

Hastings Area Public Schools - ISD 200 School Board Meeting Agenda

Thursday, March 7, 2024
Work Session
Middle School Media Center

I. Items for Discussion

- a. Behavior Health and Wellness - Molly Cirillo
- b. Wiffle Ball Conversation
- c. Teaching and Learning
 - Read Act Curriculum Recommendations
 - Curriculum Update
 - Curriculum Documents
- d. Innovation Secondary Discussion
- e. ESSER Dollars and Staffing
- f. Special Education Funding Update
 - Revised Budget#2 FY24
- g. Public Comment Concerns
- h. Policies
 - 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
 - 206.1FRM Public Participation at School Board Meetings Procedures and Requests - suggestions from a & b
 - 417 - Chemical Use and Abuse
 - 601.1PR - School District Curriculum and Instruction Goals (SUNSET)
 - 616 - School District System Accountability
 - 802 - Disposition of Obsolete Equipment and Material

ISD 200

BEHAVIORAL HEALTH & WELLNESS RESOURCES

Molly Cirillo

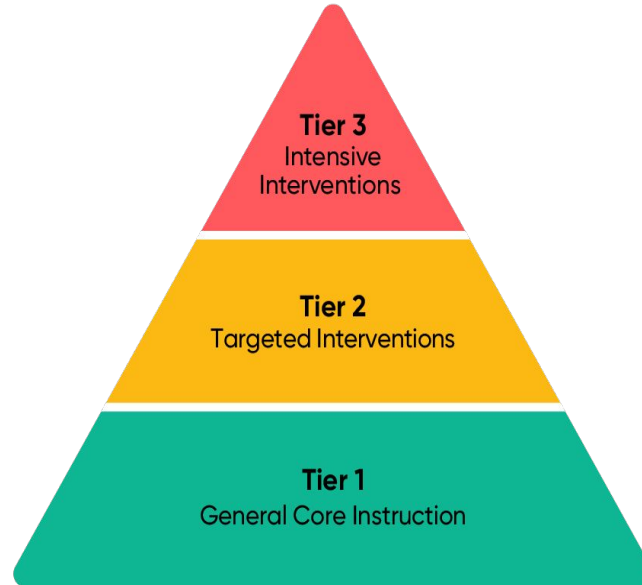
**Licensed Independent Clinical Social Worker
Licensed School Social Worker**

**District Family Resource Coordinator
McKinney Vento, Migrant Program & Foster Care Liaison**

March 7, 2024

WHO CAN HELP ME? SUPPORT STAFF

BREAKDOWN OF ROLES FOR SCHOOL YEAR 2023-2024



School Counselors

Work with all students on career, academic and social and personal development

School Nurses

Work to improve the health and academic success of all students

School
Employed
Mental Health
Professionals

School Psychologists

Help children and youth succeed academically, socially, behaviorally, and emotionally

School Social Workers

Are an integral part of the education of all children, connecting schools, families and communities



MINNESOTA
SCHOOL
COUNSELOR
ASSOCIATION



SNOM
School Nurse Organization
of Minnesota

School Employed
Mental Health
Professionals



MINNESOTA SCHOOL PSYCHOLOGISTS ASSOCIATION



Current Contracted Agencies



Chemical Health Services



School-Linked Mental Health

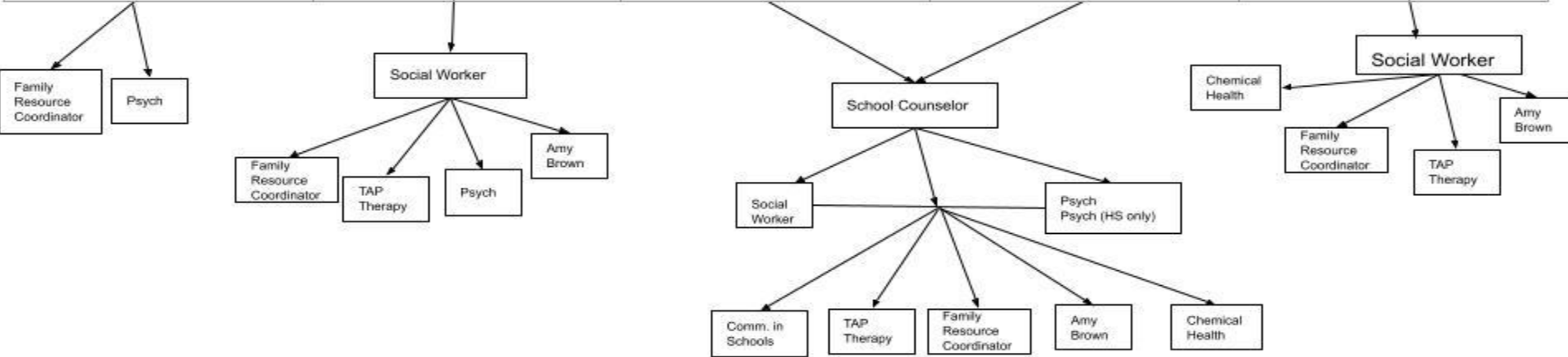
Amy Brown,
MA, LMFT



Student/Family presents to school staff (admin, teacher, etc) with....

