

## Study Session

Tuesday, October 8, 2024 6:00 PM

Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I. <b>Call to Order</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
II. <b>Roll Call</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
III. <b>Pledge of Allegiance</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
IV. <b>Approval of Agenda</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
V. <b>Consent Agenda</b>	
V.A. Payment of Invoices - September 21, 2024 through October 4, 2024	<b>Speaker (s) :</b> Ms. Marie Schrul, Executive Director of Finance
V.B. Policy 708 - Transportation of Nonpublic Students	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services
VI. <b>Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs</b>	
VI.A. Report: Afton-Lakeland Elementary Building Update	<b>Speaker (s) :</b> Ms. Gina Doe, Afton-Lakeland Elementary Principal
VI.B. Report: Data Use Planning	<b>Speaker (s) :</b> Ms. Gina Doe, Afton-Lakeland Elementary Principal and Ms. Skye Hoekstra, Teaching and Learning Coordinator
VII. <b>Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students</b>	
VIII. <b>Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning</b>	
VIII.A. Report: First Reading Policies; 707 - Transportation of Public School Students; 710 - Extracurricular Transportation; 711 - Video Recording on School Buses	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services
IX. <b>Strategic Direction D: Develop strong partnerships with the communities we serve</b>	
IX.A. Report: Bond Update	<b>Speaker (s) :</b> Mr. Mark Drommerhausen, Executive Director of Operations
X. <b>Adjournment</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair

**NON-INSTRUCTIONAL OPERATIONS**

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
<b>Transportation of Nonpublic Students</b>	<b>708</b>	<b>Approved: 10-10-2023</b>	<b>Three Year</b>

**I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

**III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school must pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of

transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.

- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

#### **IV. STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district must provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school must pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the

student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A

#### V. **APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

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

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.84 (Policy)

Minn. Stat. § 123B.86 (Equal Treatment)

Minn. Stat. § 123B.88 (Independent School Districts, Transportation)

Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)

Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)

*Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)

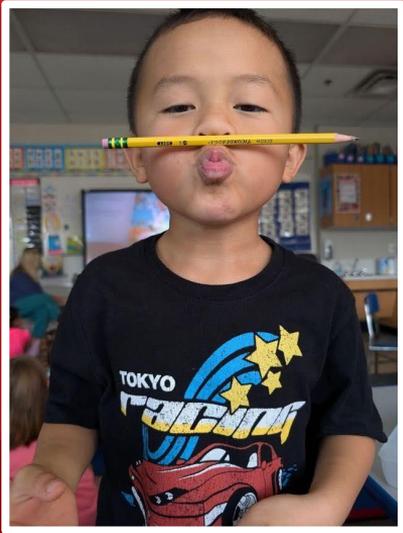
*Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)

*Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8<sup>th</sup> Cir. 1992)

Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

***Cross References:***

MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)



# Afton-Lakeland Elementary

Presented to the School Board  
October 8, 2024





# About Our School

	Afton-Lakeland	District
<i>Free &amp; Reduced Lunch:</i>	<b>16.8%</b>	21.7%
<i>Multilingual Learners:</i>	<b>2.6%</b> <i>(Note: 7% current)</i>	3.9%
<i>Special Education:</i>	<b>19.3%</b>	18.1%
<i>Students of Color:</i>	<b>13.6%</b>	25.1%

Source: 2024 Report Card, Minnesota Department of Education

## **Many communities**

Afton, Lakeland, Lakeland Shores, St. Croix Beach, St. Mary's Point, West Lakeland & Woodbury

**Total Enrollment:  
463 students  
(preK-5)**

*Capacity:  
500 students*



# Current Reality

## Strengths

- Building culture
- Family engagement
- Data-based decision making
- Systems alignment
- Consistent student growth

## Challenges & Opportunities

- Multilingual learners
- Reading proficiency
- Diversity/Equity/Inclusion
- Systems for behavior and SEL support



# Building Culture

- “All students are our students” mindset
  - Buy-in - staff & students
  - Team approach - EVERYONE steps up for students
  - No excuses
  - Student centered/led
  - Trust
  - Find joy in each day
- Servant Leadership





# Family Engagement

- Approval scores in the 90% on the district communication survey
- High levels of parent/community volunteers
- High attendance rates at all school events



# Data-Based Decision Making

Dig deeper into data as a building

- BARR Data
  - Small & Big Block
  - UTime - SEL Curriculum
  - Community Connect
  - Streamlined MTSS process
- Researched and found/implemented targeted resources
- Green Room Usage
  - Breaks, CICO, Problem-solving visits



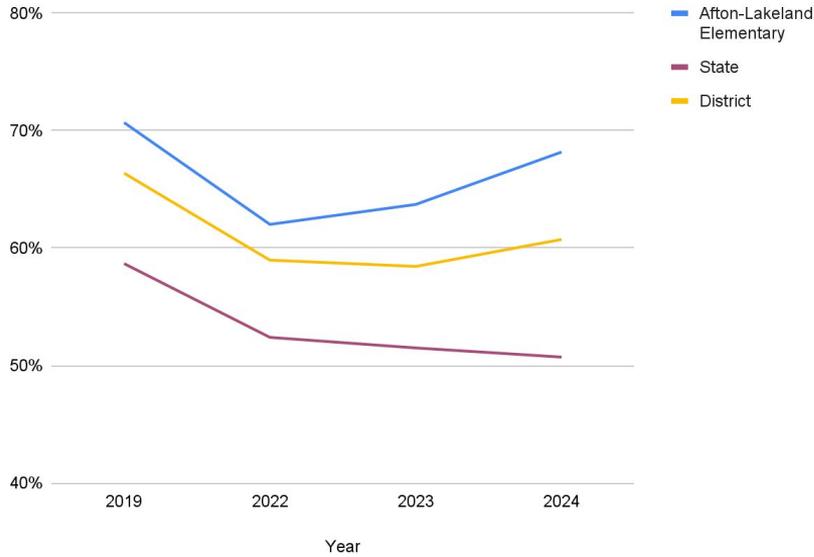
# Systems Alignment

- Alignment of SEL, Academic/Behavioral Interventions & Building Goals
- Focused Building Goal
- BARR & Collaborative Action Team (CAT) goal setting
  - Tier 1, 2, 3 student goals
- Vertical Alignment - Student experiences
  - Database to record our student experiences, plan for continuity and equity

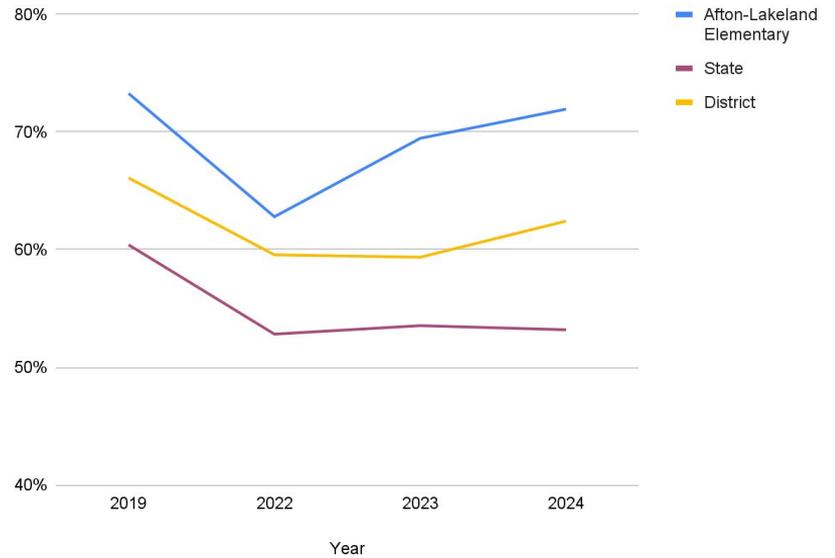


# Consistent Growth

### MCA/MTAS Reading Over Time - A-L



### MCA/MTAS Math Over Time - A-L





# Multilingual Learners

- ML students are not showing growth or meeting MCAs
- Growing population without adequate support
  - Initially 0.4FTE was allotted for A-L's 33 students
  - Level 1 & 2 Kindergartners should receive ML instruction 5 days a week, we can provide 2 days
- Need for a staffing model that is flexible and meets the needs of buildings as ML population increases



