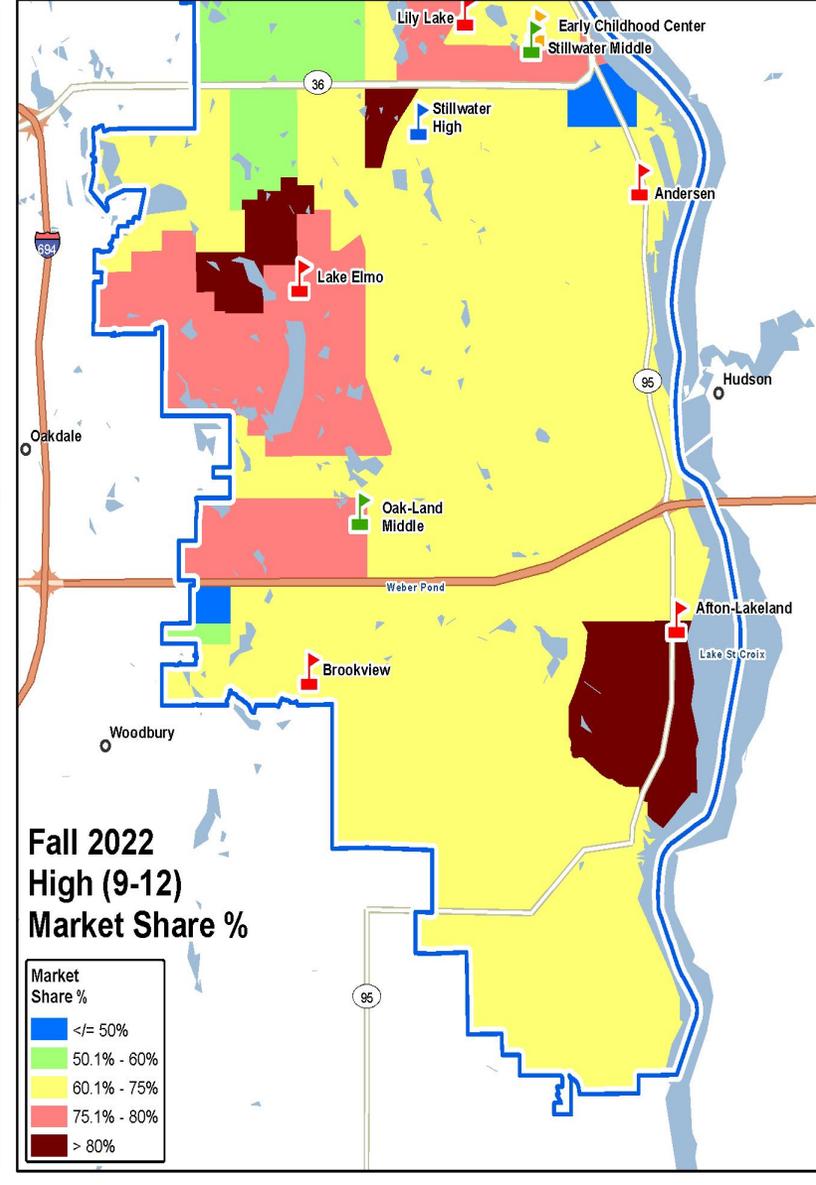
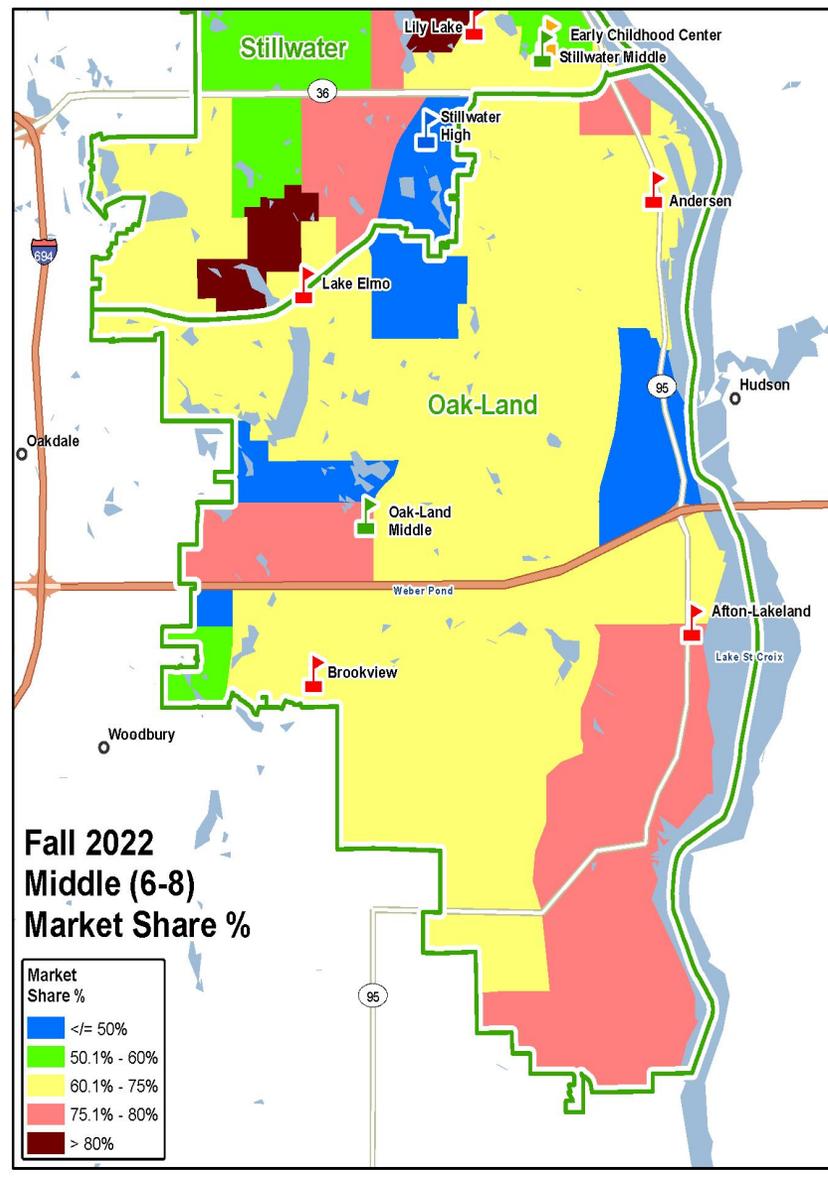
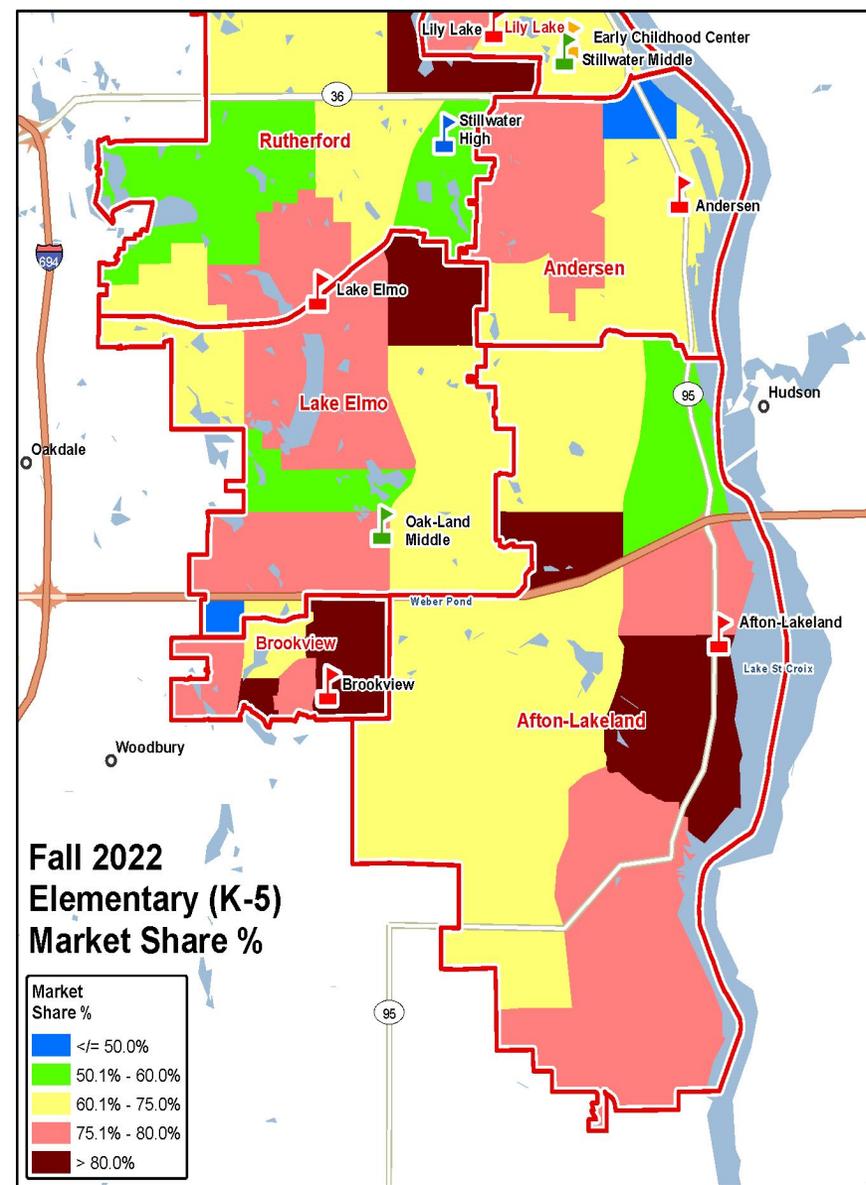