Mental Health	Trauma	Self-regulation or Social skill difficulties	Financial challenges	Food insecurity
Victim of domestic violence or abuse	Peer conflict	Academic struggles	No health insurance	Suicidal ideation/self-harm
School refusal	Friendship challenges	Grief/loss	Housing insecurity	Access to basic needs
Chemical dependency	Parent/family conflict	Family change/divorce	Making a threat	Attendance concerns

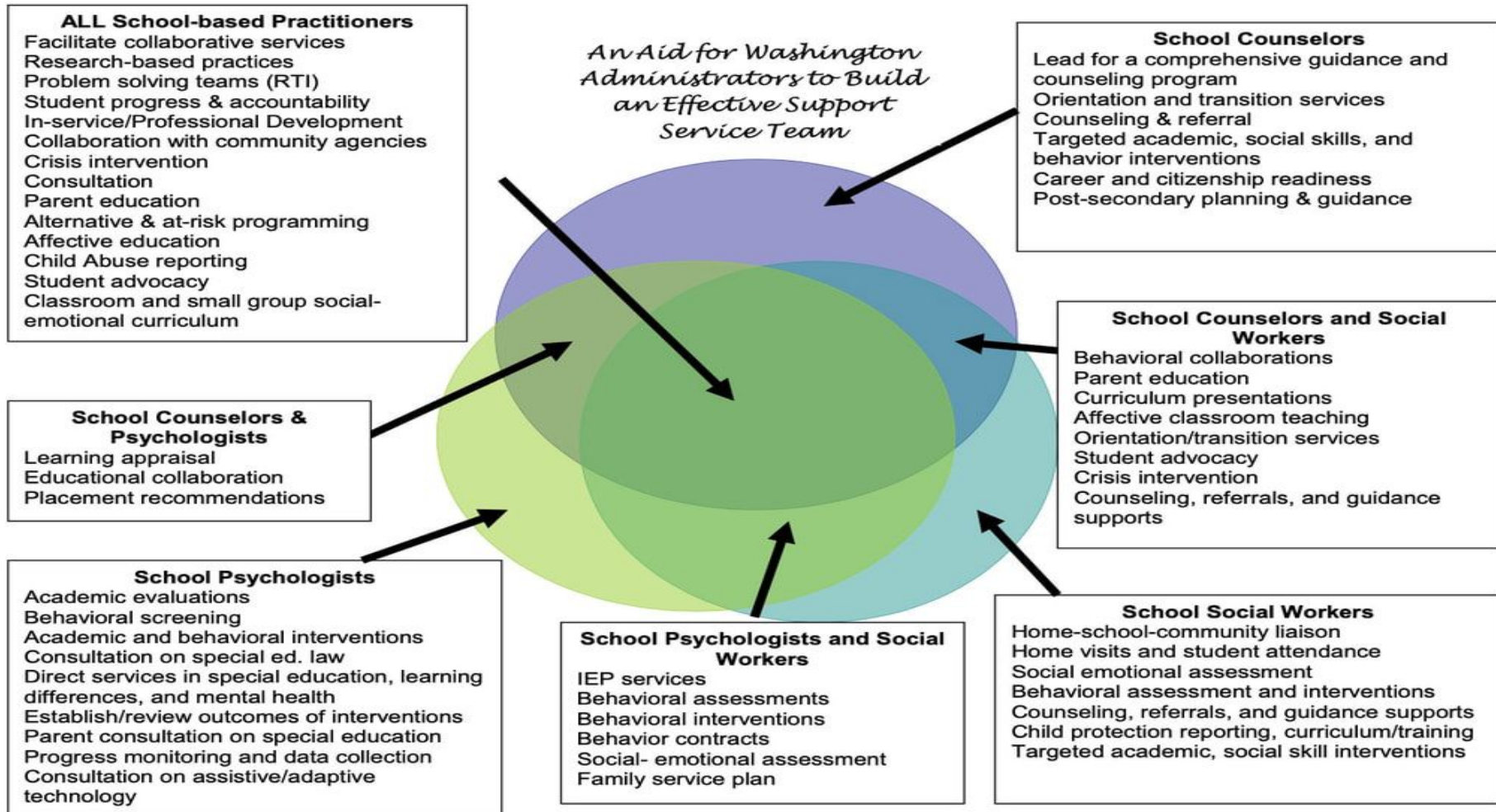
Tilden	Elementary	Middle School	High School	HAHS & STAARS
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SUPPORT STAFF

	# of Staff	# of Schools Tilden-HAHS & STAARS (8)	Current Ratio Staff: Student	Recommended Ratio Article on Ratios
School Counselors	8	3	1:334	1:250 ASCA
Psychologists	5	8	1:861	1:500 NASP
Social Workers	6	8	1:718	1:250 NASW
School Nurses	6.5	8	1:662	1:750- 1:225 NASN
School Linked Mental Health	4	6	1:1020	Not Available
Chemical Health	1	3	1:2676	
Communities in Schools	2	2	1:1316	

How does the Work of School Psychologists, Counselors, & Social Workers Intersect in Washington?



Social & Emotional Health & Wellness Supports

School Psychologists	School Counselors	School Social Workers	School Nurses
<p>Provide direct & indirect support to students through primarily Tier 2 & 3 interventions and mental health services.</p> <p>Serves on building level teams for tier 1 intervention</p>	<p>Deliver evidenced-based comprehensive Tier 1, 2 and Tier 3 prevention, intervention and support services to students in the academic, social/emotional and career & college readiness domains aligned with mindset and behavior standards.</p> <p>Serve Tier 1-3 students</p>	<p>Provide an integral link between home, school and community with a dual focus on personal and environmental factors which enhance strengths, remove barriers and maximize academic and social success</p> <p>Primarily serve Tier 2 & 3 students</p>	<p>Clinical assessment and analysis of common and complex student health needs. Writing, reviewing, and monitoring Individual Health Plans and Emergency Health Plans including students with mental health diagnosis.</p>
<p>Application of extensive knowledge of how biological, cultural, developmental and social factors influence student growth and progress in learning and life skills, and evidence-based strategies to promote social-emotional functioning, as well as evaluation methods grounded in research and special education law.</p>	<p>Leader, liaison and link between students, staff, parents and community partners to coordinate services and programs that support each student's growth and development with tier 1 and 2, and tier 3 students.</p>	<p>Deliver evidence-based intervention, behavioral consultation, mental health support and professional case management services to support students' social-emotional wellness in school and society.</p>	<p>Early detection of physical, emotional or mental health concerns</p> <p>Assess, triage, and provide medical care as indicated to include referral and follow-up with students, families, and or medical providers</p>
<p>Use a problem-solving framework for data-based decision making to understand and utilize assessment methods for identifying strengths and needs; develop effective evidence-based interventions, services and programs; and measure progress and outcomes within the context of MTSS in collaborative teams.</p>	<p>Provide systemic leadership, delivery, and management of comprehensive programming using data that is designed to provide all students with an equitable, safe and positive school culture and is aligned with the school's mission, vision and strategic plan.</p>	<p>Provide innovative leadership, promote interdisciplinary collaboration, and systems coordination (both within the school, family and community) and professional consultation, with specific focus on mental health and behavioral needs.</p>	<p>Provide Nursing Services and education to address health barriers to Free and Appropriate Public Education (FAPE) by collaborating on interdisciplinary teams, providing innovative solutions, and bridging the gap between the education and medical system ensuring that students have a safe and equitable school experience.</p>