# Reading Proficiency

## 68% MCA Reading proficiency

- Current reading curriculum is not meeting student needs
  - Need for targeted resources for “bubble” & ML students
  - **Read Theory**
    - *Grades 2-5 (Funded by Partnership Plan Grant)*
    - Focus on 40-59% students & Special Education during WIN (What I Need) time
- Second grade class ratio is equal to intermediate grades
  - 29 students in a class inhibits reading proficiency



# Diversity/Equity/Inclusion

## Lack of DEI student experiences and literacy resources

- **Read aloud books** - *Diverse Topics*
  - Books discuss and show different types of diversity (race, culture, gender, etc.)
  - Lesson ideas for discussing and learning about diversity
- **ReadWorks**
  - Article-A-Day, 10-minute routine - Builds background knowledge, vocabulary, and reading stamina
  - Intentionally target building up multilingual learners and Special Education student skill sets
  - Challenge articles - Gifted and Talented clusters
  - Scope & Sequence - Diverse and Inclusive topics



# Systems for SEL & behavioral support

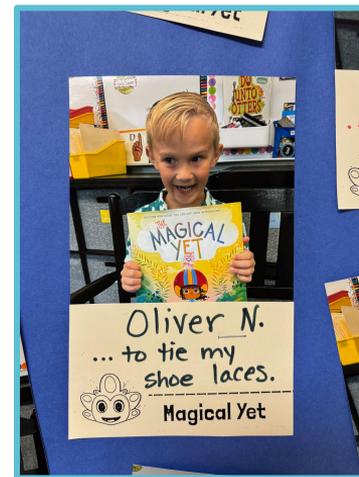
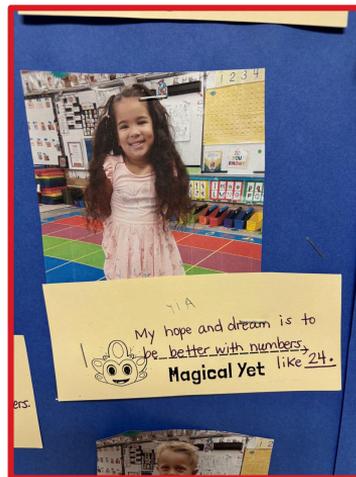
- Lean system for administrative/SEL support
  - 463 students with one administrator & one social worker
- Help for students with SEL needs is not timely or consistent
- Time during the school day is spent disproportionately on logistical and behavior support
  - Inability for a daily focus on instructional leadership



# Summary

- A-L is a right sized school with high family engagement
- Belief that we are not there “yet”
- Dedicated staff all focused in moving the same direction!





# Leadership Focus for 2024-25

- We are purposeful in what we do.
  - Use this lens: How does this improve learning?
- We embrace professionalism in how we interact and how we learn
- We are synchronized - No more silos
- We meet less

Expect  
**More.**

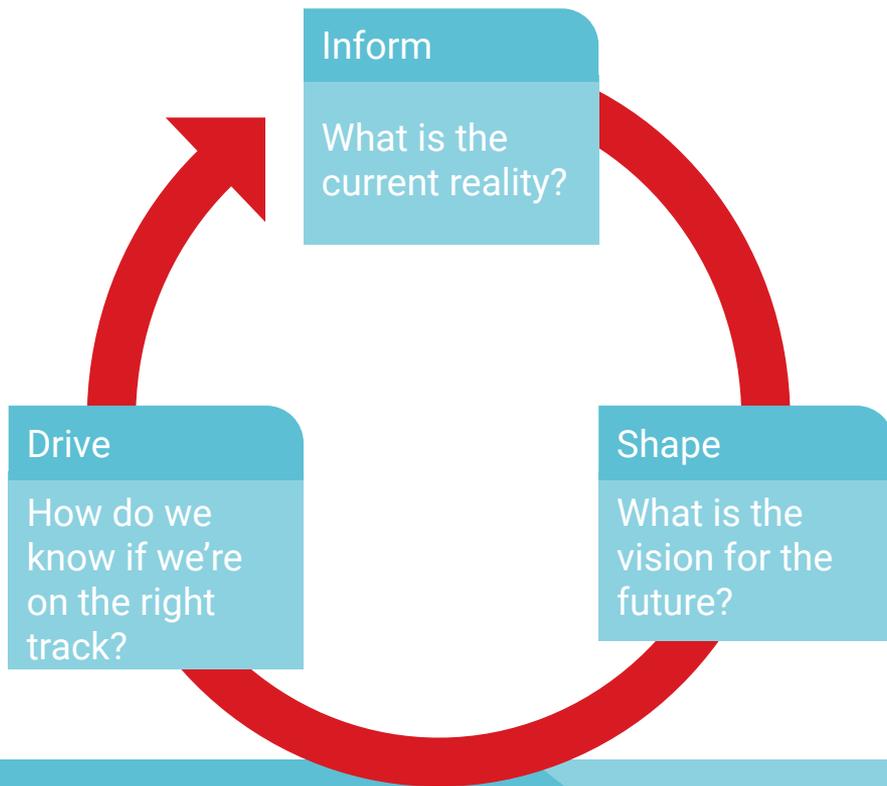


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# Data for Instructional Leadership

*Presented to the School Board  
October 8, 2024*

# The Data Cycle



**How do we use data to change student outcomes and learning?**

- Inform
- Shape
- Drive



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# 1. Inform

- What is the current reality at multiple levels:
  - Nationally
  - District Wide
  - School Wide
  - Grade Wide
  - Classroom specific
  - Student Specific
- Must ground our decisions
  - Informative vs. **Interpretive**

## Science of Reading

- **Reality:** students are not reading at grade level



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## 2. Shape

What is the vision for the future?

What do we know about what works?

Different types of evidence:

- Internal vs external
- Experiential vs Experimental

## Science of Reading

- **Theory of Change:** If we train teachers in the science of reading, more students will read proficiently
- **Evidence:**
  - Pilot program
  - Other MN districts and MDE guidance
  - Other states (TN, MS)



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# 3. Drive

How do we know if we're on the right track?

- Fidelity of implementation
- Measure what matters
- Stay the course
  - Intentional adaptation

What unanticipated outcomes do we see?