TABLE: RESIDENT STUDENT K-12 MARKET SHARE BY ATTENDANCE AREA

Attendance Area	Resident Students	Market Share %
Afton-Lakeland Elem	489	71.6%
Andersen Elementary	368	68.7%
Brookview Elementary	626	77.5%
Lake Elmo Elementary	489	74.9%
Lily Lake Elementary	414	67.6%
Rutherford Elementary	594	69.3%
Stonebridge Elementary	429	63.5%
Oak-Land Middle	939	68.0%
Stillwater Middle	852	68.3%
Stillwater High	2,609	71.0%

Market share is the % of school-age children attending any one of the district schools

EXAMPLE:
Approx. 75% of students in Lake Elmo Elementary School attend one of the district schools, and 25% of students chose another option.



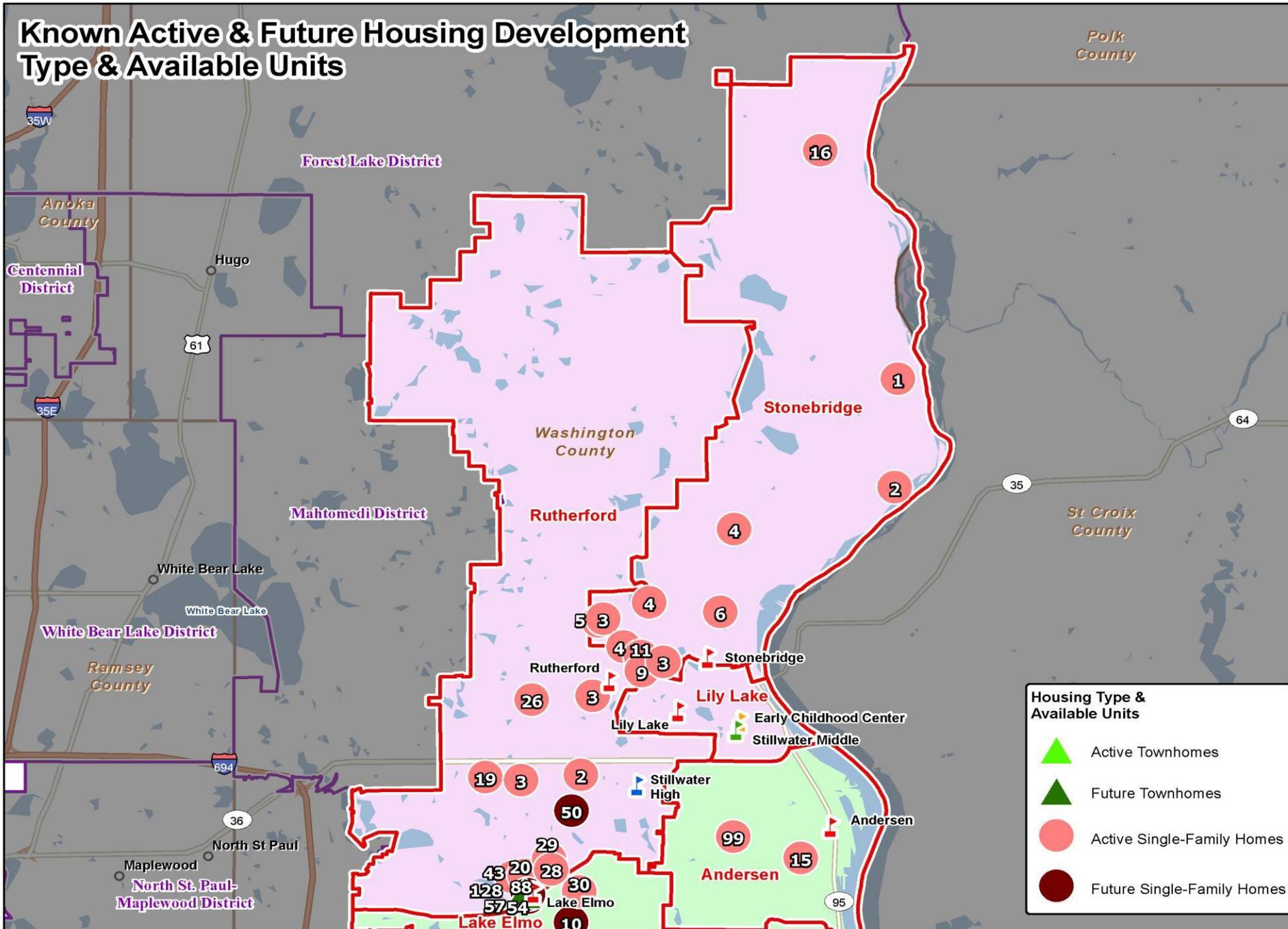
Totals Elementary	7,80	70.2%
Totals Middle	9	70.7%
Totals High	3,40	68.1%
Totals	9	71.0%
	1,79	
	1	

TABLE: MODELED K-12 MARKET SHARE BY ATTENDANCE AREA

Attendance Area	Modeled Resident Students	Modeled Market Share %	Change from Current	
			Additional Students	Change in Market Share %
Afton-Lakeland Elem	527	77.2%	38	5.6%
Andersen Elementary	403	75.2%	35	6.5%
Brookview Elementary	646	80.0%	20	2.5%
Lake Elmo Elementary	508	77.8%	19	2.9%
Lily Lake Elementary	463	75.7%	49	8.0%
Rutherford Elementary	661	77.1%	67	7.8%
Stonebridge Elementary	508	75.1%	79	11.7%
Oak-Land Middle	1,046	75.7%	107	7.7%
Stillwater Middle	956	76.6%	104	8.3%
Stillwater High	2,812	76.5%	203	5.5%
Totals	8,530	76.6%	721	6.5%
Elementary Totals	3,716	77.0%	307	6.4%
Middle Totals	2,002	76.2%	211	8.0%
High Totals	2,812	76.5%	203	5.5%