DATA

COUNSELING OFFICE-HHS

2023-2024

Total Number of Student Check-ins

Includes:

Counselors, Psych, Amy Brown, TAP, CIS, Social Worker, Chill Space

3984

(270 more than last year at this time)

WELLNESS CENTER-HMS

2023-2024

Total Number of Student Check-ins

Includes:

Counselors, Psych, Amy Brown, Group, lunch, CIS, Social Worker, Chill Space, snack

2927

WELLNESS CENTER-HMS

- 377 Students self identified as wanting to be part of a group.
 - Groups run 7-8 weeks on various topics including: Stress and Anxiety, Family Change, Self-Esteem/Self-Confidence, Friendship, Anger Management, and Chemical Health groups
- 126 Students requested to be in a stress/anxiety skills group

SCHOOL SOCIAL WORK SERVICES

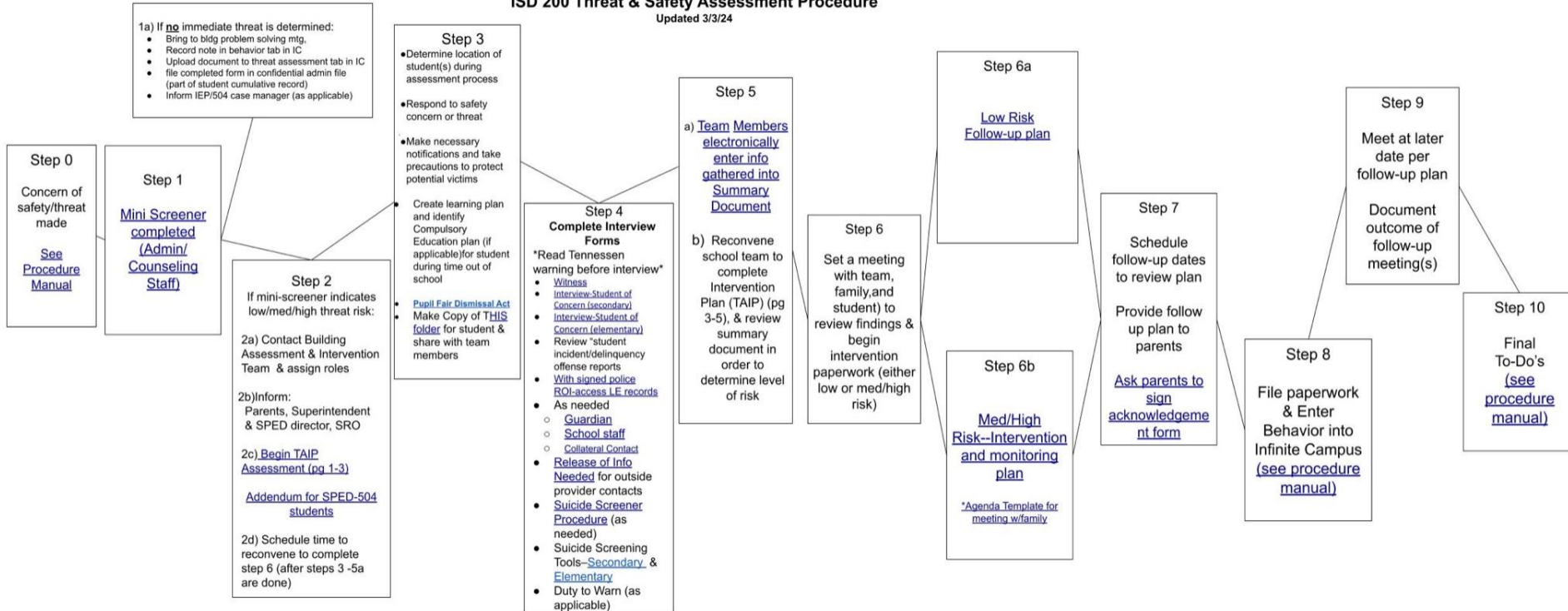


	Total # students	Total # families
District Wide- 6 Social Workers (Tilden Early Childhood-STAARS)	210	97

DISTRICT THREAT ASSESSMENTS

ISD 200 Threat & Safety Assessment Procedure

Updated 3/3/24



DISTRICT THREAT ASSESSMENTS

ISD200's School-Based Behavioral Threat Assessment – Mini-Screener

Student Name:	School:	DOB:	Today's Date:
Does the student have an: <input type="checkbox"/> IEP or <input type="checkbox"/> 504	Disability:	Grade:	Identified Gender:
Date of Incident:	Time:		
Parent/Guardian #1:	Phone:	Parent/Guardian #2:	Phone:
NOTE: weapon involvement or threat with specificity & intent, immediately proceed to full assessment with SRO/law enforcement involvement.			