- Revisit the data cycle

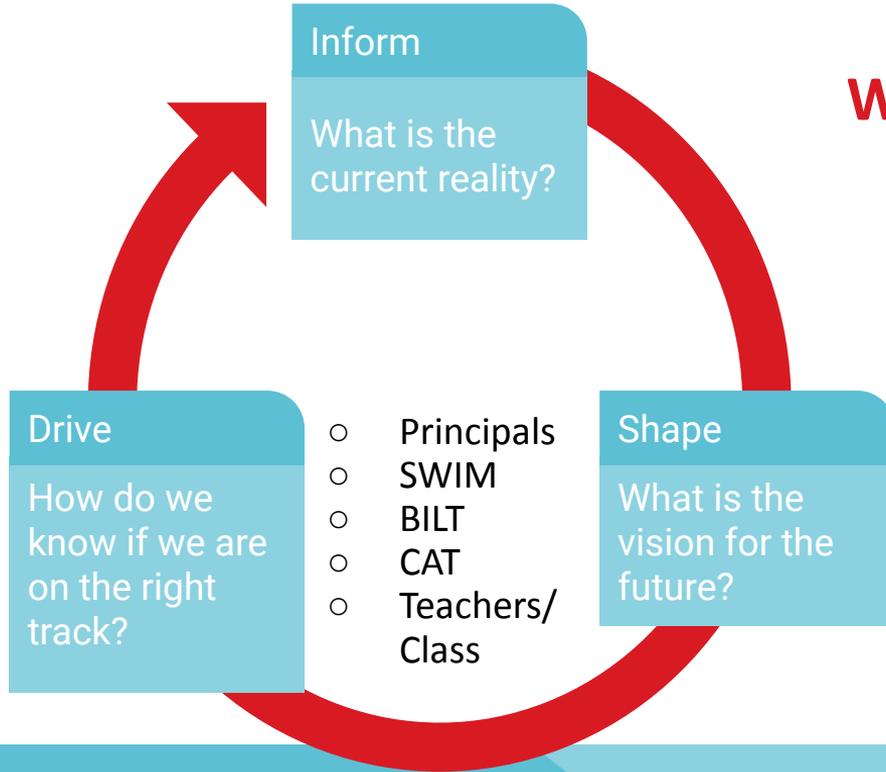
## Science of Reading

- **Outputs:** # of teachers trained, hours of training
- **Outcomes:**
  - **Short:** progress monitoring, CAT inquiry cycles
  - **Medium:** FAST screeners
  - **Long:** MCA, ACCESS, course enrollment, Cohort Growth



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# The Data Cycle



**What does this cycle look like for:**

How do these cycles interact with one another?

What are the different ways we use data within buildings?



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# Why do we screen ALL students?

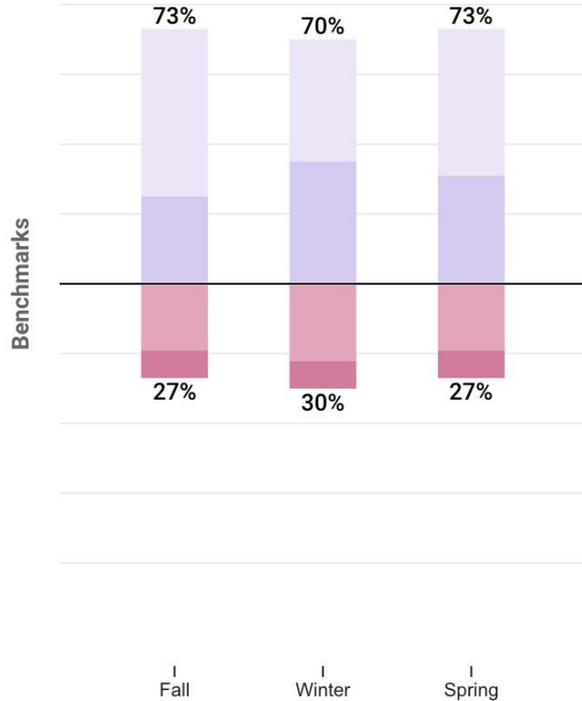
**Universal screening**, by definition, is the process of collecting valid and reliable data multiple times a year with all students.

## **Purpose:**

1. To identify needs within **Tier 1** Instruction
2. To identify students who may be at risk for poor learning outcomes
3. To plan Tier I, Tier II, and Tier III instruction for all students [MTSS]



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# Benchmarks

A student not meeting a benchmark is either at "some risk" or at "high risk" of not being on track

Think: "we want 80% or more students above the line"



HIGH RISK



SOME RISK



LOW RISK

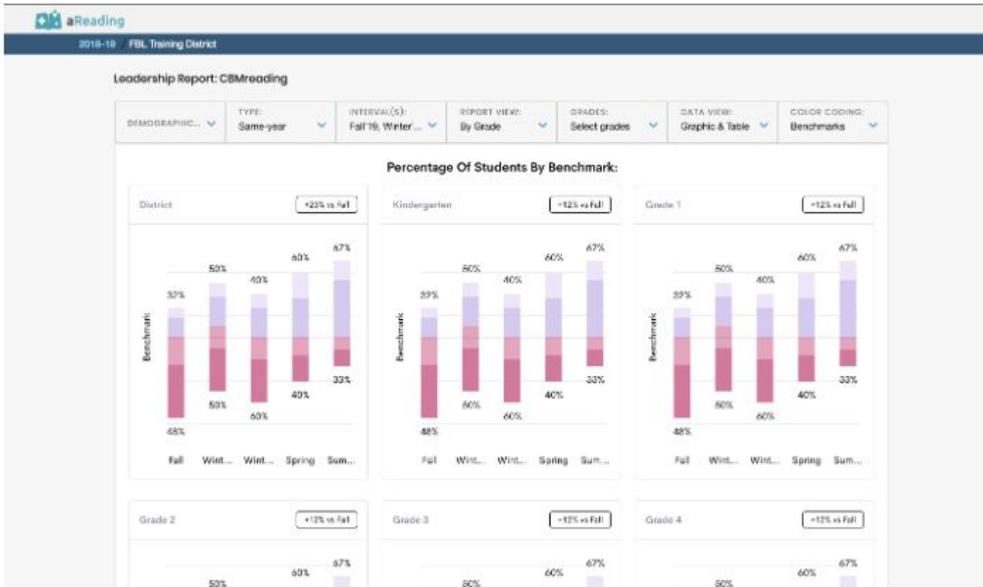


ADVANCED



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# Group Screening Report



[View Report](#)

# Group Screening Report

Allows us to zoom into benchmark data:

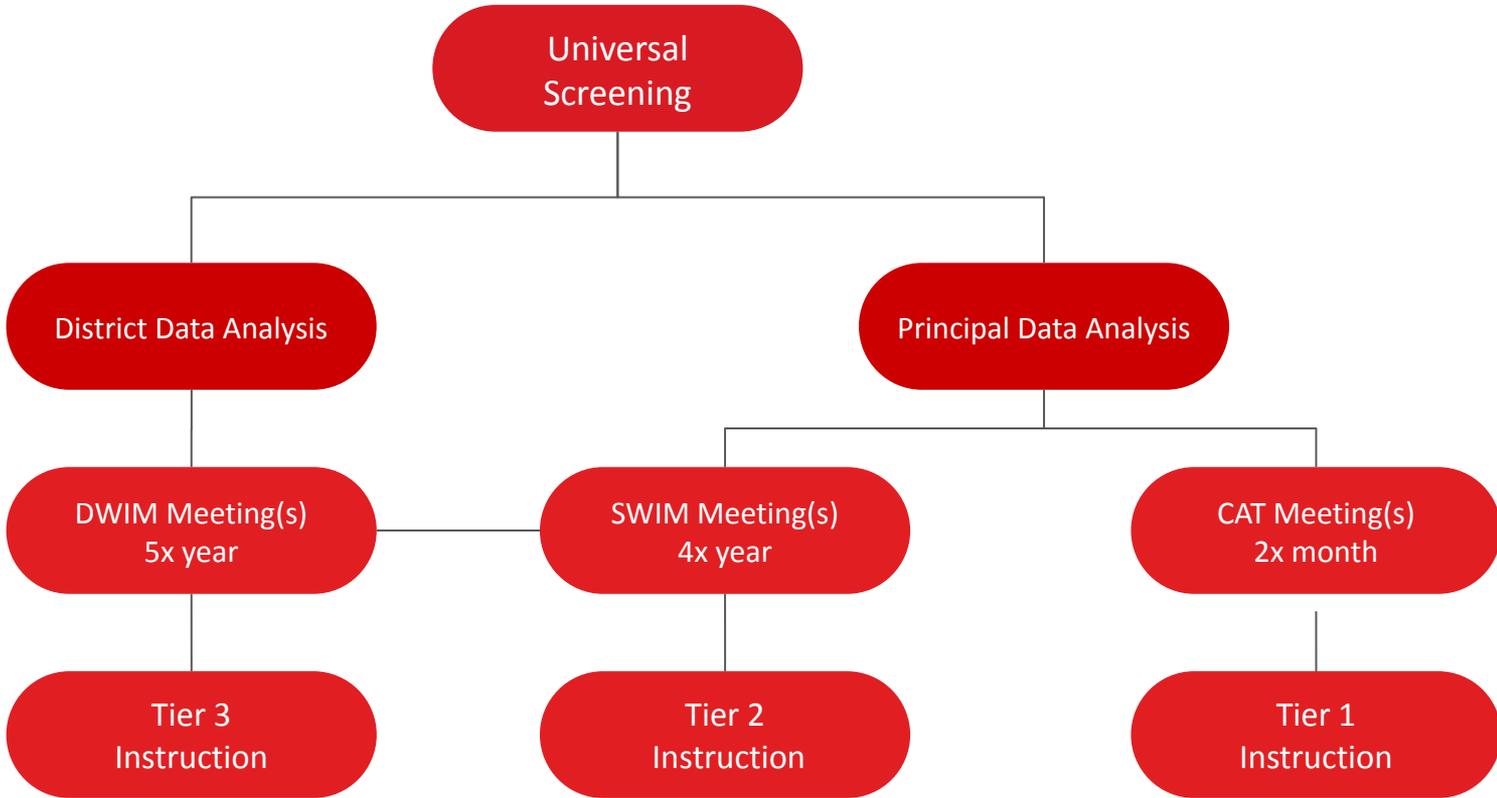
- National Level
- District Level
- School Level
- Grade Level
- Teacher Level
- Student Level