Known Active & Future Housing Development Type & Available Units

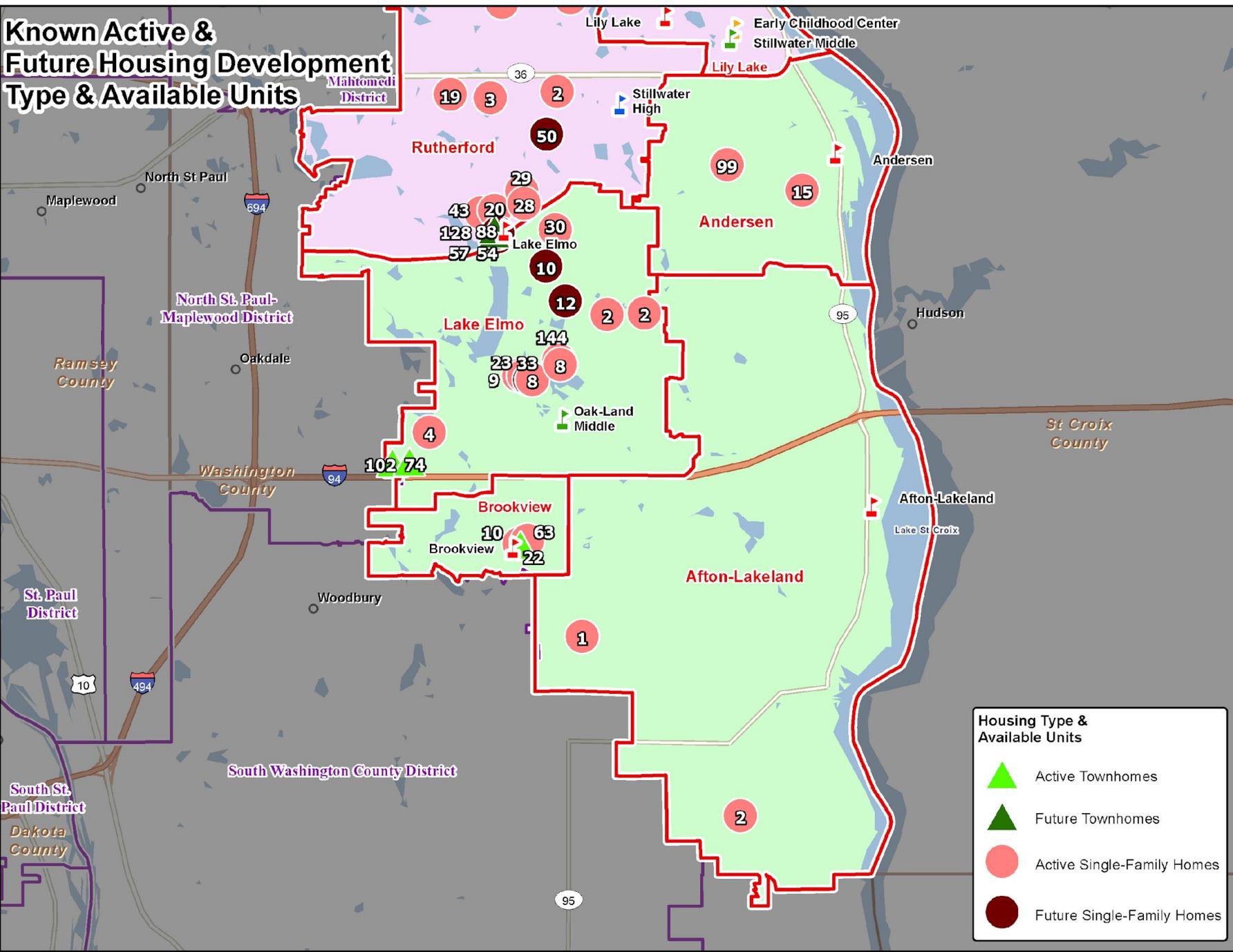


Housing Type & Available Units

- ▲ Active Townhomes
- ▲ Future Townhomes
- Active Single-Family Homes
- Future Single-Family Homes



Known Active & Future Housing Development Type & Available Units



Housing Type & Available Units

- ▲ Active Townhomes
- ▲ Future Townhomes
- Active Single-Family Homes
- Future Single-Family Homes

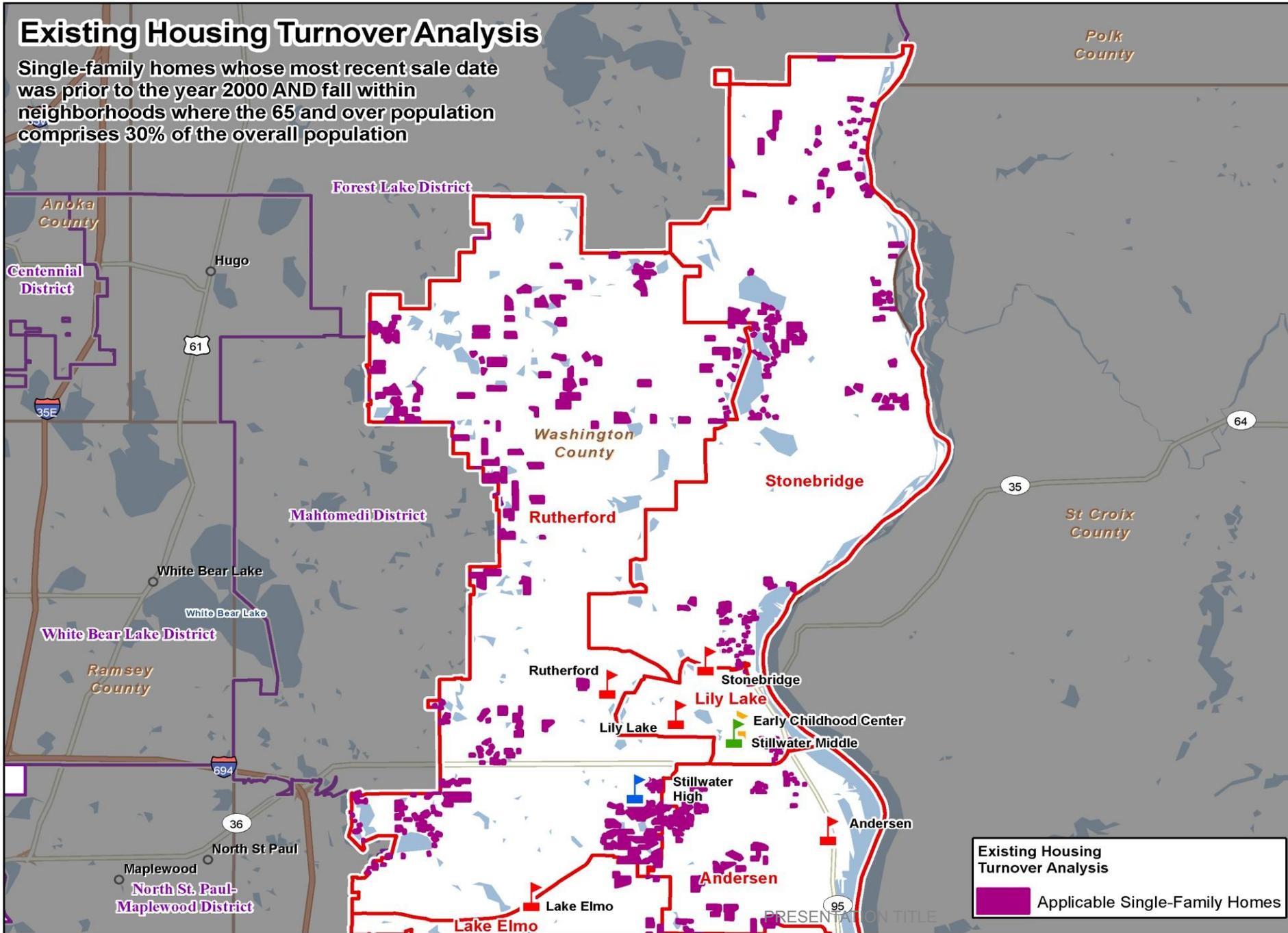
Approx. 750 single-family homes and townhomes planned / in development
Nearly 400 single-family homes and townhomes planned / future development

Above estimated to yield approx. 350 K – 12 students



Existing Housing Turnover Analysis

Single-family homes whose most recent sale date was prior to the year 2000 AND fall within neighborhoods where the 65 and over population comprises 30% of the overall population