Full Description of the Incident:

<p>Check the level of concern for each factor to guide the team screening decision. <i>Note: Screeners do not capture every variable. The team may recommend conducting a full Threat Assessment if other variables warrant.</i></p>		
<p>Factors to Consider</p>	<p>Minimal to No Threat (e.g. "Transient" = made a threat but does not pose a threat; can be resolved or managed through problem-solving process or existing supports)</p>	<p>Possible Threat – Needs Further Assessment (e.g. "Possible Substantive" = context and meaning support a legitimate safety concern that needs further assessment to more specifically determine level of concern and the actions needed to assure safety)</p>
<p>☐ No threat (person or person on scene does not feel threatened)</p>	<p>☐ Threat associated with intent to harm other (school, staff, student)</p>	

Year	Number of Mini-Screeners	Number of Full Threat Assessments
2021-2022	Not available	3
2022-2023	Not available	8
2023-2024	10 (plus 8 from the full column)	8

SCHOOL LINKED MENTAL HEALTH ALLOCATION TOTALS-SUMMARY



Total District Wide	Max Caseload	Current Active	In Process	FTE
Total-Elementary	32	26	1	1.4 FTE
Total-HMS	36	30	1	1.6 FTE
Total HHS + HAHS	24	18	2	.9 FTE .1 FTE
GRAND TOTAL	92	74	4	4.0 FTE

- TAP (Therapeutic Assistance Program) is design is to provide therapeutic intervention supports to students who struggle with mental health and trauma symptoms that impinge on their ability to do school.
- They also may have barriers to accessing therapy in the community (transportation, insurance, high deductible, work schedules, follow through, etc).
- Parents give permission for the referral, referrals originate through school mental health staff (often at the recommendation of teachers or admin).

SCHOOL LINKED MENTAL HEALTH- SECONDARY



School	Max # Students	Current Active Students	In Process	Tentative Closing	"Open" slots	Wait list
HHS Emily 1.0 FTE (split with ALC)	21-24	16	1	0	1	16
HAHS Emily 1.0 FTE (split with HS)		2	1	0	0	
HMS Debbi 1.0 FTE	21-24	22	0	2-3	0	36
HMS .6FTE Heather Mon/Fri PM Tues/Thurs all day	12	8	1	0	3	

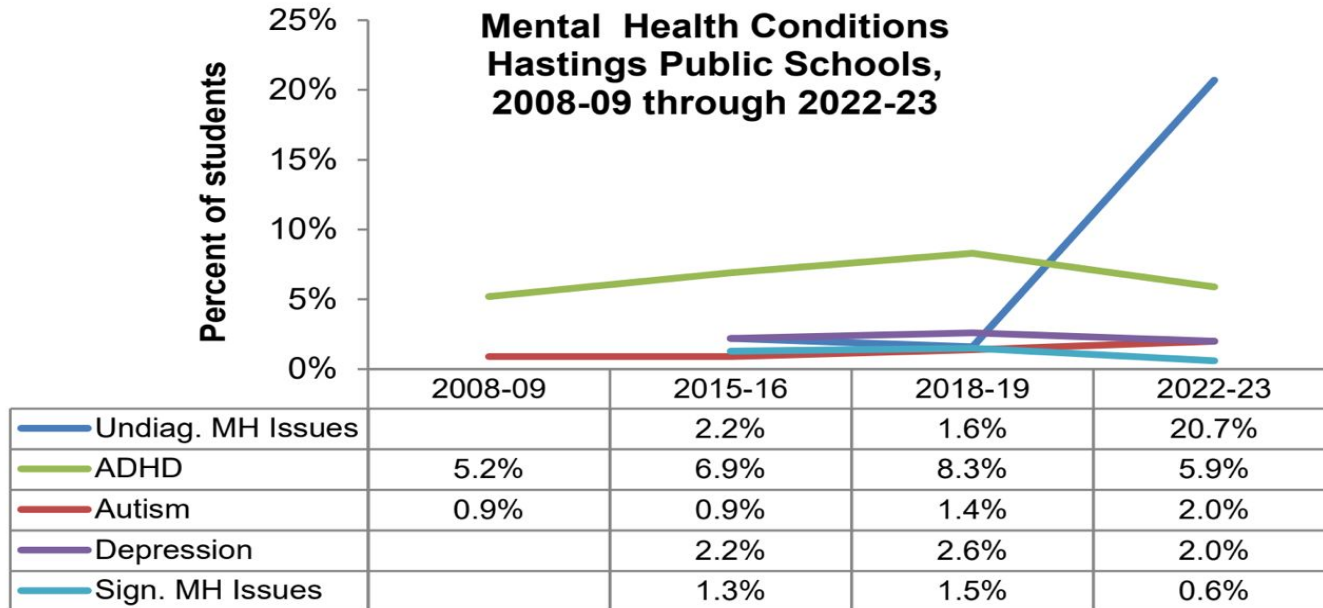
SCHOOL LINKED MENTAL HEALTH- ELEMENTARY



School	Max # Students	Current Active Students	In Process	Tentative Closing	Open slots	Wait list
PEL (.4FTE) Heather Mon/Fri AM Wed: all day	8	6	1	0	1	8
KEL (.5FTE) Ali Wed-all day Split-Mon/Thurs/Fri w/MEL	21-24	9	0	0	0	1
MEL (.5FTE) Ali Tues-all day Split-Mon/Thurs/Fri w/KEL		11	0	0	0	6

SCHOOL NURSING-2023 NURSE SURVEY DATA

While the nurses do a ton of things, one of the many is triaging psychosomatic symptoms that present as physical ailments when in reality they likely root as mental health or trauma symptoms.



CARE & TREATMENT

Total Students (K-12) entering treatment programs (some repeat admissions)	
Current school year	19
2022-2023	47

COMMUNITIES IN SCHOOLS

	Total Students	Current Caseload
Middle School Includes 1:1, 16 lunch mentor program	58	38
High School	46	28