Remember: “We want 80% + students above the line”



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# T&L and Building Collaboration



# Examples of building data use

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1. Included in all Staff/PD
2. Team intervention
3. Courageous teacher conversation
4. School wide data reflection



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# 1. Data is ever present & grounding

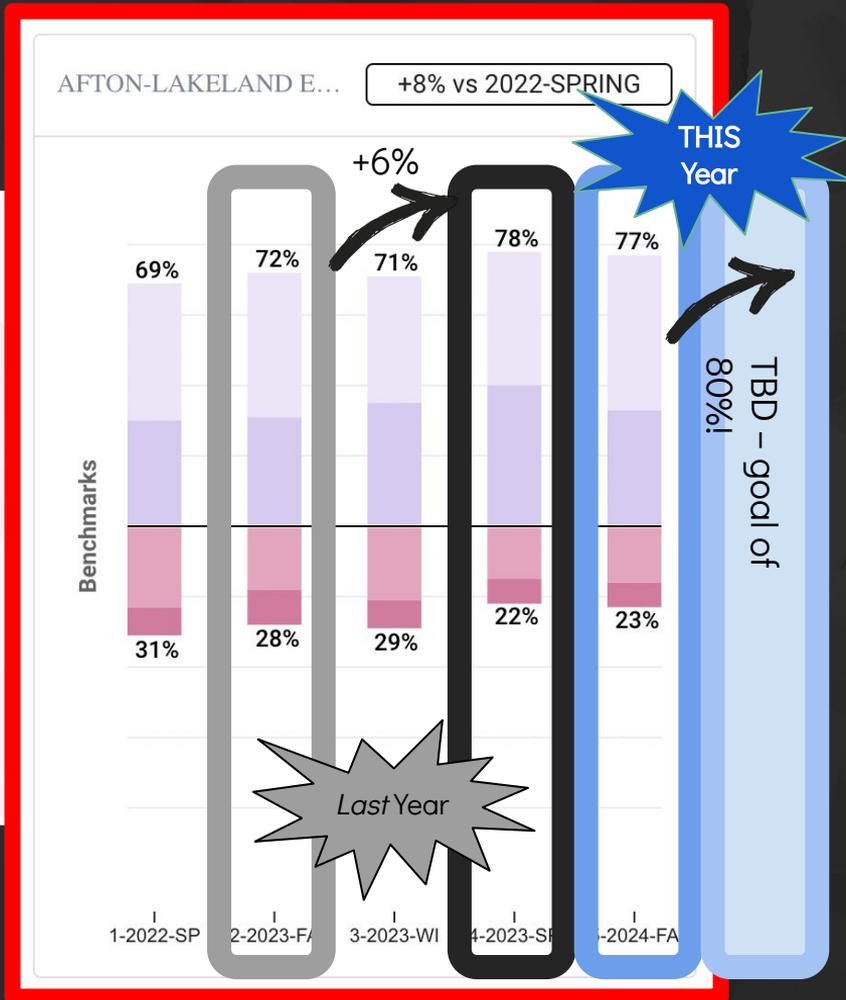
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- Data is displayed every staff meeting
  - *Celebrations & areas to grow*
- All building learning decisions are based on data
  - *Use data to ask deeper questions*
- All data is connected
  - Screening → SWIM → CAT & BARR → Building decisions → Teacher decisions



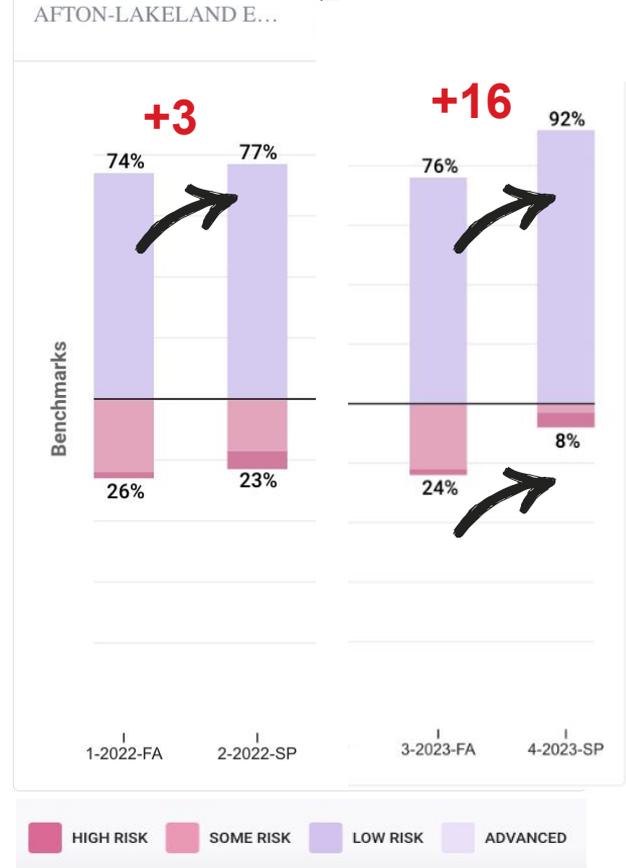
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# aReading (2-5)



# Problem Solving

- Not moving students... Fall-74% - Spring - 77%
  - Sending them off behind to 1st grade
- Team meeting to look at the data
- Set the conditions/Ask the questions:
  - Are these scores surprising?
  - What are the goals for winter?
    - Ex. Realization only miss ONE onset sound...
  - How can we think differently?
  - What barriers do we have?
- Team decided to progress monitor skills so they would know how/when to intervene **BEFORE** winter screening
- Collaboration day - Using PD money to give them time to plan for screening and plan