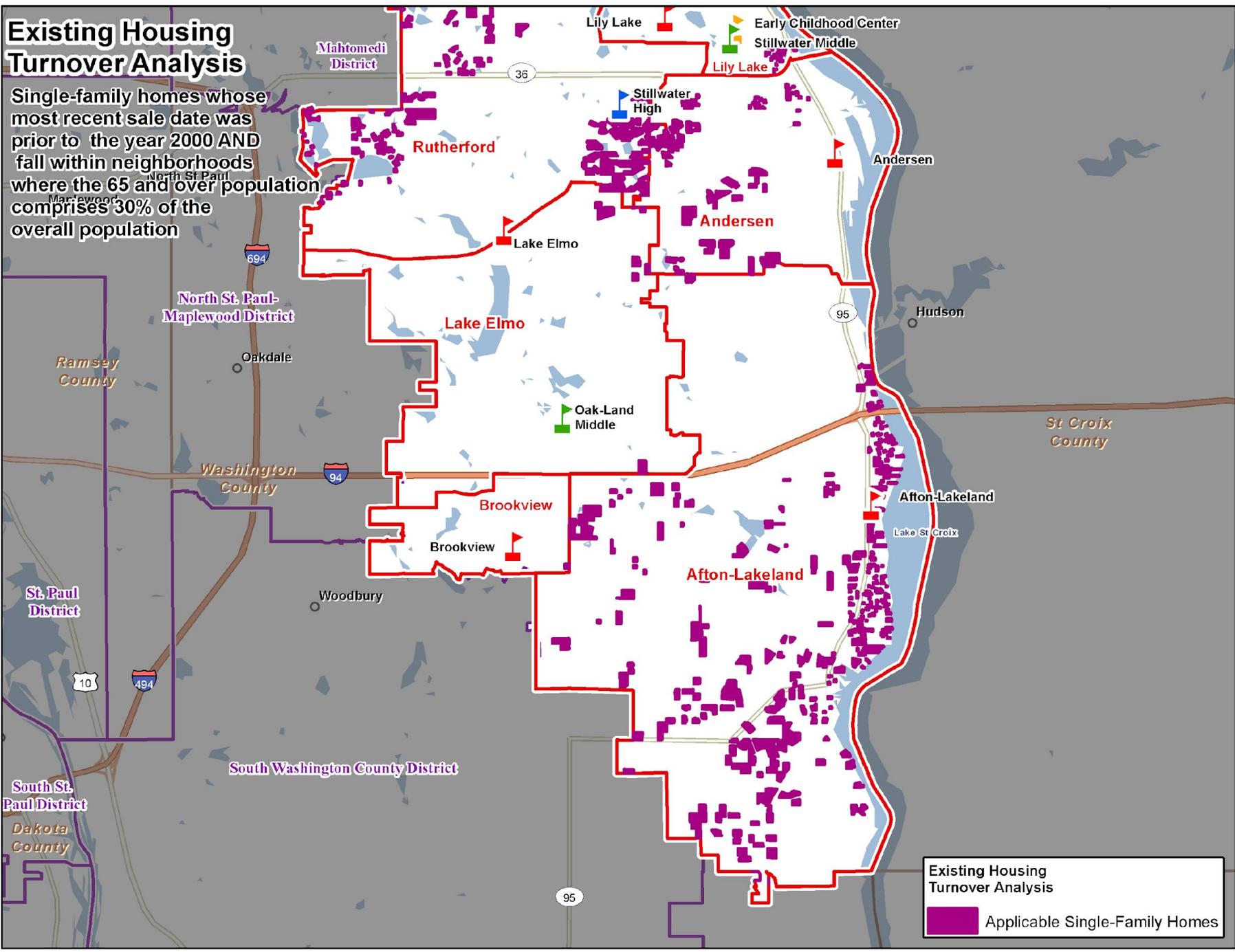


Existing Housing Turnover Analysis

■ Applicable Single-Family Homes

Existing Housing Turnover Analysis

Single-family homes whose most recent sale date was prior to the year 2000 AND fall within neighborhoods where the 65 and over population comprises 30% of the overall population

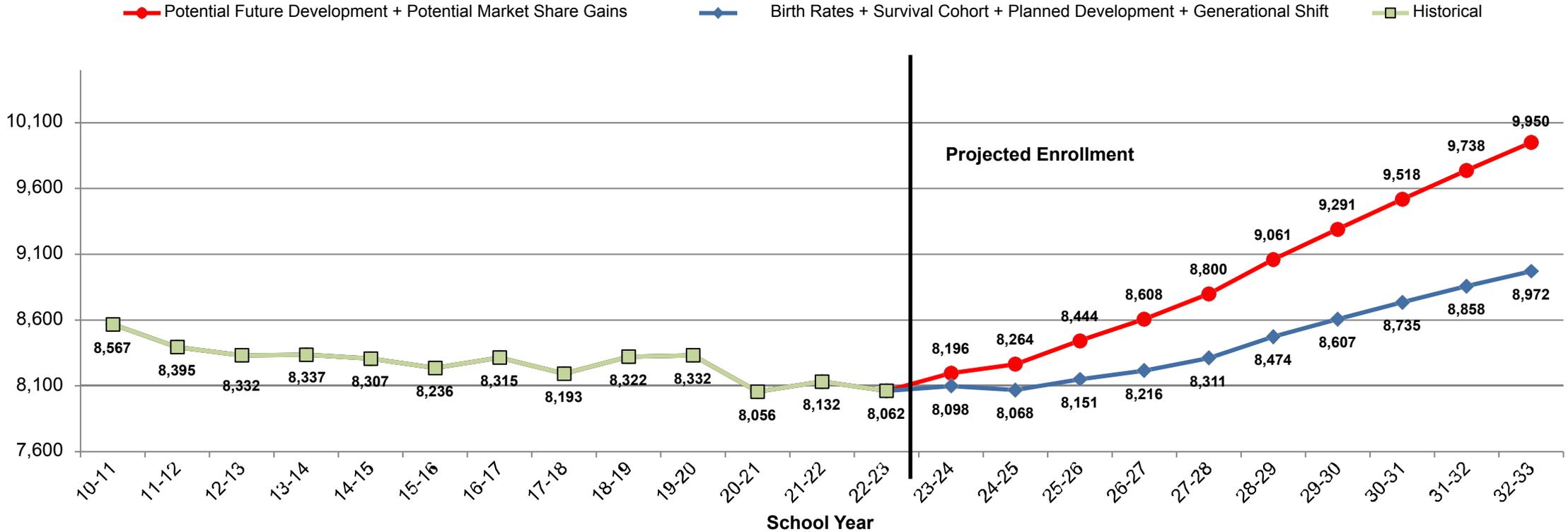


Existing Housing Turnover Analysis

Applicable Single-Family Homes

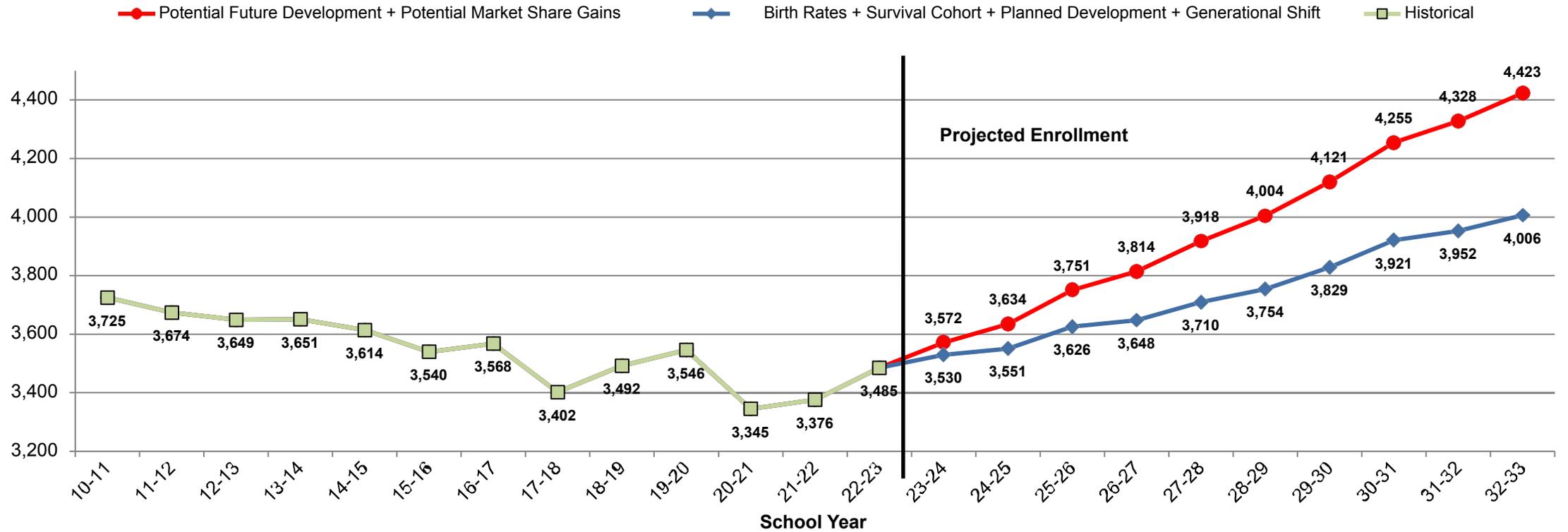
Enrollment Projections

Chart 1: Total Student Enrollment (K-12)



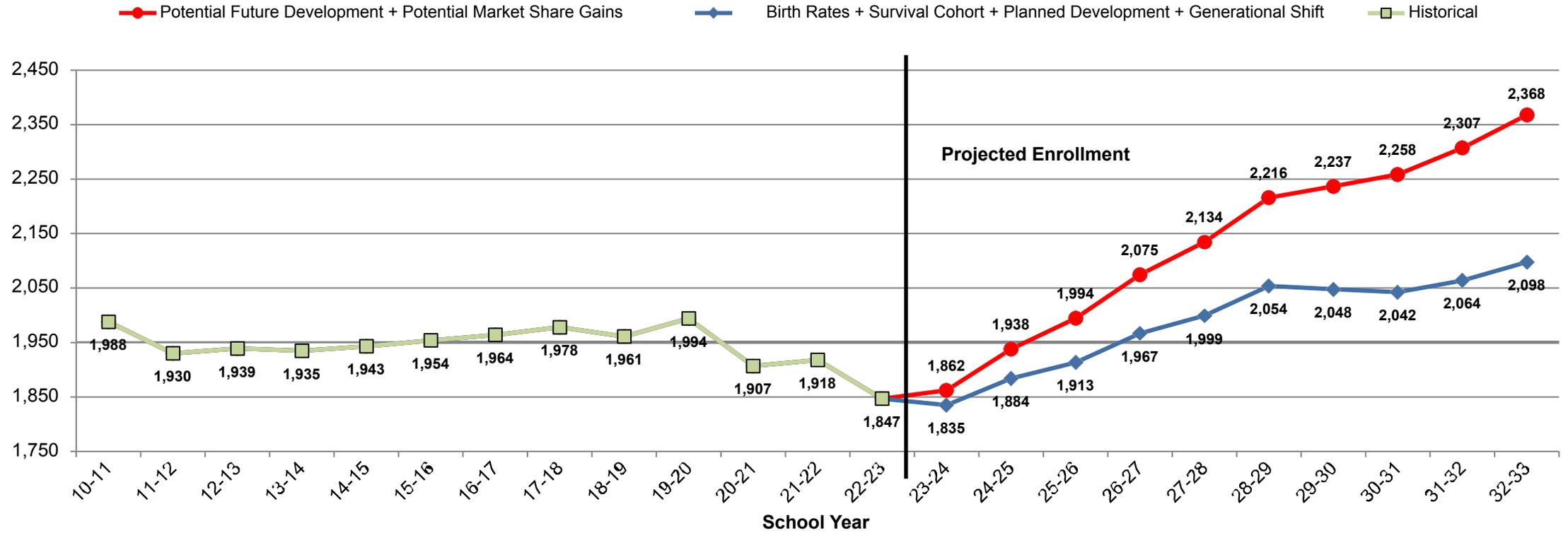
Enrollment Scenarios	% Facility Utilization 2022-2023	% Facility Utilization 2026-2027	% Facility Utilization 2031-2032
Current	87.6%	Not Applicable	Not Applicable
Birth Rates + Survival Cohort + Planned Development + Generational Shift	Not Applicable	90.3%	97.5%
Above Scenarios + Future Development + Potential Market Share	Not Applicable	95.6%	108.1%
Current K-12 Capacity	9,206		