AMY BROWN

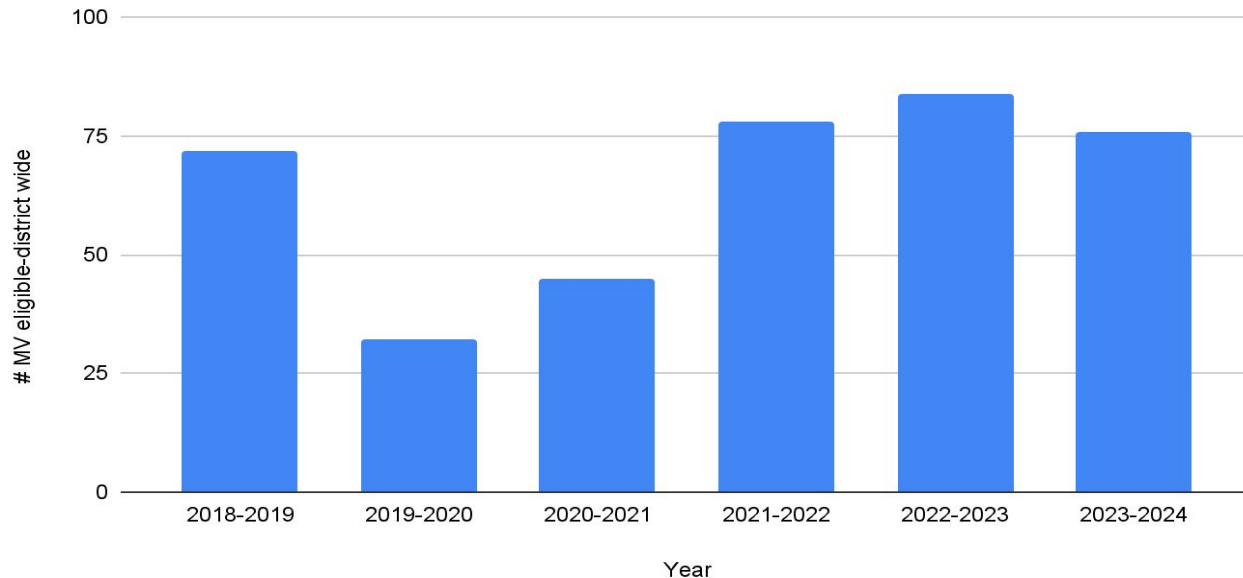
CANVAS-CHEMICAL HEALTH

Total Students Served This School Year	
Middle School	15
High School	26
HALC	3

Total Students Seen This School Year	
Middle School	23
High School	100

Total Students using counseling office for virtual/outside mental health providers	
HHS	15 Students/month
HMS	1 student/month

MCKINNEY VENTO - HOMELESS/HIGHLY MOBILE - DISTRICTWIDE



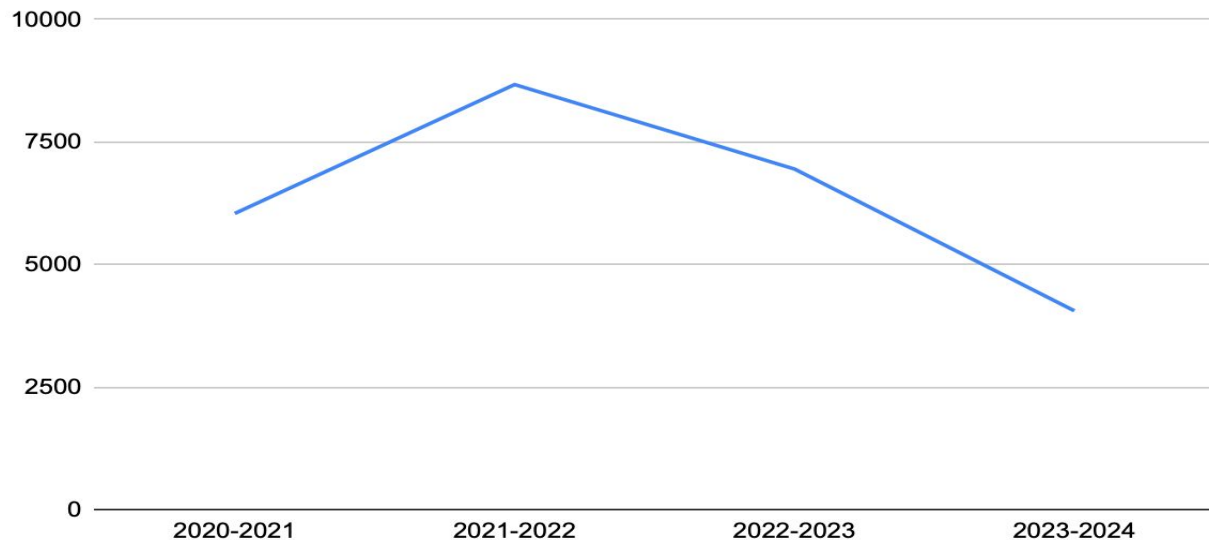
Some possible explanation for the rise in numbers:

- Accurate identification
- Impact of COVID 19
- Rise of food & cost of living
- Lack of affordable housing

FOOD 4 KIDS PROGRAM



Food4Kids Bag Distribution-Districtwide



United Way of Hastings student food initiative in partnership with



Possible reasons for the decline:

- Change in model-no doubling over long weekends
- Over saturation with same items
- Free school meals

“Connectedness has the power to
counterbalance adversity.”

BRUCE PERRY

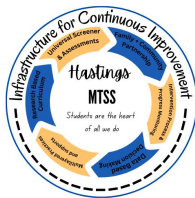
**#Winning
stories**

THANK YOU

QUESTIONS?

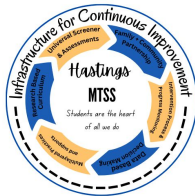
Literacy Curriculum Feedback

March 7th, 2024



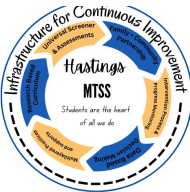
Teacher Feedback Process

- Teachers saw a presentation from both curricular resources on February 5th.
- Teachers had the chance to look through and review materials over the course of two weeks.
- A final comparative presentation was given as an optional opportunity before or after school for teachers.
- After the presentation, teachers provided feedback via a Google Form.



Teacher Feedback

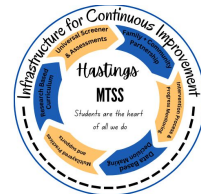
I feel I can implement effective lessons.		
	EL	Wit + Wisdom
1-2	25%	11%
3	25%	17%
4-5	50%	72%
3-5	75%	89%



Teacher Feedback

I feel content is engaging for students.

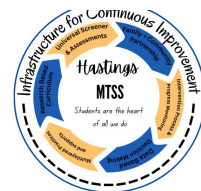
	EL	Wit + Wisdom
1-2	32%	25%
3	7%	25%
4-5	61%	50%
3-5	68%	75%



Teacher Feedback

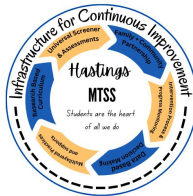
I would feel comfortable using this curriculum in our district.