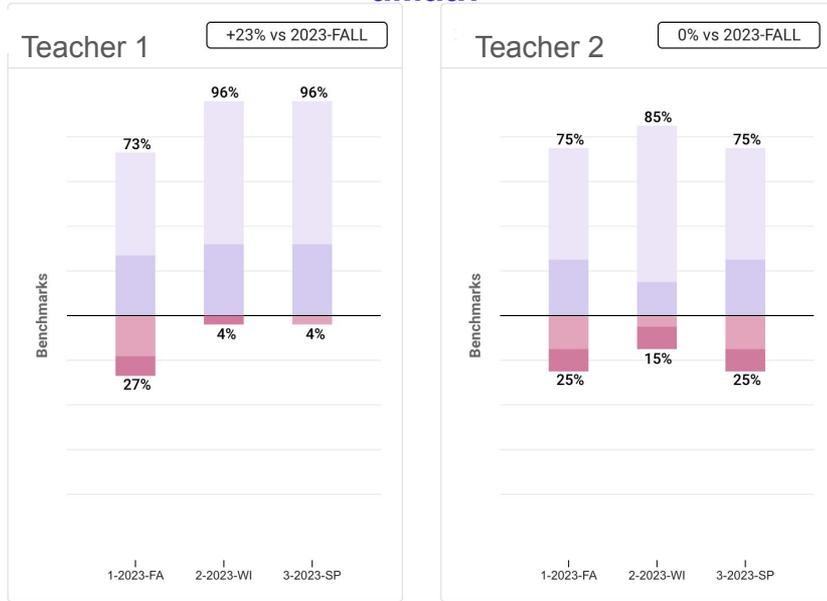
Action Card A



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# Problem Solving

## aMath



■ HIGH RISK ■ SOME RISK ■ LOW RISK ■ ADVANCED

- Data is given to teachers for reflection
  - What can we learn from our results?
    - +/-/△
  - What support/resources do you need?

### Courageous conversation

- Two teachers on same team with vastly different end results in aMath data
- How can we use this in our CAT work?

Action Card A

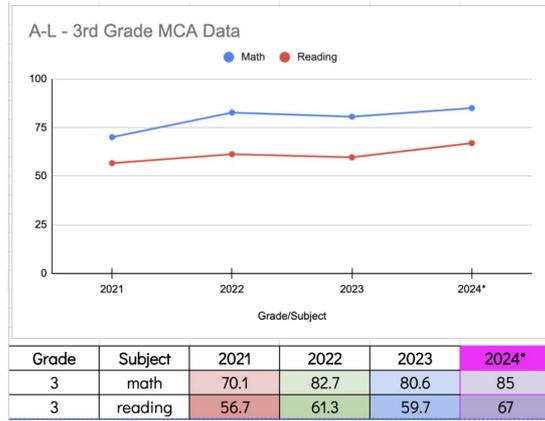


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# Problem Solving - MCA Study Sessions - [template link](#)

Math  
DATA

Data Reflection



What instructional focus/strategies did we implement in the general education classroom this year to support student growth and success in math?

TIER 1 (for <u>all</u> learners):	TIER 2 (in addition to Tier 1, for some learners):	TIER 3 (SpEd & EL)
<p><b>MATH:</b> *Math programs for WIN such as X-tra Math (facts) and Splash Learn (skills). We added a program called I Know It that was free for a one month trial. If students got an answer wrong, it explained why. We would love this program for next year!</p> <p>*Periodic review of skills (in addition to what is in Math Expressions)</p> <p>*Working on math vocabulary in the</p>	<p><b>MATH:</b> *Throughout the year, pulling students one-on-one or in small groups to go over skills missed as shown on assessments</p> <p>*About a month prior to MCA testing, students were given a quiz on each standard to see who needed to work on what skill. We worked in small groups on specific skills during independent work time. Dani was able to pull groups as well.</p>	<p><b>MATH:</b> *Working with a para in small group to help during math time</p> <p>*Creating multiplication fact flash cards for the facts that they struggle with</p>

What are some ideas for next year? (instructional strategies/focus/preparation/WIN)

TIER 1 (for <u>all</u> learners):	TIER 2 (in addition to Tier 1, for some learners):	TIER 3 (SpEd & EL)
<p><b>MATH:</b> *Having a program like "I Know It" for the entire year available to us without using classroom funds</p>	<p><b>MATH:</b> *More support for students with learning basic mult./div. facts</p>	<p><b>MATH:</b> *Continuation of students working with a para in small group to help during math time</p>

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Action Card A & C



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# In Summary... *Hope is not a strategy*

SA  
Y

- **All students are our students**
  - All grades, ML, SpEd, etc.
  - They get your 100% Tier 1/2
- **What does the data say?**
  - Fastbridge, Probes, PM
  - Courageous conversations
    - Data studies
- **We lean in . . . what can WE do?**
  - Not the kids or parents, YOU... what is your role? What can you control?

DO

- **What is my role?**
  - **Build systems- teachers can see success!**
    - Alignment - BARR/CAT/SWIM - All literacy
    - Acknowledge challenges/ Remove barriers
  - **Celebrate successes**
    - Every meeting starts with positive data & Action card acknowledgement
- **Visibility & Accountability**
  - Personally monitor and check-in during Fastbridge
  - Mobile desk
  - Every teacher's classroom every week
  - Monthly team data check in



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# Hope is not a strategy... But our colleagues are!

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## Technical:

- Data to Inform
- Decision making in Isolation

## Adaptive:

- Data to Interpret and Act
- Collective Vulnerability

We will operate with:  
***Collective transparency, accountability and alignment***



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# Questions

<b>Transportation of Public School Students</b>	<b>707</b>	Adopted:	Three Year

**I. PURPOSE**

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

**III. DEFINITIONS**

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education (“Commissioner”). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise

specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

#### **IV. ELIGIBILITY**

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation.
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

**V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

**VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota

Statutes, section 124D.03, subdivision 8).

- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

**VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes, section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.

- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes, chapter 125A.

## **VIII. HOMELESS STUDENTS**

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
  - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily

placed agree that the school district in which the student is temporarily placed shall provide transportation.

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

## **IX. AVAILABILITY OF SERVICES**

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

## **X. MANNER OF TRANSPORTATION**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

## **XI. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

## **XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students

- to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes, section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
  - D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

***Legal References:***

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.84 (Policy)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
- Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
- Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.02 (Children with a Disability, Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
- Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
- Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
- Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
- Minn. Stat. § 126C.01 (Definitions)
- Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
- Minn. Stat. § 190.05 (Definitions)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
- 20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
- 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

***Cross References:***

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

**Non-Instructional Operations**

<b>Extracurricular Transportation</b>	<b>710</b>	Adopted:	<b>Three Year</b>

**I. PURPOSE**

The purpose of this policy is to make clear to students, parents, and staff the school district’s policy regarding extracurricular transportation.

**II. GENERAL STATEMENT OF POLICY**

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

**III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION**

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

**IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES**

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

**[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.**

**For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a healthcare facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.**

**Nonregular and non scheduled transportation also would include situations where some notice may be provided of the need for transportation to a non scheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]**

#### **V. FEES**

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

#### **Legal References:**

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

Minn. Stat. § 169.011, Subd. 71(a) (Definitions)

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

#### **Cross References:**

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

**Non-Instructional Operations**

<b>Video Surveillance</b>	<b>711</b>	Adopted: 09-10-1998 Reviewed: 06-28-2012 Approved: 07-10-2012 Renumbered: 03-11-2021	<b>Annually</b>
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**I. PURPOSE**

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

**II. GENERAL STATEMENT OF POLICY**

**A. Placement**

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.
2. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

**B. Use of Video Recordings**

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.
2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g and

the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
  
4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

**Legal References:**

Minnesota Statutes Chapter 13 (Minnesota Government Data Practices Act)  
Minnesota Statutes 121A.585 (Notice of Recording Device)  
Minn. Stat. § 138.17 (Government Records, Administration)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

**Cross References:**

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

# New Bayport Elementary Site

MN



**PLANT SCHEDULE**

SYMBOL	CODE	BOTANICAL NAME	COMMON NAME	SIZE	CONTAINER	QTY
(Symbol)	10	FRAXINUS AMERICANA	WHITE BIRCH	12"	3.0	10
(Symbol)	11	QUERCUS ALBA	WHITE OAK	12"	3.0	10
(Symbol)	12	QUERCUS PRINCEPIUM	PRINCIPAL OAK	12"	3.0	10
(Symbol)	13	QUERCUS LAEVIS	SMOOTH LEAF OAK	12"	3.0	10
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**NEW BAYPORT  
ELEMENTARY  
SCHOOL**  
Bayport, MN

Silverwater Area Public  
Schools ISD #324  
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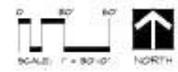
**CALYX  
Design Group**  
Landscape Architecture  
Planning  
2100 University Ave., Suite 200  
St. Paul, MN 55102  
www.calyxdesign.com

Site location: 121 No. 95th St.

Project:	Bayport, MN
Client:	Silverwater Area Public Schools
Scale:	1" = 30'-0"
Date:	10/15/2024
Drawn by:	ML
Checked by:	ML

**OVERVIEW  
LANDSCAPE  
PLAN**

Scale: 1" = 30'-0"  
**L1.000**



**PROGRESS SET  
NOT FOR CONSTRUCTION**



**Addition & Renovations at  
OAK-LAND MIDDLE SCHOOL  
Stillwater Area Public Schools ISD #834**

School Board Presentation  
October 8, 2024

### Project Scope:

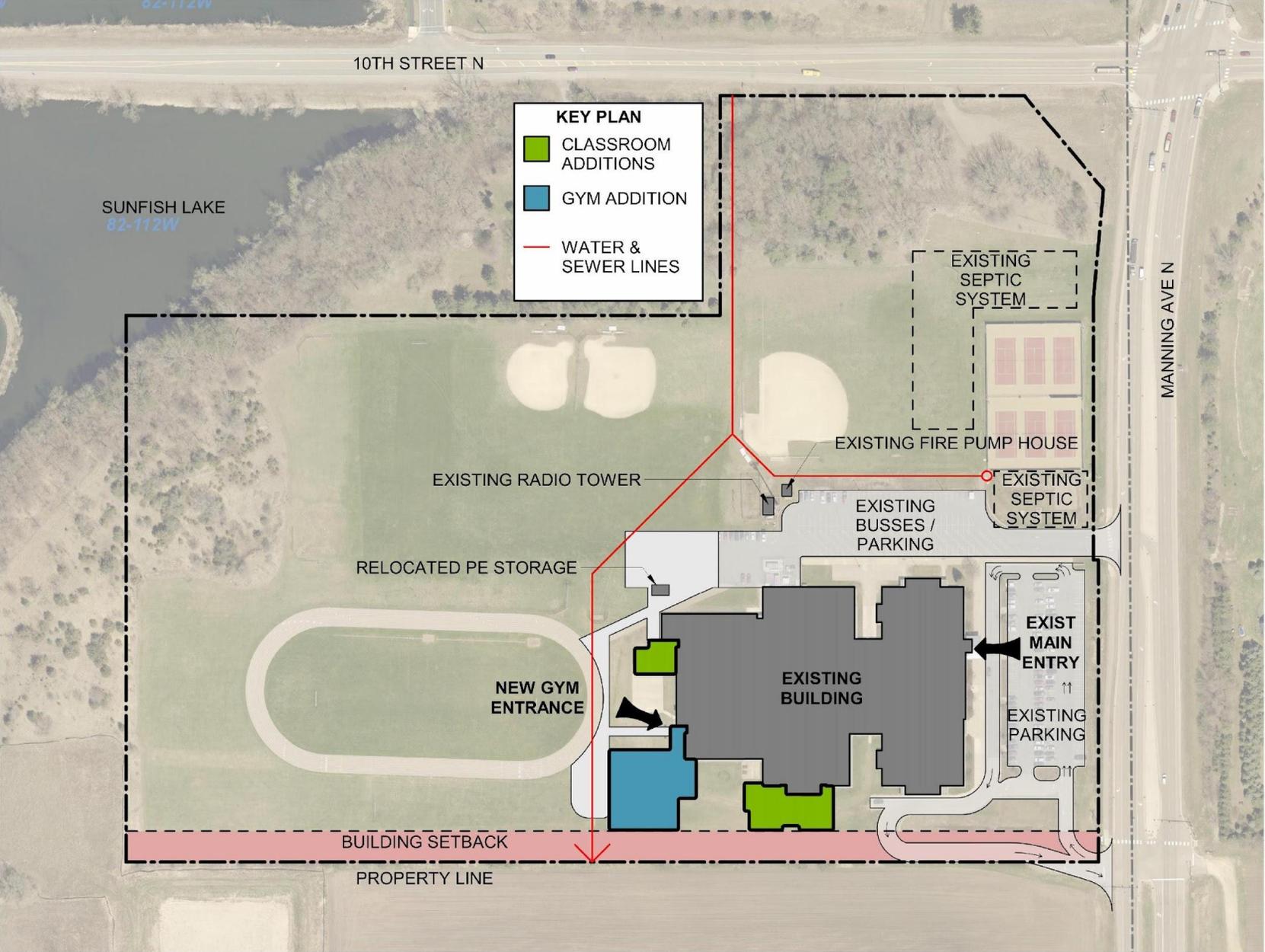
- 29,500 SF of Addition
  - Addition of 6 classrooms and 2 science labs
  - Added capacity of 234 students
  - New 2-Station Gym / Storm Shelter
- Renovation:
  - Media Center relocated to existing Gym
  - Relocate Student Services to existing Media Center
  - Renovation for CIP Programming
  - New Music room in existing Gym

### Schedule:

- Core Planning Group: April – May 2024
- Design: May 2024 – August 2024
- CD Issue: Early November 2024
- Anticipated Completion: Summer 2026

# Board Update

## Site Plan



# Board Update

## Overall Floor Plan

- 2-Station Gym
- 6 General Classrooms
- 2 Science Labs
- 2 CIP Classrooms
- New Media Center
- New Music Room
- New Design and Make
- New Student Services Suite for Counselors and Social Worker



## Oak Prairie

Definition: a lightly forested grassland where oaks are the dominant tree

### Connections:

- Oak-Land is located between the Lake Elmo Natural Reserve and the St. Croix Reserve; both primarily oak prairie landscapes
- *Oak prairies are historically a transition point between prairie lands and mixed forests in this area*
  - Middle school is the transition point between elementary and high school



# Board Update

## Characteristics



### Oak Tree Characteristics:

- Spirally arranged leaves
- Trunk is made of layers with hardwood at center
- Rough, rigid bark
- Canopy is made of a main central stem and branches stemming from that point
- Wide canopies

### Prairie Characteristics:

- Flat, gently sloping lands
- Few trees
- Covered in grasses/grains such as wheat, rye and oats



# Board Update

## Design Elements



### Oak Tree Design Elements:

- Layered ceiling planes in spiral pattern
  - o Canopy stretching wide from "trunk"
- Main vertical "trunk" as central point
- Darker, shaded colors
- Downlighting. Mimicking light streaming through canopy
- Angled verticality (trunk), geometric horizontally (canopy)

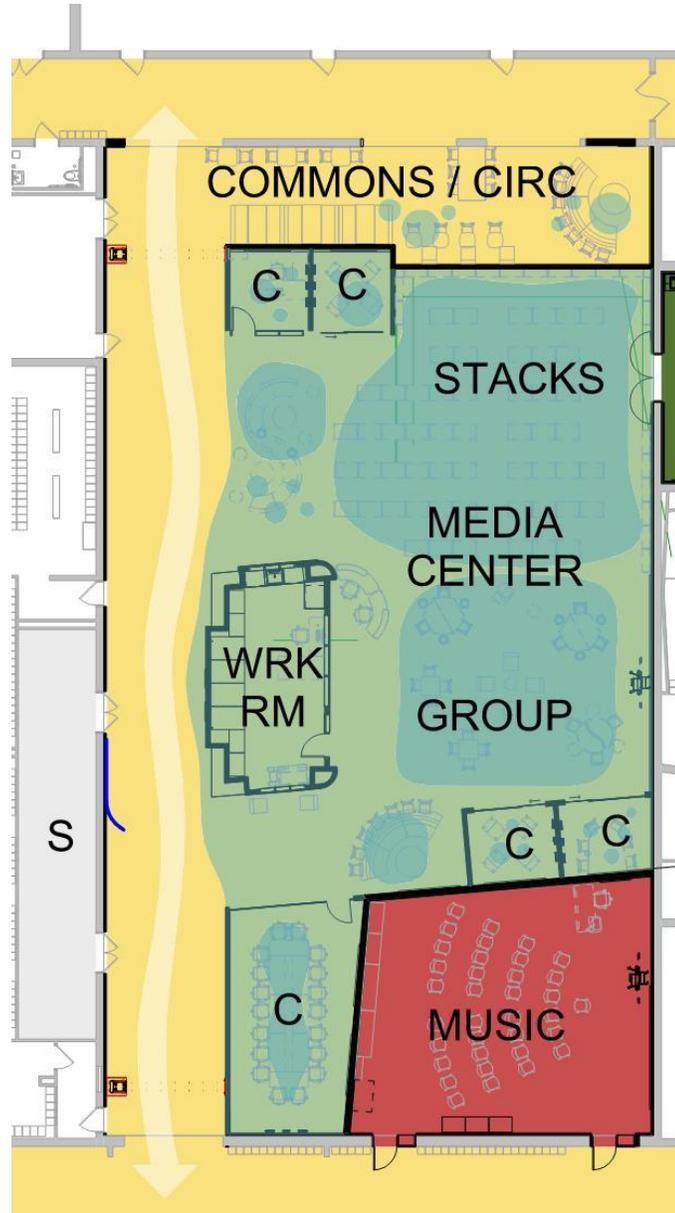
### Prairie Design Elements:

- Tall ceilings, few ceiling covering
  - o even/up lit/natural lighting
- Open, expansive horizontal planes/spaces
- Subtle, low vertical shifts
- Simplicity in function and layout



# Board Update

## New Media Center / Music



### Renovate former Gym in Media Center & Music

#### Design Criteria:

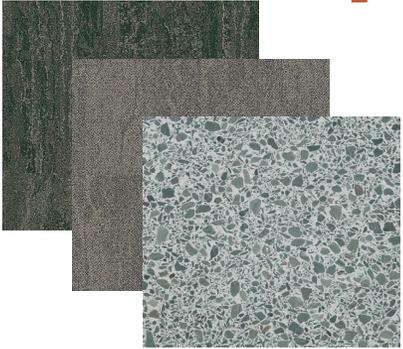
- The Media Center should be **accessible** to the **community** after hours.
- The Media Center should include **secured storage** for materials, tech, equipment, etc.
- Access to **natural daylight** should be encouraged where possible.

#### Student Feedback:

- Be a 'spark' in the building
- Desired as a destination for group work
- Desire for open, inviting feeling, sharing daylight, variety of seating options
- Want supervision/glass as it increases their utilization

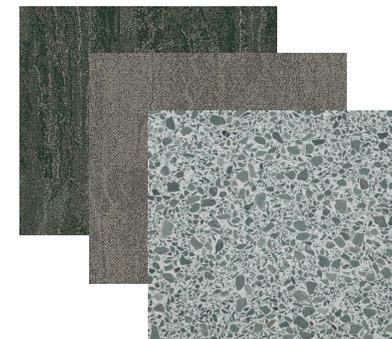
# Board Update

## Interior - Media Center



# Board Update

## Interior - Media Center



# Board Update

## Interior - Media Center



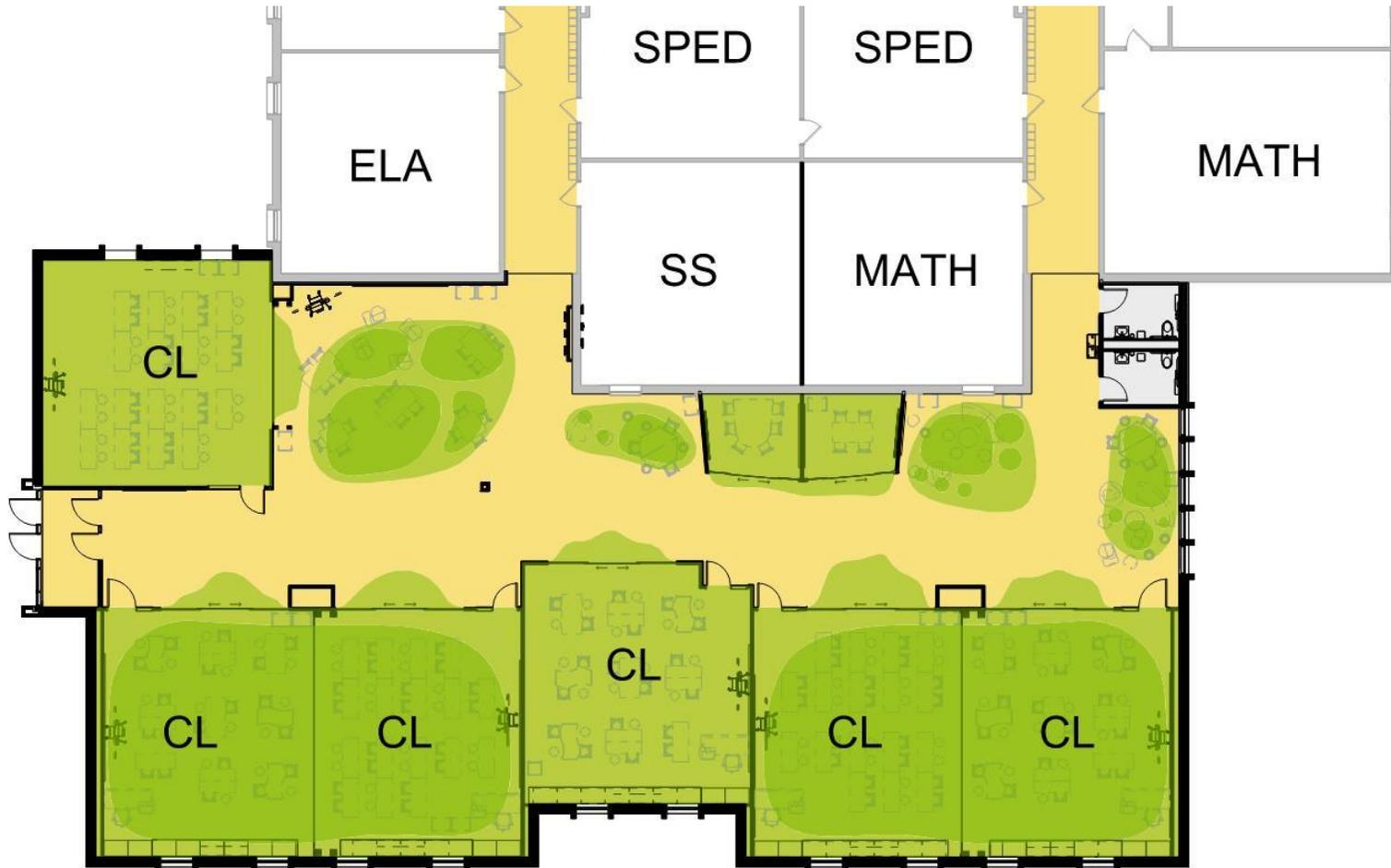
# Board Update

## Interior - Commons



# Board Update

## New Classroom Addition



### Design Criteria:

- Classrooms should be designed **flexibly** for different configurations, **multi-purpose learning**.
- Classrooms should have ability to **collaborate** with each other.
- The new design should provide more opportunities for **small group work** including supervision of students and accountability.

### Student Feedback:

- Desire for ability for both group and independent work settings
- Flexible furniture to support working with classmates
- Like 'Team Teaching' opportunities

# Board Update

## Interior - Flex Learning Area



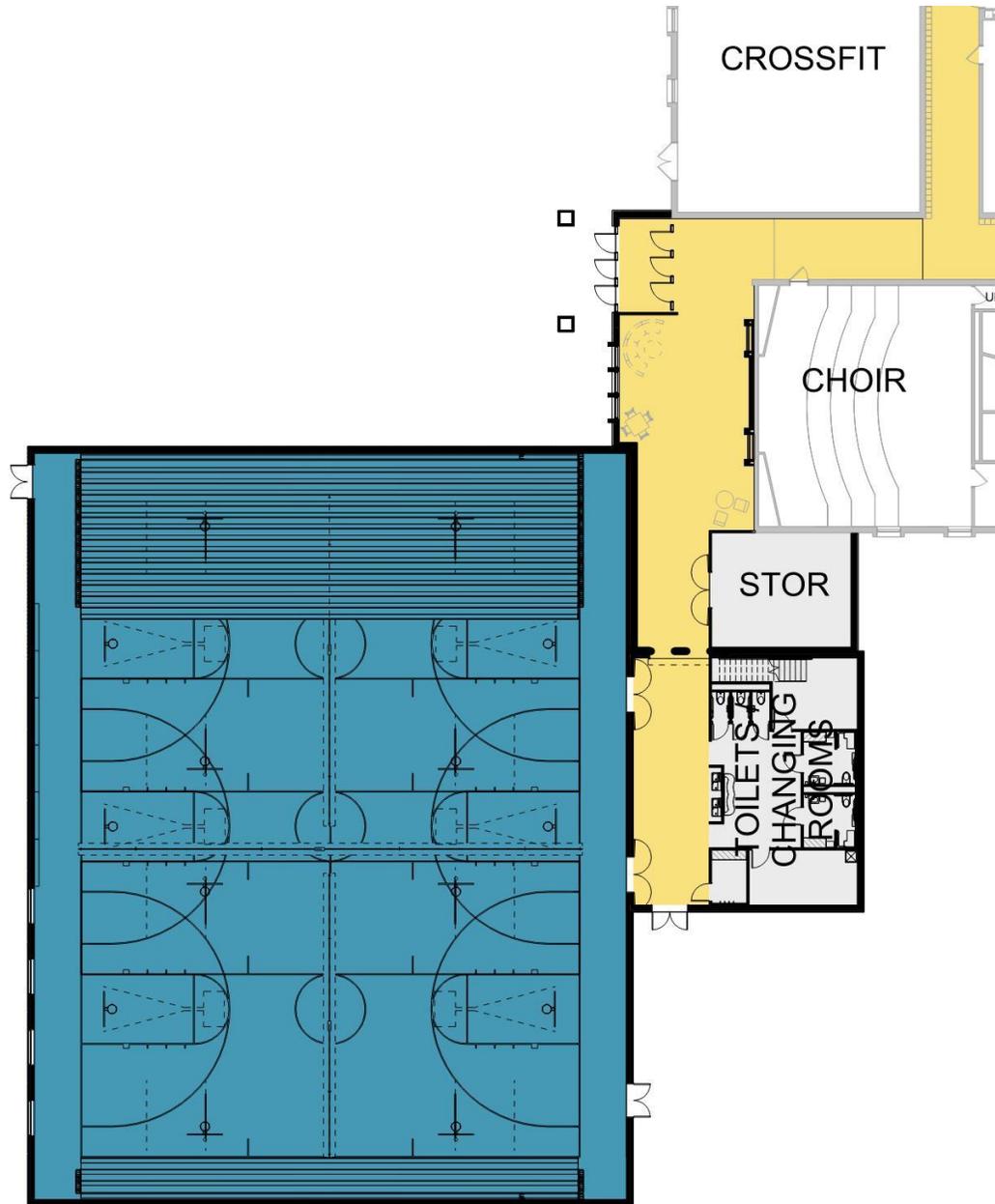
# Board Update

## Interior - Flex Learning Area



# Board Update

## New Gym Entry



### Design Criteria:

- The gym should be **accessible** to the community after hours.
- The gym should be able to accommodate a **school assembly**.

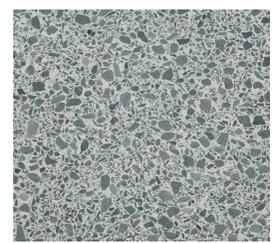
# Board Update

## Interior - Gym Entry



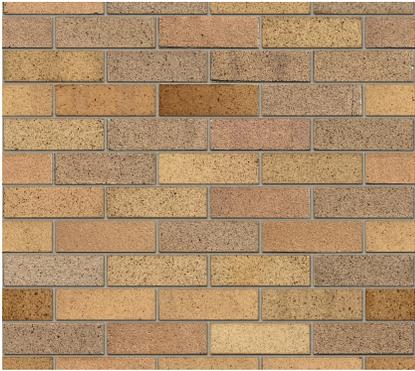
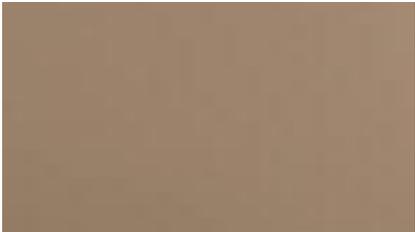
# Board Update

## Interior - Gym Entry



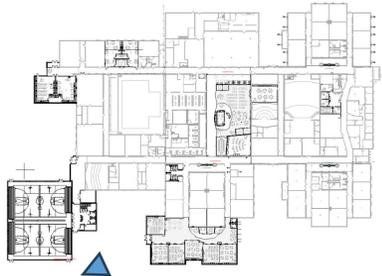
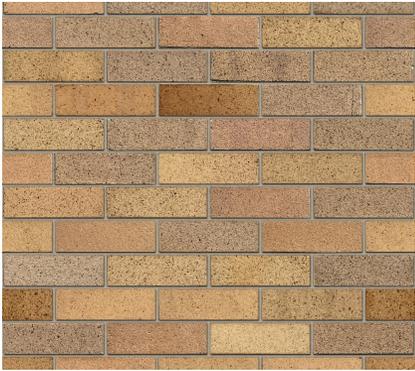
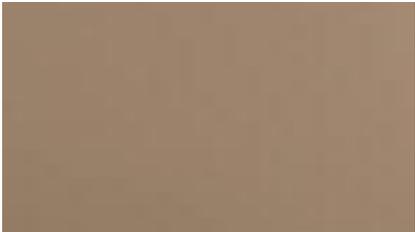
# Board Update

## Exterior - Classroom Addition



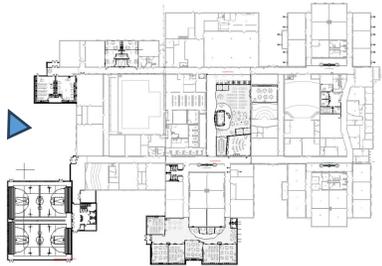
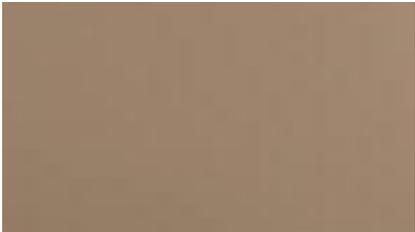
# Board Update

## Exterior - Classroom Addition



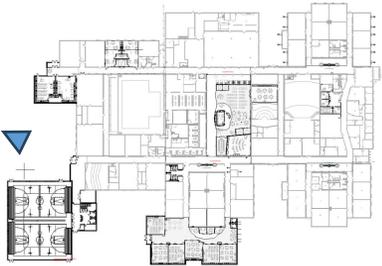
# Board Update

## Exterior - Gym Addition



# Board Update

## Exterior - Gym Addition



# Board Update

## Exterior - Science Addition