Chart 2: Total Elementary Student Enrollment (K-5)



Enrollment Scenarios	% Facility Utilization 2022-2023	% Facility Utilization 2026-2027	% Facility Utilization 2031-2032
Current	87.7%	Not Applicable	Not Applicable
Birth Rates + Survival Cohort + Planned Development + Generational Shift	Not Applicable	93.3%	100.8%
Above Scenarios + Future Development + Potential Market Share	Not Applicable	98.6%	111.3%
Current K-5 Capacity	3,975		

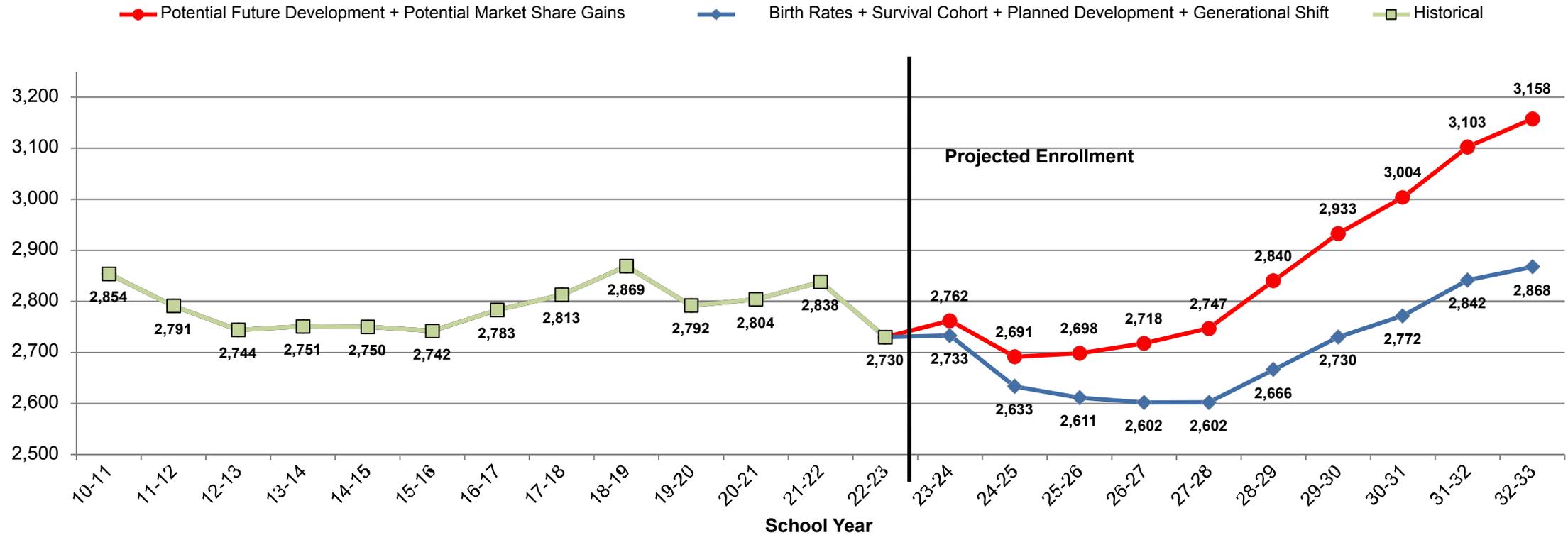
Chart 3: Middle Student Enrollment (6-8)



Enrollment Scenarios	% Facility Utilization 2022-2023	% Facility Utilization 2026-2027	% Facility Utilization 2031-2032
Current	81.3%	Not Applicable	Not Applicable
Birth Rates + Survival Cohort + Planned Development + Generational Shift	Not Applicable	88.0%	92.3%
Above Scenarios + Future Development + Potential Market Share	Not Applicable	93.9%	104.2%
Current Grades 6-8 Capacity	2,273		



Chart 4: Total High Student Enrollment (9-12)



Enrollment Scenarios	% Facility Utilization 2022-2023	% Facility Utilization 2026-2027	% Facility Utilization 2031-2032
Current	92.3%	Not Applicable	Not Applicable
Birth Rates + Survival Cohort + Planned Development + Generational Shift	Not Applicable	88.0%	96.9%
Above Scenarios + Future Development + Potential Market Share	Not Applicable	92.9%	106.7%
Current Grades 9-12 Capacity	2,958		



Enrollment: Areas of Concern

ENROLLMENT: AREAS OF CONCERN

Projected = Birth rate + Survival Cohort + Planned Development +
Generational Shift

Potential = Potential Future Development + Potential Market Share Gain

		Afton-Lakeland	Andersen	Lake Elmo	Oak-Land
PROJECTED 2031-2032	Enrollment	578	434	881	1,252
	% Facility Utilization	115.6%	115.8%	130.5%	114.4%
POTENTIAL 2031-2032	Enrollment	644	469	914	1,381
	% Facility Utilization	128.8%	125.1%	135.4%	126.1%

KEY MESSAGES

1. Facilities Development:

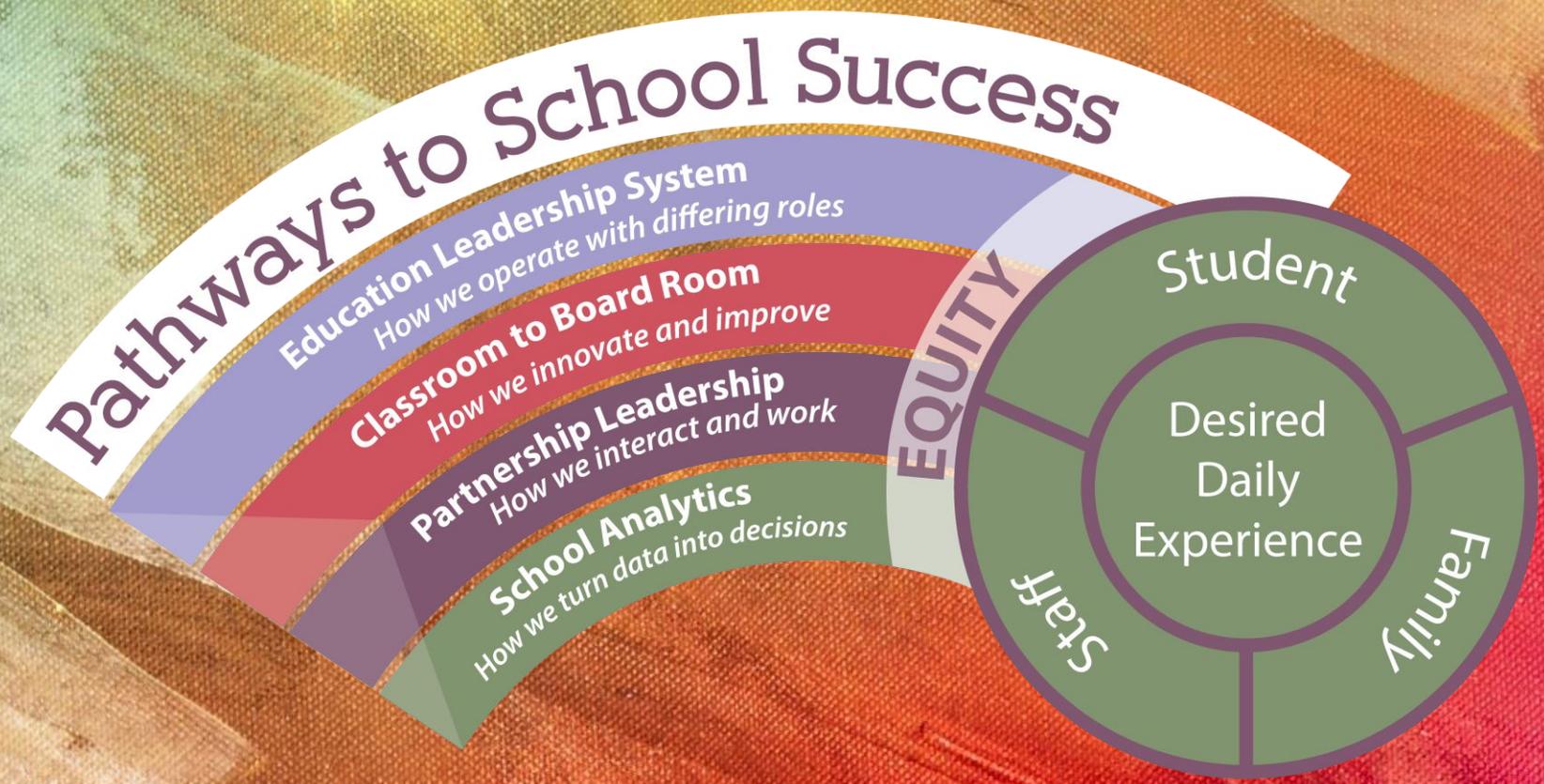
District needs to add capacity at the elementary and middle school levels as well as address known issues in aging facilities

2. Demographics:

The District is projected to grow in school-age population; inclusive of live birth, current market share, and planned development

3. Strategic Influence: The District can influence and monitor growth opportunities in:

- a. Student market share growth
- b. Future, not yet planned housing development
- c. Known areas of possible generational shifts in housing across next 10 years



Dennis Cheesebrow
dennisc@teamworksintl.net
t www.teamworksintl.net



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POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
DRUG AND ALCOHOL TESTING Transportation Operators– Drug and Alcohol Abuse Policy	SR-1.5 416	Adopted: 12-15-94 Revised:	Three Years

~~It is the policy of I.S.D. 834 to provide a safe and efficient transportation system for its students and staff. The Superintendent/designee is directed to develop, implement and enforce procedures that prohibit illegal drug and alcohol use by operators/contractors of vehicles used in I.S.D. 834-sponsored transportation.~~

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver’s license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver’s license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee,

is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. DEFINITIONS

- A. “Drug” means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.
- B. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
- C. “Other Employees” means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver’s license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver’s license are primarily governed by the provisions of the school district’s drug and alcohol testing policy relating to school bus drivers (Section IV). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver’s license is not mandated by federal law and regulations, such testing shall be governed by Section V of this policy and the drivers shall fall within this definition of “other employees.”
- D. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing.
- E. “Positive Test Result” means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

- F. “Random Selection Basis” means a mechanism for selection of employees that:
1. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 2. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
- G. “Reasonable Suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
- H. “Safety-Sensitive Position” means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

IV. **FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

All persons subject to commercial driver’s license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

A. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver’s expense.
2. Alcohol Possession. No driver shall be on duty or operate a commercial motor vehicle (CMV) while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance,

except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substances include medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

B. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

C. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of non-intoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana

V. **DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of commercial motor vehicles (CMVs) who are subject to federally mandated testing.

A. General Limitations

1. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1.
2. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. Job Applicant

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

2. Random Selection

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

3. Reasonable Suspicion

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a) is under the influence of drugs or alcohol;
- b) has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c) has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or

- d) has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

4. Treatment Program

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

5. Routine Physical Examination

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.C.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Explain Positive Test Result

- a) If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
- b) The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c) The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.
- d) Use of non-intoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used non-intoxicating cannabinoids or edible cannabinoid products.
- e) Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

4. Notice of and Right to Request Confirmatory Retests

- a) If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b) An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to

the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

5. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or H., below, whichever is applicable.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a) The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b) The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be:

- a) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, Chapter 43A or other applicable state

- or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding;
- b) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and
 - c) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

I. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice.

VI. **POSTING**

The school district shall post notice on the school district website that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection by its employees or job applicants in the school district Central Services Building.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Drug-Free Workplace / Drug-Free School	4189	Adopted: 09-13-1990 Renumbered: 3-11-21 REVISED:	Three Years

~~It is the policy of I.S.D. 834 that no employee shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C 812) and as further defined by regulation at 13 21 CFR 1300.11 through 1300.15, or in violation of any statute of the State of Minnesota. Adherence to all Administrative Regulations and Procedures shall be considered a condition of employment in I.S.D. 834.~~

ADMINISTRATIVE PROCEDURES AND REGULATIONS

Definitions:

~~"Work place" is defined to mean the site for the performance of work done in connection with employment. That includes any school building or any school premises; any school owned vehicle or any other school approved vehicle used to transport students to and from school or school activities; off school property during any school sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.~~

Condition of Employment:

~~Each employee shall notify his or her supervisor of his or her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, no later than five (5) days after such conviction.~~

~~Each employee shall abide by all the terms of this policy creating a drug free workplace.~~

~~Any employee who violates the terms of this policy shall satisfactorily participate in a drug abuse assistance or rehabilitation program in a treatment facility licensed by the State of Minnesota or Wisconsin. If the employee fails to satisfactorily participate in such program, the employee shall be non-renewed or his or her employment may be suspended or terminated, at the discretion of the Board.~~

~~All disciplinary action taken against employees for violation of this policy, including nonrenewal, suspension or termination, shall be imposed in accordance with procedures prescribed by State law, bargaining unit contracts, including those laws and rules affording due process to all employees.~~

I. PURPOSE

The purpose of this policy is to maintain a safe and healthy environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, non-intoxicating cannabinoids (including edible cannabinoid products), and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, non-intoxicating cannabinoids (including edible cannabinoid products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, non-intoxicating cannabinoids (including edible cannabinoid products), or controlled substances in any school location.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Non-intoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by any route of administration.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.

- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.
- I. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, non-intoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must

inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

- 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and non-intoxicating cannabinoids (including edible cannabinoid products).
- 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services; individual or group counseling services; and/or referral to law enforcement officials, when appropriate.
- 3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

- 1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any

criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)

Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)

Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)

Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)

Minn. Stat. § 609.684 (Abuse of Toxic Substances)

Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)

20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)

21 U.S.C. § 812 (Schedules of Controlled Substances)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<p>TOBACCO-FREE ENVIRONMENT Drugs, Tobacco, Alcohol Use/Violations</p>	<p>419 SR 1.7</p>	<p>Adopted: 6-28-71 Amended: 6-08-85 Revised:</p>	<p>Three Years</p>

~~It is the policy of I.S.D. 834:~~

~~The use of drugs for non-medical purposes, alcohol and tobacco are prohibited on school grounds or at activities sponsored by I.S.D. 834.~~

~~Employees and students shall not be under the influence of drugs or alcohol when performing any tasks related to roles as staff or student.~~

~~Employees or students found to have violated this policy shall be subject to discipline afforded within guidelines of contract, related policy and due process.~~

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)

Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)

2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Academic Achievement Plan Model Policy - School Dist Curriculum Instruction and Goals	601	Adopted: 8-09-2001 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

Students’ academic success and learning in Stillwater Area Public Schools is based on effective implementation of the interrelated components of standards, assessment, curricula, and instruction. Successful implementation of these systems results in a continuous improvement cycle of instruction, assessment of clearly defined learning objectives, and equity of access and opportunity for each and every student.

~~It is the policy of I.S.D. 834 that~~

Strategic and operational plans that provide for the focused delivery of learning will be developed and regularly made available to the community with the intent of ongoing dialogue to support improvement and student achievement.

~~Rationale: Plans are developed to provide for: the development of all students; guarding the public welfare; definition of the work and focus of the organization; accountability to community standards; and to demonstrate alignment of curriculum with the directives, values and mission of the district.~~

III. DEFINITIONS

A. “Academic standard” defines expectations for the educational achievement of public school students across the state in grades K-12. Standards and benchmarks are important because they:

1. identify the knowledge and skills that all students must achieve by the end of a grade level or grade band;
 2. help define the course credit requirements for graduation; and
 3. serve as a guide for the local adoption and design of curricula.
- B. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.
- C. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- D. “World’s best workforce” under Minn. Stat. § 120B.11 means striving to accomplish the following goals:
1. all children are ready for school;
 2. all third-grade students achieve grade-level literacy;
 3. all racial and economic achievement gaps between students are closed;
 4. all students are ready for career and college; and
 5. all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals for instruction and student achievement;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards;
 3. a system to periodically review and evaluate the effectiveness of all curriculum and instruction;
 4. strategies for improving curriculum, instruction, and student achievement;
 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and Black, Indigenous, and children of color are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

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

1. All students will be prepared to effectively participate in lifelong learning. Each student will have the opportunity and will be expected to develop and apply essential knowledge that aligns with the district's Profile of a Graduate. A Stillwater Area Public Schools student will be an effective:
 - a. Communicator: Can express themselves effectively in both written and oral communications. Listens actively to others and treats them with kindness and respect. Shows cultural understanding and global awareness when engaging with others.
 - b. Collaborator: Builds strong relationships and works effectively and respectfully with diverse teams. Seeks out diverse ideas and perspectives. Values the individual contributions made by each team member.
 - c. Critical Thinker: Shows empathy for others. Can solve complex problems and is able to discern accurate and relevant information. Reasons effectively to make sound judgments and decisions.
 - d. Creator: Is courageous, takes risks and learns from failure. Is open-minded and responsive to new and diverse perspectives. Is flexible and can adapt to new environments and situations. Carefully considers ideas in order to improve and maximize creative efforts.
 - e. Self-Advocate: Remains curious and loves to learn new things. Understands personal strengths and weaknesses and is motivated and confident. Follows their passions and interests.

C. Multiple performance measures will be utilized to determine progress in striving to create the world's best workforce and must include at least the following:

1. rigorous course taking, including college-level advanced placement, postsecondary enrollment options, concurrent enrollment, industry certification courses or programs, and other enrichment experiences;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and

4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

Each measure will include analysis of all students as well as by subgroup to identify achievement gaps and inform continuous improvement efforts.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Evaluation of the Instructional Program	604 603	Adopted: 1-17-1972 Reviewed: 5-08-1985 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

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

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. ~~It is the policy of I.S.D. 834 that the Board of Education expects~~ Faculty and administration ~~to~~ shall regularly evaluate the educational program as a means to improve opportunities for students. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

~~Rationale: — Continuous evaluation and reflection are components of the highest quality processes for improvement.~~

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. ~~The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.~~

B. The school district shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The advisory committee membership shall be a reflection of the school community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable, per Minn. Stat. § 120B.11 Subd. 3.

C. Within the ongoing continuous improvement process of curriculum development, the

following needs shall be addressed:

1. Provide for the articulation of courses of study from pre-kindergarten through grade twelve.
 2. Identify minimum objectives for each course and at each 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 resources for specific and special needs of all members of the student community.
 6. Develop a local literacy plan that is comprehensive, scientifically-based and consistent with law to have every student, including English Learners, reading at grade level.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- F. 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.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical

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

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Instructional Curriculum	603 604	Adopted: 12-13-2001 Revised: 5-22-2008 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

~~It is the policy of I.S.D. 834 that it shall develop and maintain~~ An articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations shall be developed and maintained.

III. CURRICULUM REQUIREMENTS

- A. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas.
- B. 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, including algebra, geometry, statistics and probability;
 3. Science, including biology, chemistry, and physics;
 4. Social studies, including history, geography, economics, government, and citizenship that includes civics;
 5. Health and physical education;
 6. The arts, including dance, media arts, music, theater, and visual arts;
 7. Career and technical education; and

8. World languages.

- C. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- D. 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.
- E. 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.
- F. Teachers will provide comprehensive, scientifically based reading instruction so that every child may be expected to achieve grade-level benchmarks. The program or collection of practices must include:
 - 1. comprehensive instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension);
 - 2. instructional strategies for continuously assessing and evaluating reading progress (including screening for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified)
 - 3. process to communicate the student's reading progress and needs; and
 - 4. alternate instructional strategies under Minn. Stat. § 125A.56, Subd. 1. A, while the student is in the regular classroom, when a student is identified as having a reading difficulty.

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

- G. The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- H. The school district will provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- I. 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:
 - 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;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 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;
 - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 - 5. help students access education and career options;
 - 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;
 - 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; and
 - 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
 - 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 coursework.

- J. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- K. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law.

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; Personal Learning Plans)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Selection and Review of Instructional Resources	606	Policy Adopted: 3-29-79 Amended: 5-08-85 Amended: 7-27-95 Amended: 6-24-99 Amended: 8-07-03 Renumbered: 3-11-2021 Revised:	3 Years

~~It is the policy of I.S.D. 834 that it recognizes the need for providing quality instructional resources which support I.S.D. 834's Mission, Core Values, and instructional program.~~

~~The I.S.D. 834 Board of Education is legally responsible for the operation of the schools. Resources selected shall be consistent with I.S.D. 834's Mission and Core Values and contribute to the instructional program for which they will be used.~~

~~The I.S.D. 834 Board of Education directs the Superintendent/designee to implement rules and procedures which provide for:~~

~~Definition of instructional resources:~~

~~Materials to support the instructional process (Rule I)~~

~~Responsibility for selection:~~

~~Delegated to certified teaching personnel by the school board (Rule II)~~

~~Criteria for selection:~~

~~Resources selected based on specific criteria (Rule III)~~

~~Procedures for selection/use/retention (Rule IV)~~

~~Instructional Resources Review and Request for Alternative Instruction~~

~~Opportunity for curriculum review and request for alternative instruction~~

~~Challenge procedure (Rule VI)~~

~~**Process to challenge selected resources**~~

~~Guidelines pertaining to overdue, damaged, or lost materials (Rule VII)~~

.....
~~ADMINISTRATIVE PROCEDURES AND REGULATIONS~~

~~Adopted: 7-27-95~~

~~Amended: 6-24-99~~

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.

District 834 encourages staff to innovate and test effective strategies that are designed to enhance student achievement. This includes use of curriculum enhancements and methodologies that result in higher academic success for all students.

Resources shall enhance learning and critical thinking and promote ~~tolerance, respect,~~ and understanding of all individuals and groups. Resources shall be selected to bring ~~connection, articulation, and~~ focus to the teaching process.

III. DEFINITIONS ~~of Instructional Resources:~~

A. Instructional Resources

Instructional resources are defined as anything ~~which~~ that is read, listened to, manipulated, observed or used by students as part of the instructional process in classrooms and ~~in~~ school-sponsored activities. Instructional resources include, but are not limited to, the following: books; periodicals; manipulatives; textbooks; audio and visual recordings; online databases; ~~films/videos,~~ Internet sites; device apps and web-based applications; ~~television programs~~ and other print, non-print, and electronic resources, field trips, and speakers.

B. Core Instructional Resources

Core resources are instructional resources that comprise the standard learning experience of a course and are consistently utilized across all sections. Core resources are maintained throughout the span of a review cycle. Examples of core resources may include textbooks, whole-class novels, and lab kits.

C. Supporting Instructional Resources

Supporting resources are instructional resources that are provisionally selected in order to complement core resources on a given topic. Usage of supporting resources may vary by student, section, and teacher and are implemented over a short instructional period. Examples of supporting resources may include current event articles, internet resources, and student-selected materials.

IV. RESPONSIBILITY FOR SELECTION

A. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

~~The responsibility for the selection of instructional resources is delegated to certified teaching personnel. Responsibility for coordinating and recommending selection and procurement of textbooks and other instructional resources rests with the appropriate teacher(s), library media specialist, department chairperson, curriculum committees, and the district Director of Curriculum and Instruction. The school board of Independent School District 834 recognizes that the freedom to choose from a wide range of instructional resources is an integral part of a free society. Teachers, by virtue of their training and experience, are best qualified to select instructional resources for use with their students. Teachers will select instructional resources for use with their students as defined by criteria for selection/use/retention in Rule III.~~

~~All certificated personnel in the district will follow the procedures for selection of resources as set forth in this policy. School district support is assured to the extent that the rules and procedures stated in this policy are followed.~~

V. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ~~Criteria for Selection/Use/Retention:~~

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

~~Resources which are selected/used/retained will:~~

- C. Consistent with District 834's mission and core values, professional staff shall use the following criteria for the selection, use, and retention of instructional materials. The materials shall:
 - 1. ~~be~~ be quality materials, appropriate to the level of instruction, and support the goals and objectives of the education programs; ~~pertinent to curriculum~~
 - 2. be appropriate to the age, social development and maturity of the users;
 - 3. be judged in total rather than in part;
 - 4. represent a diversity of views and expression in order to promote learning, critical thinking and objective evaluation;
 - 5. promote ~~tolerance~~, respect and understanding of individuals and groups to foster appreciation for cultural diversity and varied opinion;
 - 6. reflect the history, culture and contributions of members of a diverse society;
 - 7. be used in a manner that enables students to recognize potential bias;
 - 8. provide a background of information designed to motivate students to:
 - a) examine their own attitudes and behaviors.

- b) comprehend their duties, responsibilities, rights and privileges in a democratic society.
9. permit grade-level instruction for students to read and study documents that contributed to the foundation or maintenance of the United States' representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 10. not censor or restrain instruction in United States or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

~~In addition, resources used in the classroom which contain gratuitous acts of violence, explicit sexual acts, and/or obscene language may be considered controversial and may be introduced into the classroom after consultation with the building principal and parental notification (see Rule V). Films and videos and television will be selected/used for their educational value rather than solely for entertainment purposes within the instructional day.~~

D. IV. Procedures for Selection/Use/Retention:

~~The teacher has the right to select resources that he or she believes will increase effectiveness in meeting curriculum objectives. The teacher recognizes the responsibility to use good judgment in the selection/use/retention of resources. The teacher who is in doubt concerning the advisability of using certain resources which may be controversial in the classroom will consult with the building principal or designee and determine a next course of action. This may include parental notification so that the parents or guardians may have the opportunity to review the material and arrange for alternative instruction (see Rule V).~~

~~Gift resources will be judged by the criteria for selection/use/retention and should be accepted or rejected on that basis. (see Rule III).~~

1. In selecting/using/retaining resources for instructional programs, professional personnel will, when applicable:
 - a) assess curricular needs.
 - b) evaluate the existing resources for educational suitability.
 - c) preview or examine the **potential** resources. ~~(whenever possible)~~
 - d) select, use and retain resources according to criteria. ~~(see Rule III)~~
 - e) collaborate, **when where** possible, with other agencies such as other professional organizations, libraries, **and** electronic databases.
 - f) refer to reputable, professionally prepared reviews. ~~use curriculum advisory committee and/or departments to collaborate and to assist with major instructional resource selection~~
 - g) remove resources **that are** no longer **used for instruction**. ~~of educational value~~
 - h) view films/videos in **their** entirety before use to determine if they meet criteria. ~~(see Rule III)~~
2. **Additionally, the following procedures will apply to specific types of resources.**

- a) Core Instructional Resources:
 - (1) Selection of core instructional resources must follow the long-range curriculum development and ongoing continuous improvement process.
 - (2) The curriculum advisory committee should be used to collaborate and to assist with core instructional resource selection.
 - (3) Any proposed lease, purchase, or contract for instructional materials in excess of Board limits under MN Stat. § 123B.52, Subd.2 and MN Stat. § 471.345, Subd. 3 must be specifically authorized by the Board.
- b) Supporting Instructional Resources;

The teacher may select supporting instructional resources that will increase effectiveness in meeting curriculum objectives. The teacher recognizes the responsibility to use good judgment in the selection, use, and retention of resources. The teacher who is in doubt concerning the advisability of using certain resources that may be controversial in the classroom will consult with the building principal or designee and determine a next course of action.
- c) Gift resources will be judged by the criteria for selection, use, and retention as stated above and should be accepted or rejected on that basis.
- d) Instructional resources that contain material known to be controversial, ~~which is relevant to the course content~~, such as ~~gratuitous~~ acts of violence, ~~explicit~~ sexual acts, and/or obscene language may be introduced into the classroom ~~presentations and discussions~~ after consultations with and approval by the building principal and parental notification. Parents or guardians shall have the opportunity to review the material and arrange for alternative instruction.

VI. ~~V~~INSTRUCTIONAL RESOURCES REVIEW AND REQUEST FOR ALTERNATIVE INSTRUCTION

- A. Parents, guardians or adult students, 18 years of age or older, can review the content of instructional resources used in the classroom. Arrangements to review resources can be made with school personnel ~~at any time. School personnel will notify parents regarding the use of instructional resources known to be controversial. This notification will be sent in a timely manner, so that parents have the opportunity to review the resource and/or select alternative instruction prior to its use in the classroom.~~
- B. If the parent, guardian or adult student objects to the content of the instructional materials, alternative instruction may be requested.
- C. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student.
- D. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian or adult student.

- E. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction. School personnel may evaluate and assess the quality of the student's work.

VII. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

~~VI. Challenge Procedure:~~

A. Statement of Procedure and To Whom It Applies

~~Administrative rules and regulations attendant to t~~This policy provides procedures by which adult students, parents, or guardians ~~or employees~~ may request reconsideration of instructional resources. ~~In the event that resources are challenged on these grounds, the First Amendment Rights of the Constitution of the United States of America are of primary importance. These rights are further delineated in the Library Bill of Rights of the American Library Association and in the Minnesota Board of Education's Policy on the Freedom to Teach, to Learn, and to Express Ideas in the Public Schools.~~

B. Origin of Challenge

A challenge is defined as a written or verbal statement of opposition to a resource requesting that it be excluded, included, or restricted. ~~A challenger must be a parent, guardian, adult student of or employee of the school district who objects to the inclusion or exclusion of instructional resource(s) in the district's educational program. Only a challenger may issue a challenge.~~

C. Step by Step Procedure When a Challenge Occurs

1. The challenger will be directed and assisted in meeting with the appropriate teacher(s), library media specialist(s) or instructor(s) for an informational meeting regarding the use of the resource in question. The staff member will immediately advise the school principal or designee of the challenge and then attempt to resolve the issue informally in a respectful manner.
2. After reading or viewing the challenged material in its entirety, the challenger will be given a copy of this policy and may submit a "Statement of Concern About Instructional Resources" form to the principal of the school involved. The certified personnel involved will submit to the principal a "Staff Response to Challenged Resources" form within five (5) working days of receipt of the "Statement of Concern About Instructional Resources." The principal will inform the superintendent and other appropriate personnel of the challenge. A complete copy of the "Staff Response to Challenged Resources" will be provided to the challenger.
3. Upon receipt of the completed forms, ~~the principal will request review of the challenged material by~~ a Resource Review Committee ~~will convene~~ within fifteen (15) working days. It will be up to the discretion of the ~~involved principal~~ superintendent or their designee whether or not the challenged resource be used during the reconsideration process. The membership of the committee will be composed of the superintendent's designee, the principal, ~~the~~ a library/media specialist, two parents, students where appropriate, and three teachers ~~appointed by the principal~~. No committee member will be a party to the challenged resource's request for reconsideration.

4. ~~Upon receipt of the completed forms,~~ The Resource Review Committee will take the following steps:
 - a) Read, view or listen to the resource in its entirety;
 - b) Invite the challenger and certified staff to the meetings of the committee as observers if they wish to be present for purposes of clarification;
 - c) Check general acceptance of the resource by reading reviews and consulting recommended lists;
 - d) Determine the extent to which the resource supports the curriculum and meets the selection/use/retention criteria;~~(see Rule III).~~
 - e) Review the “Statement of Concern” and “Staff Response to Challenged Resources” in the presence of the certified staff and challenger if they wish to be present to observe the proceedings;
 - f) Complete the “Resource Review Committee Response” form, judging the material for its strength and value as a whole and not in part; and
 - g) Present a written decision to the challenger within twenty (20) working days of the ~~principal’s receipt of the “Statement of Concern About Instructional Resources” form following the~~ initial Resources Review Committee meeting.
5. If either party is not satisfied with the decision of the Resource Review Committee, the decision may be appealed to the school board through the superintendent. The school board shall notify the challenger when the challenge will be considered by the board. Any decision made by the school board will be final.

VIII. GUIDELINES PERTAINING TO OVERDUE, DAMAGED OR LOST INSTRUCTIONAL RESOURCES

Instructional resources or media center materials issued to students become the responsibility of the student. Loss or unreasonable wear and tear will result in the student being appropriately assessed for the resource. Consequences may result from failure to compensate the school district for lost or damaged textbooks or library materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
 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 (Education for English Learners Act)
 Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)



Revoke Policy: 1/24/2023

EDUCATION PROGRAMS

[Redacted]			
Resource Identification and Use	606.1	Adopted: 10-09-2003 Renumbered: 3-11-2021	

It is the policy of I.S.D. 834 that the I.S.D. 834 Board of Education will allocate resources (human, physical and fiscal) that support the attainment of Board of Education directives for which the Superintendent is accountable.



Revoke Policy: 1/24/2023

EDUCATION PROGRAMS

Sanctioned Risk	606.2	Adopted: 10-09-2003 Renumbered: 3-11-2021	

It is the policy of I.S.D. 834 that the I.S.D. 834 Board of Education encourages staff to innovate and test effective strategies that are designed to enhance student achievement. This includes use of curriculum enhancements and methodologies that result in higher academic success for all students.

Rationale: Student achievement can be enhanced by the use of innovative strategies



SCHOOL BOARD VACANCY BY APPOINTMENT TIMELINE 2023

Date	Task
January 24	Regular Meeting to declare vacancy by resolution
January 25	Post application on website
January 25 - February 8 at 3 PM	Accept applications
February 14	Conduct interviews after board meeting
February 28	Appoint successor by resolution at regular board meeting
March 30	30 day period for petition
April 11	Seat successor and administer Oath of Office at a regular board meeting