	EL	Wit + Wisdom
1-2	36%	14%
3	21%	28%
4-5	43%	58%
3-5	64%	86%



Teacher Feedback

The data highlights that **78.9%** (4-5 - 68.4% + 3- 10.5%) of staff would prefer to stick with UFLI versus adopting the EL Foundational skills block.

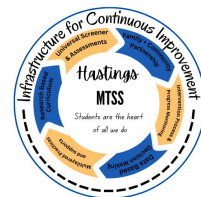


Teacher Comments

Wit and Wisdom materials seem more engaging for both teachers and students. The assessments and work is rigorous. I like the fluency homework. I like the connection to content. There seems to be a supportive community for Wit & Wisdom, similar to UFLI.

We like the engaging books and authors within EL, the differentiation, the word choice/ language that matches how we currently are teaching! The engaging curriculum for teachers to use their materials as a first year teacher I think it would be easy to follow.

Wit and Wisdom feels very much like how we talk about AVID learning strategies at the high school level.

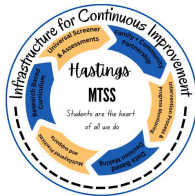


Teacher Comments

Wit + Wisdom is the only option!

EL having additional small group support for upper elementary is a great asset.

Something I've just been looking in to on my own to see how I can best support my kids. With both programs I want to make sure we are remembering the mechanics of writing is so important before kids can actually write, and that takes time.

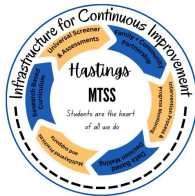


Teacher Comments

I am worried about the amount of time to set up, organize, and run that many other districts have commented on with EL.Ed.

Although both curriculums look like they have great components, I am worried about several pieces of the EL curriculum in particular. One being that half of the year is spent learning about birds. The scope of topics doesn't seem as engaging as WW does.

I have done a lot of research on districts/teachers who have used both curriculums and although there are concerns with both (always), there were very few teachers who had positive things to say about EL.

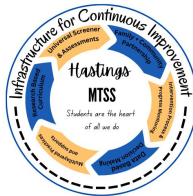


Teacher Comments

I strongly believe we should continue with UFLI regardless of what curriculum we go with.

Regardless of which way we go, I would prefer to continue using UFLI

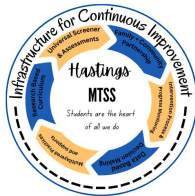
WW and UFLI have been shown to pair well together and give students the access to diverse text, higher level comprehension and skilled writing, while supporting teachers along the way.



Parent Feedback

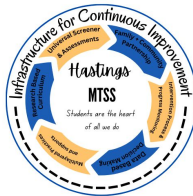
Structure of Wit and Wisdom instruction aligns better with middle school and high school models that start with an essential question and build from there. Graphic organizers are better with WW and vocab sheets offer illustration options. This is a focused note taking strategy used in the middle school and high school as well. It would be good to consider WW as this will eventually get to the other buildings so there will be common language used in all schools in the district.

The Wit and Wisdom student workbook was laid out well, easy to understand. I also really appreciate principles being learned early on that can be built on and that many of the examples include history related items that often get missed out on. examples of the teacher materials appeared to be easy to follow and relatable for teachers. I appreciate the opportunity to review the materials and provide my comments.



School Board Review

As you have a chance to look through the curricular options on your own over the next few weeks, Teaching and Learning has created a guiding document of “look fors” that we believe are the essential pieces to a great literacy program.





206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public comments to the school board as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage comments to the school board by persons of subjects related to the school district. ~~prior to the start of regular school board meetings.~~ The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free comments to the school board by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor. ~~"Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment. For the purposes of this policy, "employee", or includes a volunteers or an independent contractor. For the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to~~

~~improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~

- B. Personnel data on current and former employees that is “public” includes: Name; employee identification number, which must not be the employee’s social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee’s work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee’s reasons for the use of sick or other medical leave or other not public data.
- C. Personnel data on current and former applicants for employment that is “public” includes:
- Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, “finalist” means an individual who is selected to be interviewed by the appointing authority prior to selection.
- D. “Educational data” means data maintained by the school district which relates to a student.

- E. “Student” means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant’s application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multi member agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. Right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 - 2. Right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 - 3. Right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);

4. Right to a private hearing for licensed or non-licensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. Right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 2. Right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 3. Right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES FOR COMMENTS TO THE BOARD

- A. ~~Comments to the school board will begin fifteen minutes prior to the scheduled regular school board meeting. This time is for citizens who wish to address the board regarding School District related items. A maximum of five speakers will be given the opportunity to provide public comment.~~ The school board will not engage in discussion or provide responses during this time, however, may respond at a later time and/or direct administration to follow up with the speaker.
- B. To be recognized, citizens must complete the Public Participation at School Board Meetings Procedures and Request (Form 206.1FRM) and submit their request via email or drop it off at the district office no later than 8 am on the day prior to the regularly scheduled board meeting. If a group or organization wishes to address the school board on a topic, one representative shall be designated as the speaker. Selected speakers will be notified by the administrative assistant to the superintendent [district representative].

- C. Only those speakers recognized by the school board will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, school board, or the proceedings may be directed to leave.
- D. ~~Each speaker will be limited to 3 minutes. This time may not be ceded to another speaker. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one representative or spokespersons to speak on behalf of the group or organization.~~
- E. Matters which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
- F. The school board shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual and any media feed will be cut immediately.
- G. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

~~**PUBLIC HEARINGS**~~



~~The procedures identified in Section IV A-G will also be used for comments to the school board during a public hearing, unless otherwise determined by statute or by the school board.~~

VII. COMPLAINTS

- A. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
- B. If the complaint is against an employee relating to child abuse, -discrimination, racial, religious, sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

- C. Unresolved complaints from Paragraph 1 of this section or problems concerning the school district should be directed to the superintendent's office.
- D. Complaints which are unresolved at the superintendent's level may be brought before the board as a whole by notifying the school board ~~chair~~ in writing.

VIII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

IX. PROCEDURES

The Board may determine at the Organizational Meeting, or as otherwise necessary at a board meeting, the time, place, and manner considerations for this policy as outlined in 206.2. ¶

¶

~~Meeting start time and day of the week ¶~~

- ~~1. Start time of the public comment session ¶~~
- ~~2. The location of the public comment session ¶~~
- ~~3. If the public comment sessions will be recorded/live streamed ¶~~
- ~~4. If public comment sessions will be summarized as outlined in Policy 203.2.~~

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 13.43 (Personnel Data)
 Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
 Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
 Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)

Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing Procedures)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: ISD 200 Policy 203.2PR (Order of the Regular School Board Meeting)
ISD 200 Policy 205 (Open Meetings and Closed Meetings)
ISD 200 Policy 206.2PR (Board Procedures for Policy 206)
ISD 200 Policy 207 (Public Hearings)
SD 200 Policy 406 (Public and Private Personnel Data)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

Policy Reviewed: 01.19.2024
Policy Adopted: 05.24.2023
Policy Revised: 05.24.2023



206.1FRM PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS- PROCEDURE & REQUEST FORM

To address the school board during the public comment portion of the regular board meeting, please read the procedures **outlined** below, complete this form, and deliver it to the District Office in person at 1000 W. 11th St., Hastings, MN 55033 or by email to: tludwig@isd200.org.

This form must be delivered no later than 8:00A.M. on the day prior to the regularly scheduled board meeting at which you intend to speak. If you intend to provide documents to the school board, please email the documents to tludwig@isd200.org in advance of the meeting.

The public comment portion of a board meeting is an opportunity for residents to address the board. The board values this opportunity to listen to residents and get their input on matters important to our school district. To ensure an orderly meeting and to comply with the Minnesota Government Data Practices Act, which classifies information about students and employees as private data, please be aware of the following:

- You must be a resident of Independent School District 200, in order to provide comments to the board during this time;
- The public comment portion of the meeting is limited to a maximum of five speakers;
- Each individual speaker is limited to three minutes;
- After being recognized by the board chair, each speaker will identify themselves/the group they represent, if any. (If you are part of a group that plans to speak on a topic, we ask that you designate one individual to speak on the topic, so other residents have an opportunity to be heard on other topics);
- Public comment is not the place to address matters or complaints about specific students or staff. Please reference Policy 103 for the appropriate method to be heard on those matters **or** ~~is to~~ bring concerns to District personnel, such as the building principal or superintendent.
- Public comment is a valuable listening session. Board members may not directly respond to issues raised by a speaker at the board meeting, **but they may ask clarifying questions.** Individuals are always **welcomeopen** to schedule **an** appointments with individual board members to follow-up on matters raised during public comment.

Contact Information:

Name: _____

Address: _____

(Street, City, State, Zip Code)

Phone Number: _____ Email Address: _____

Date of board meeting at which you plan to speak during public comment: _____

Are you a resident of ISD 200? Yes No

If you will be speaking as a representative of an organization or group, name and/or description:

Nature of Comments:

Do you plan to comment on an agenda item?

Yes – Identify the agenda item _____

No - Topic of public comment _____

Have you contacted District personnel about the topic? If so, who and when

By signing below, I agree that:

- I will be respectful while addressing the board and will not engage in slanderous language or character assassination;
- I will not disclose any private information, which includes student or personnel complaints or matters specific to students or staff, even without naming such person(s);
- I will use language that is not in violation of FCC rules, as the meeting may be broadcasted and recorded;
- I will conduct myself in an acceptable manner and I understand that the board chair will rule me out of order and I will lose the remainder of my time, if I violate these procedures; and
- I understand that continued or repeat violations of the procedures outlined on this form may result in my loss of privilege to address the school board during public comments at future board meetings.

I acknowledge that I have read and that I understand ISD 200 Policy 206, and I will abide by the procedures and limitations outlined on this form when addressing the school board during the public comments portion of the school board meeting.

First and Last Name (please print)

Signature

Date: _____



417 CHEMICAL USE AND ABUSE

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during or after school hours, at school or in any other district location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. “Chemical abuse,” as applied to students and employees, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor’s normal function in academic, school, or social activities is chronically impaired.
- B. “Controlled substances,” as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and “marijuana” as defined in Minnesota

Statutes section 152.01, subdivision 9~~-~~, -but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “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. “Drug Prevention,” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence-based.
- D. “Teacher,” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

- A. Districtwide School Discipline Policy
Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.
- B. Programs and Activities
 - 1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence-based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.
 - 2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.
- C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance
 - 1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to

believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.

2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40-121A.56, and proposed for expulsion.
3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes, section 13.32 and applicable

federal law and regulations.

2. Destruction of Records

- a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes, section 138.163 (Preservation and Disposal of Public Records).

F. Consent

~~Per Minnesota state statute, a~~ Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

It is the practice of Hastings Public Schools to inform parents, when treatment is recommended, unless the minor student (under 18 years of age) requests nondisclosure to their parents. The district personnel may deny the nondisclosure request if they determine failure to inform the parent would seriously jeopardize the health of the minor.

V. EMPLOYEES

- A. The school district shall establish a drug-free awareness program to inform employees, about:
 1. The dangers of drug abuse in the workplace.
 2. The school district's policy of maintaining a drug-free workplace.

3. Any available drug counseling, rehabilitation, and employee assistance programs.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The school district shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References:

- Minn. Stat. § 13.32 (Educational Data)
- Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
- Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
- Minn. Stat. § 126C.44 (Safe Schools Levy)
- Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)
- Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
- Minn. Stat. § 152.01 (Definitions)
- Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
- Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
- Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
- Minn. Stat. § 299A.33 (DARE Program)
- Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
- Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
- 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
- 20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
- 20 U.S.C. § 5812 (National Education Goals)
- 20 U.S.C. § 7175 (Local Activities)
- 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
- 34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References:

- ISD 200 Policy 416 (Drug and Alcohol Testing)
- ISD 200 Policy 418 (Drug-Free Workplace/Drug Free School)
- ISD 200 Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
- ISD 200 Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
- ISD 200 Policy 506 (Student Discipline)

ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
ISD 200 Policy 527 (Student Use and Parking of Motor Vehicles; Patrols,
Inspections, and Searches)

Policy Reviewed: 01/26/2024
Policy Adopted: 01/25/2023
Policy Revised: 01/25/2023



601.1PR SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

A. Purpose

The Purpose of the Curriculum Advisory Council (CAC) is to:

1. Ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, and
2. Recommend to the School Board student achievement goals and measures, district assessments and other components of the World's Best Workforce and the North Star Accountability System under the Every Student Succeeds Act (ESSA).

B. Role

1. A districtwide Curriculum Advisory Council (CAC) will be established and maintained by the district to serve in advisory capacity to the School Board on matters related to curriculum, instruction, student assessment, program review/evaluation and implementation of the state academic standards.
2. CAC activities may include the following:
 - a. Reviewing improvement plans for subjects which have undergone curriculum review and evaluation;
 - b. Annually reviewing the district's strategic work in line with the components of the World's Best Workforce and the North Star Accountability System; and suggesting revisions for School Board adoption, if necessary, and
 - c. Reviewing other curriculum-related matters and programs.

C. Membership

To the extent possible, the council represents the diversity of the district communities and learning sites. The membership of the council should include parents, teachers, support staff, students and other community residents. Whenever possible, parents and other community residents shall comprise at least two-thirds of the council members.

1. The CAC is made of up to 14 parents/residents, eight employees, two students and the Director of Teaching and Learning.

- a. Committee member representation should include:
 - One parent/resident for Early Education,
 - Hastings Area Learning Center,
 - STARRS
 - Native American Parent Advisory Committee (NAPAC)
 - Two parents/residents for Kennedy Elementary, McAuliffe Elementary, Pinecrest Elementary, Hastings Middle School, Hastings High School.
 - b. Student representatives will be actively enrolled at Hastings High School.
 - c. Employee representation should include:
 - One staff for Early Education,
 - Kennedy Elementary,
 - McAuliffe Elementary,
 - Pinecrest Elementary,
 - Hastings Middle School,
 - Hastings High School,
 - equity and diversity department,
 - administration.
2. Terms of Office – Terms of office run from August 15 through the last day of school in June.
 - a. Parents, residents and employees serve three-year terms. Terms are established to ensure the continuity of a portion of the membership each year.
 - b. Students serve up to a two-year term.
 - c. The Director of Teaching and Learning serves on an ongoing basis.
 - d. No member may serve more than two three-year terms, whether or not the terms are consecutive, however, a person selected to complete an unexpired term may not serve more than a maximum of eight years.
3. Selection of CAC Members
 - a. Parents/residents must complete and submit an application form (Curriculum Advisory Committee Parent/Resident Application Form). Employees may be recommended to serve or may apply by completing and submitting an application form to the Director of Teaching and Learning.

- b. Openings on the CAC are advertised in district publications and on the district website. Applications are accepted until the published deadline for terms beginning the following August 15. Applicant recruitment may take place after the published deadline for openings for which there are no applicants meeting the guidelines in section 3.1.1 above.
 - c. After the published deadline, district staff on the CAC meet to review applications based on membership criteria described in sections C through C.1.b above.
4. Filling Unexpired Terms – When a position becomes vacant before the end of its term, the position remains open until the next application (see section C.3 above).
 5. Expectations and Roles of Members
 - a. Members are expected to attend a minimum of two of the four regular CAC meetings each year.
 - b. A member who isn't able to fulfill their commitment may resign or may be asked to resign by the Director of Teaching and Learning.

D. Meetings

The CAC holds at least four regular meetings each year, from September through May. The meetings are publicized in district publications and on the district website, and are open to the public.

E. Relationship to the School Board

The CAC serves in an advisory capacity to the School Board.

Legal References: Minnesota Statute 120B.11, School district process for reviewing curriculum, instruction, and student achievement; Striving for the world's best workforce

Policy Reviewed: 12.08.2021

Policy Adopted: 12.08.2021

Policy Revised: 12.02.2021



616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process ~~that~~^{which} promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding ~~the~~^{the} implementation of the Minnesota Academic K-12 Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district ~~established~~^{will establish} a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the

school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41

~~[Insert Local Cycle in this space]~~The District Advisory Committee meets at a minimum of three times a year.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet **state and** federal expectations. If the school board determines that student achievement levels at a school site do not meet **state and** federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet **state and** federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement

components.

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

D. Comprehensive Continuous Improvement of Student Achievement

1. By October 15 of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.¶

~~e.~~

- 4. Translation services should be provided to the extent appropriate and practicable.
- 5. ~~The District Advisory Committee shall meet the following timeline each year:¶~~

~~Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.¶~~

~~Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.¶~~

~~Month(s): Review evaluation results and prepare recommendations.¶~~

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

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

- 1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the

Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

~~The procedures of this policy are laid out in Policy 601.¶~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's 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.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
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 3501.1300-3501.1345 (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)

Cross References: ~~MSBA/MASA Model Policy 104 (School District Mission Statement)¶~~
~~ISD 200 Policy 601 (School District Curriculum and Instruction Goals)~~
~~ISD 200 Policy 603 (Curriculum Development)¶~~
~~ISD 200 Policy 606 (Textbooks and Instruction Materials)¶~~
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)¶~~
~~ISD 200 Policy 618 (Assessment of Student Achievement)¶~~
~~MSBA/MASA Model Policy 619 (Staff Development for Standards)~~
ISD 200 Policy 620 (Credit for Learning)

Policy Reviewed: 02.28.2022.28.2024

Policy Adopted: 07.28.2021

Policy Revised: 02.23.2022



802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by

being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, ~~at~~ in the discretion of the school board.

The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
 - a) another school district;
 - b) the state department of corrections;

- c) the board of trustees of Minnesota State Colleges and Universities;
 - d) the family of a student residing in the district whose total family income meets the federal definition of poverty; or
 - e) a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Biddings Procedures)

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Adopted:

Revised: