



School District 622
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

SCHOOL BOARD MEETING

Regular Meeting

**May 26, 2015
6:00 PM**

Board Members:

Caleb Anderson, Director
Theresa Augé, Chair
Amy Coborn, Director
Steve Hunt, Vice Chair
Nancy Livingston, Clerk
Becky Neve, Director
Michelle Yener, Treasurer

Superintendent:

Patty Phillips

622 Education Center
2520 East 12th Avenue
North St. Paul, Minnesota 55109

District Mission Statement:

A community collaborative dedicated to educating and empowering all learners to excel in our changing world.

**SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 622
North St. Paul-Maplewood-Oakdale**

**Regular Meeting
May 26, 2015
6:00 PM**

District Education Center, 2520 East 12th Avenue, North St. Paul

A G E N D A

- I. Call to Order and Pledge of Allegiance**
- II. Approval of the Agenda**
- III. Achievement - *presented by Neve***

15

A. Business Partners of Work Based Learning Students

It is always heartwarming to hear the connections our Career and Tech Ed Work Based Learning business partners make with our high school students. At this meeting we will present achievement awards to 16 individuals from businesses as well as our Transportation Department staff for the great relationships they forge with our students as they simultaneously provide them with "real life" work experience.

B. Debra Meyer

Deb Meyer has been volunteering at Skyview Middle School for three years, devoting countless hours helping high potential students with their writing, research and presentation skills. She was nominated for a School Board Achievement Award by Kathryn Marget, who works with AVID students and our High Potential Program at Skyview.

IV. Public Comment

An opportunity for public to comment on items pertaining to the agenda. Speakers shall complete a registration card, state their name and address, and will have between two and four minutes, depending on the number of speakers, to speak on an agenda topic. The Public Comment section of the meeting shall last no longer than thirty minutes.

V. **Consent Agenda** 19

The Consent Agenda consists of routine items that are acted on in a single, consolidated motion without Board discussion. Board members have the option of pulling items off the Consent Agenda if they wish to discuss them or consider them individually.

****I recommend that the consent agenda items, listed below, be approved as presented.***

- A. Minutes of April 28, 2015 Special Meeting 20
- B. Minutes of April 28, 2015 Business Meeting 23
- C. Minutes of May 12, 2015 Work Study Session 36
- D. Minutes of May 12, 2015 Special Meeting 37
- E. Minutes of May 13, 2015 Special Meeting 38
- F. Minutes of May 18, 2015 Special Meeting 39
- G. Routine Personnel 40
- H. Bid/RFP Calendar 42
- I. Bid Award 43
- J. Playground Grant Approval 46

Here are Director Johnson's comments on the grant to fund the Beaver Lake playground: "Because the playground at Beaver Lake was deemed not safe for preschool children, staff applied for and received a grant from the Minnesota Department of Human Services for \$137,500 to build an Early Learning Outdoor Environment.

District staff have been planning improvements to outdoor environments of Beaver Lake that will enhance the safety of children, families, and staff and improve use of the expansive natural outdoor spaces for teaching and learning.

The Beaver Lake Early Learning Outdoor Environment proposed in this grant will be a critical extension of the preschool (Birth up to Kindergarten) learning environment provided at Beaver Lake

Education Center. Children will grow and learn in all areas of their development through active learning experiences guided by the environment and planned by teachers. Families will use the environment for leisure, recreation, and developing healthy patterns in their families through active play and interaction.

The current playground on the Beaver Lake Education Center site has recently been determined unsafe for use by young children due to entrapment concerns, unsafe surface, and because the structures, built in 1987, were designed for elementary-age children. The playground is slated for removal in early spring 2015. With the grant funds, Beaver Lake Education Center has the opportunity to create an outdoor learning environment that:

- 1)Addresses how young children learn through play, movement, and interacting with nature*
- 2)Is universally designed to provide inclusive play and learning experiences for all children who attend the center or live in the surrounding community*
- 3)And promotes family engagement and health through carefully planned features that families value in outdoor time together.*

The scope of this project, with a total budget of \$275,000, will include replacing the condemned playground structure with current safe playground surfaces and equipment designed for preschool age children with and without disabilities, and providing surrounding features such as shade, picnic tables, gathering spaces, etc.

The outcomes of the grant will include delivery of developmentally appropriate universally designed curriculum in an outdoor learning environment, resulting in enhanced motor skills, problem solving skills, self-regulation, parent/child opportunities, and community building for ALL children and families.

The District has been following a program of deferred maintenance and facilities improvement and has planned for parking lot and playground improvements at Beaver Lake in the upcoming years. With \$137,500 district funds matching \$137,500 committee grant funds, the Beaver Lake Outdoor Learning Environment will become a reality in July, 2015."

K. Disbursements

50

VI. Action

We were asked to move the action agenda items below to an earlier portion of the meeting to accommodate the possible attendance of individuals associated with them so we will have action on these three agenda items and then revert back to the Report section of our meeting which will then be followed by our remaining action agenda items.

A. Human Resources - Gray/Augé

Director Gray and Chair Augé will review the superintendent search process and share a report from the May 20 subcommittee meeting. After action is taken on the superintendent's contract, the Board Chair will introduce our new superintendent.

1. Superintendent's Contract

54

B. Teaching & Learning - Miller

1. Expulsions

Dr. Troy Miller has sent you a confidential mailing regarding these two proposed expulsions. In addition we are giving you Exhibit A for each of the proposed expulsions. The names of the students are redacted, as that is private data under Minnesota's statutes. At the time of the preparation of BoardBook we have not yet received the Hearing Judge's Findings of Fact and Recommendations from the hearings that were conducted this week. Those documents will

be given to you the day of the School Board meeting. All of the documents related to these expulsions will be collected from you and shredded at the conclusion of the school board meeting.

The parents of these two students are allowed to plead their case to the school board; however, if they do so they are agreeing to make what is private data for us (the identity of the students) public. If they come to the meeting I will review this for the families so they understand the consequences of their coming forth to speak.

Bringing a loaded gun to school is a felony offense. Administration is proposing expulsion of Student A and expulsion of Student B for one year, regardless of the recommendation of the Hearing Officer, although we are quite certain his recommendation will be aligned with ours.

- a. Student A 62
**I recommend that the resolution expelling Student A be approved.*
- b. Student B 64
**I recommend that the resolution expelling Student B be approved.*

VII. Reports

A. Student Board Representatives

B. Superintendent

1. Recognition of Donna Fischer

2. Introduction of New Tartan Student Board Representative

Phoebe Ato, current 10th grader at Tartan High School, will be Donna Fischer's replacement.

C. School Board

1. 916 Report - Augé

Theresa will be sharing the names of District 622 students who were recent District 916 scholarship recipients.

D. Business Office

1. Nutrition Services Update - Pohlkamp

66

Nutrition Services Supervisor Paula Pohlkamp will give us an overview and update on what's going on in the Food Service program as well as any changes that are occurring. She has included very informative handouts outlining the nutritional guidelines and interesting points about this large operation with 71 kitchen employees who serve an average of 2300 breakfasts and 7650 lunches each day .

VIII. Action Items

A. Business Office

1. Acknowledgment of Contributions - C. Anderson

78

**I recommend that the list of contributions, with a year to date total of \$193,627.87 be accepted with appreciation.*

B. Human Resources - Gray

1. Unrequested Leave of Absence

Per state statute, when the District does not have enough positions for existing tenured staff, it must place these staff on unrequested leave. This is the second of two steps. This resolution actually places the individuals on ULA and requires a roll call vote. When placed on unrequested leave of absence, these two tenured teachers have five year recall rights to a position in our school district.

**With separate roll call votes, I recommend that the school board approves the resolutions placing Brandon Otte and Pamela Tarasar on unrequested leave of absence.*

a. Brandon Otte

80

b. Pamela Tarasar	81
C. Teaching & Learning	

1. Course Approvals for 2015-2016 - Burrell	82
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Sharon Burrell has included one Powerpoint which includes key points regarding both of her agenda items and resolutions (Course Approvals and Q Comp Annual Report).

Sharon had the following comments about the proposed high school course offerings: "Two additional course offerings are proposed for Fall 2015. The curriculum maps for these courses are complete and both courses have followed the District 622 Curriculum Improvement Process with recommendations for approval by both the Curriculum Coordinating Committee (CCC) and the District 622 Advisory Committee.

American Sign Language Level 2 is an elective three-trimester course that meets the college entrance requirements of a world language. During the 2014-2015 school year, American Sign Language was offered at both North and Tartan for the first time. Over 200 students elected to enroll in this new world language course. Each high school will have approximately 50 students continuing to Level 2 with enrollments of approximately 100 for the Level 1 course in the Fall of 2015.

AP Human Geography is an elective three-credit social studies course for 9th grade that meets the two-credit requirement for 9th grade social studies. AP Human Geography offers students the opportunity to earn an AP score which is accepted for a college credit, based on attainment of a score of 3 or higher on the end-of-year AP exam for this course. Revising the AP Human Geography course from an elective two-credit course to a three-credit course will provide additional instructional time to assure students the time to learn the higher level AP course content.

Human Geography and AP Human Geography were first approved as District 622 courses in the spring of 2011 in preparation for the final legislation approval of the new Minnesota Academic Standards in Social Studies in 2013. Human Geography will remain a two-credit trimester course that meets all requirements for meeting ninth grade social studies academic standards."

**I recommend that the School Board approves the resolution adding the following new course offerings for Fall 2015: American Sign Language Level 2 and 9th Grade Advanced Placement Human Geography(three trimester course).*

2. Q Comp Annual Report - *Burrell*

115

Sharon Burrell submitted the following information on the Q Comp Annual Report: "This Annual Report reflects District 622's ninth year of participation in Minnesota's Alternative Teacher Pay for Performance System (ATPPS) or Q Comp (Quality Compensation).

Q Comp participation provides on-going, site-based, job-embedded professional learning for all 622 licensed teachers. Q Comp provides the structures and resources to support on-going implementation and refinement of Professional Learning Communities at all sites.

Participating teachers have the opportunity to earn \$1900 for the implementation and planning of new instructional strategies. Teachers collect data on student performance in order to modify instruction to meet the needs of all learners.

Buildings set achievement goals each fall based on the last year's student achievement. Buildings determine three instructional strategies for adult learning that will support the identified student learning needs.

MDE recognizes that 2014-2015 MCA proficiency rates are not available at this time and ask that all districts submit their required annual reporting by June 30 with the understanding the achievement sections on the annual report will be updated as the MCA data becomes available in August.

District 622 administration and the 622 teacher association continue to collaborate to refine and support the Q Comp process."

**I recommend that the Q Comp Annual Report be approved.*

3. MSHSL Resolution & Video - Miller

124

Each year Minnesota Statute 1993, Section 128C.01, requires individual school boards to authorize membership in the Minnesota State High School League. Effective for the 2015-2016 school year, each school board must (yes, the memo we received said MUST!) view the "Why We Play" training video which defines the purpose of education-based athletics and activities and will assist in communicating a shared-common language as it relates to the value of these programs. The review of the training video determined it is ten minutes long so we are sending you a copy of it on a flash drive so you can review it at home, rather than devote ten minutes of our meeting time to this viewing. Please return the flash drives when you come to the school board meeting as we borrowed them from Technology!

**I recommend that the School Board approves the resolution authorizing membership in the Minnesota High School State League.*

D. School Board

1. Policies - Phillips

125

The twenty-six policies which have revisions as well as the two new policies and the two policies we are rescinding have all been reviewed at a school board study session, have had a first reading at

our April School Board business meeting and are slated for a second reading and possible approval at this May business meeting.

Unless there are questions about the other policies, I plan to only discuss Policy EM-020.15 Student Discipline and Notice of Suspension Policy, as that policy was recently reviewed by our Advisory Committee as a means of getting community/stakeholder input and our listening audience has not heard the recommended changes which the board learned about at our May work study session.

Community and staff stakeholders recommended one change to the policy (which was supported by our attorney Karen Kepple) and that change limits the classroom teacher's authority to remove a student from class for more than one period. Longer removal, up to the five days allowed by statute, would require approval by the principal or the principal's designee.

a. Revise	129
<i><u>*I recommend that the resolution revising the twenty-six policies listed below be approved.</u></i>	
1) G-033 (Open Meetings & Closed Meetings)	130
2) G-035 (Public Participation in School Board Meetings/Complaints/Data Privacy Considerations)	137
3) G-050 (Policy Stewardship)	142
4) E-014 (Graduation Requirements)	145
5) E-015 (Student Attendance)	157
6) E-033 (Modification of School District Budget)	164
7) E-058 (Waste Reduction and Recycling)	166
8) E-072 (Enrollment of Nonresident Students)	173
9) E-085 (Employee-Student Relationships)	177
10) E-088 (Staff Development)	180

11) E-089 (Assessment of Student Achievement)	186
12) E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)	191
13) EM-020.4 (Public & Private Personnel Data & Form)	194
14) EM-020.6 (Family & Medical Leave Policy)	202
15) EM-020.7 (Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form)	210
16) EM-020.10 (Tobacco-Free Environment)	219
17) EM-020.13 (School Weapons Policy)	222
18) EM-020.14 (Search of Student Lockers, Desks, Personal Possessions, & Student's Person)	226
19) EM-020.15 (Student Discipline & Notice of Suspension)	229
20) EM-020.21 (Internet Acceptable Use Policy & Internet Use Agreement)	244
21) EM-020.22 (Hazing Prohibition)	252
22) EM-020.25 (Student Transportation Safety Policy)	257
23) EM-020.26 (Crisis Management Policy)	271
24) EM-020.29 (Instructional Curriculum)	279
25) EM-020.30 (Curriculum Development)	285
26) EM-020.33 (School District Curriculum and Instruction Goals)	287
b. Rescind	293
<i><u>*I recommend that Policy L-041 Gifts to and Solicitation by Staff Members and Policy L-043 Unauthorized Advertising be rescinded.</u></i>	
1) L-041 (Gifts to and Solicitation by Staff Members)	294
2) L-043 (Unauthorized Advertising)	295
c. Adopt	297
<i><u>*I recommend that Policy E-007 Advertising and Policy E-008 Gifts to and Solicitation by Employees and School Board Members be</u></i>	

adopted.

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| 1) E-007 (Advertising) | 298 |
| 2) E-008 (Gifts to and Solicitation by Employees and School Board Members) | 300 |
| 2. Set Board Meeting Dates for 2015-2016 | 302 |

A proposed calendar for dates for our business meetings, work study sessions, and reflection study sessions is listed in the resolution. We tried to keep the study sessions on the second Tuesday of the month and business meetings on the fourth Tuesday of the month (with an exception here and there). There are 12 scheduled business meetings; 5 work study sessions; and 4 reflection study sessions. The business meetings will begin at 6:00 p.m. with the exception of the July 21 business meeting which will begin at 4:30 p.m. The work study sessions begin at 4:30 p.m. and the reflection study sessions will begin at 5:00 p.m.

**I recommend that board meeting dates for 2015-2016 be approved as presented.*

3. Revision of Agenda for June 9, 2015 Work Study Session

We set this June 9 work study session date on February 17 with the following agenda items: 1)2015-2016 General Fund and Community Education Budgets; and 2) Levy Discussion. Since that time, Randy would like to incorporate the Fund 20 budget to his report, and due to MSBA's new mandatory policy, Cory is required to present a first look at Policy EM-020.33, Workload Limits for Certain Special Education Teachers. Theresa also wanted to add a brief superintendent retirement discussion (I will excuse myself from the meeting at that point). Therefore, the June 9 work study session which begins at 4:30 p.m. in Room 202 of the District Education Center has a newly revised agenda proposed for action.

**I recommend that the rfollowing evised agenda be approved for*

the June 9, 2015 work study session which begins at 4:30 p.m. in Room 202 of the DEC:

1)Policy EM-022.33 (Workload Limits for Certain Special Education Teachers)

2)2015-2016 General Fund, Community Education, and Fund 20

3)Levy Discussion

4)Superintendent Retirement

4. Set Agenda for June 23, 2015 Reflection Study Session

Our June 23 reflection study session time has already been set to begin at 5:00 p.m., but we must take action on the location and agenda.

**I recommend that the June 23 reflection study session be held in Room 202 of the District Education Center and includes the following agenda items:*

1)Check-In

2)NSBA Reflections Plus P-Cards for Board Members

3)Revisit Board Monetary Transactions

4)Board Officer Succession Plan & Policy G-021

5. Set Board Mini-Retreat Date & Time

IX. Board Communications

X. Future Board Meeting Dates

A. June 9, 2015 Work Study Session (Conference Room 202)

B. June 23, 2015 Reflection Study Session 5:00 p.m. (Conference Room 202)

C. June 23, 2015 Business Meeting 6:00 p.m. (Board Room)

XI. Adjourn

III. A. ACHIEVEMENT AWARDS, *presented by: Neve*

The School Board of the North St. Paul-Maplewood-Oakdale School District is proud of its students, citizens, and staff who demonstrate service “above and beyond” the call of duty. We are proud to recognize the following individual(s):

The Career and Technical Education’s Work Based Learning Program would like to honor the following individuals for being true “business partners” as they have provided our high school students with “real life” employment training experiences:

- A. **Jason Burbul** is the owner of a book recycling company called A Greener Read. Despite being a relatively new and growing business, Jason was willing to partner with us in Work Based Learning. He willingly developed procedures that enabled our students to efficiently scan and sort books. He made many adaptations to accommodate our students and help the job coach. Jason has even been willing to consider paying our students once they reach his production goals. We have been working diligently all year in hopes of creating a satellite of A Greener Read in our district. We are still hoping that this will come to fruition in the coming school year. We want to commend Jason for his hard work, open mindedness and flexibility to help make Work Based Learning possible. It is business persons like Jason who help students learn job skills and work to achieve their potential.

- B. **Diane Sessing**, owner of 4 Perfect Pets, has taken our Next Step students as volunteers beginning last summer. She took them on for most of the year without even a job coach, providing them with valuable work experience and job training. Diane organized tasks for them to accomplish and monitored their work. She has maintained open lines of communication and given students increasingly complex tasks as they were ready for them. She sees the benefit of our work program and the skill development it achieves. The students who have volunteered at 4 Perfect Pets have developed work skills and thoroughly enjoyed working for Diane. We are very thankful that Diane has been willing to be a volunteer site for our students this past year and look forward to a continuing partnership.

- C. **Randy Stenger**, Owner, **Luke Wright**, **Adam Johnson** of Extreme Sandbox; and **Paul Anderson**, Technical Recruiter of Ziegler Caterpillar are nominated for providing an incredible on-site experience for our students. We first learned about Extreme Sandbox, a heavy equipment adventures company, from an article published in the MN CTE newsletter and were intrigued. In an effort to generate interest in both the diesel mechanics and heavy equipment industries, Randy, Luke & Adam offered a hands-on experience to high school students so they can learn more about this industry. Additionally, all 16 students got to get behind the stick on two different pieces of heavy equipment! Paul

Anderson was a huge help in explaining the need for diesel mechanics in today's world.

- D. **Billy Hall, Eddy Jiles, and Kris Miller** of Heppner's Auto Wash are recognized for creating a rich and rewarding experience for our students who lacked work history. Billy reached out to staff at Tartan, expressing interest in hiring students to work at the car wash. He was extremely flexible as a plan was set to send several students over to the car wash. Most of the students chosen hadn't had any work history. Billy enlisted the help of his manager, Eddy Jiles, to train and supervise each student. Eddy was so kind and approachable to these kids, as they were somewhat nervous to begin. He was patient and gently nudged the students to improve. After just two shifts, Eddy hired four students, who are now on schedule regularly. Kris Miller manages the office and was instrumental in organizing the overall schedule, which includes several students working a variety of shifts. She was helpful each time we had questions, and even helped some of the kids complete their W-4 forms. This has been a rich and rewarding experience for these students. Thank you, Billy, Eddy and Kris!

- E. **Kelli Mauer and Jamie Kyes**, Co-Owners of Little Inspirations Child Care Center are being honored for their wonderful partnership with District 622. Last fall, a cold call was placed to Jamie to inquire about having a Tartan student gain some work experience at the Center. Without any arm-twisting, she was in! Since that time, Kelli and Jami have staffed two of our students this entire school year. In fact, one of those students has gone onto a paid position at Little Inspirations! The students are very happy working at Little Inspirations and are grateful for the experience. We are so thankful for Kelli and Jamie.

- F. **Ron Horwath**, Maplewood Community Center Operations Manager, has worked with the District 622 Work Based Learning Program for four years now. He has employed and offered volunteer options for students from North, Tartan, and Next Step. Ron is the type of business partner that makes our program successful in many ways. He understands what our students need to gain valuable work skills. It's not just about finding employees for Ron, it's about making a connection, mentoring, and guiding students to be the best they can be. Ron has taken time out of his day to meet with our team and provide current up-to-date best hiring practices. He has employed 622 students as a lifeguard, building attendant, fitness instructor, and developed volunteer positions such as building and snack bar attendant. We appreciate Ron so much!

- G. **Barb Early, Marsha Williams and the entire District 622 Transportation Staff** are being honored for their work with Work Based Learning students. The District cannot offer our students the wide variety of on-the-job opportunities, tours, job shadows, and field trips without the support of our transportation staff. They work tirelessly behind the scenes coordinating routes, drivers,

schedules, and adapting to the daily changing needs of our students. Marsha Williams takes every request, checks and double checks that all the information is there that is needed as she coordinates with Barb Early who is then given the monumental task of making sure that the routes are set, phone calls are made, bus drivers are scheduled, and buses are on time. Last but not least are the many drivers that pick up the scheduled routes and get our students to where they need to go and get back safely. Inevitably there are changes, cancellations, weather delays, subs to be called, and the list goes on. We honestly don't know how you do it, but you do, and you handle every detail and obstacle resulting in our students benefiting from it all. We appreciate each and every one of you.

- H. **Tom O'Hern**, High School Program Manager for Junior Achievement of the Upper Midwest is recognized for his support of the Work Based Learning Program through Junior Achievement (JA) district-wide. Tom's professionalism, ability to connect with students, and genuine care that all students have access to the resources that JA has to offer makes him an invaluable partner. Tom coordinates volunteer speakers that come into our classrooms to talk about what it takes to be successful in today's world of work. He also coordinated Job Shadow experiences at Accenture and Microsoft, two IT companies that offered students a close look at how their operations run. Comments from students included: "Best field trip EVER" and "I want to work THERE someday." We hope that this is the beginning of a long and lasting relationship with Tom and Junior Achievement.

- I. **Kendra Dodd** from Minneapolis Business College is a Research enthusiast, Senior HR Professional, Life/Career Coach, and Facilitator/Trainer. Kendra has been working with us district-wide through a partnership with the Minneapolis Business College for the past two years. Kendra's ability to connect with students is amazing. She is professional, personable, and flexible. She can read a room and adjust her presentation to meet the needs of our students. She has helped with mock interviews and has presented on a number of topics including job search, interviewing, applications, and how to set goals. Her enthusiasm is contagious and we hope to continue working with Kendra in the years to come.

Jason, Diane, Randy, Luke, Adam, Paul, Billy, Eddy, Kris, Kelli, Jamie, Ron, Barb, Marsha, District 622 Transportation Staff, Tom, and Kendra are nominated by the District 622's Career and Technical Education Work Based Learning Program: Beth Stanley, Brenda Hovland, Sandy Lowry, Lauren Lenart, Melissa Jorgensen, Mary Krech, Sue Johnson, and Julie Koehler.

- J. **Debra Meyer** has been nominated by AVID Site Coordinator and High Potential Resource Teacher Kathryn Marget. Deb contacted Kathryn three years ago with an interest in volunteering at Skyview Middle School as part of Thomson Reuters' corporate school and community volunteering program. She began working with the High Potential Project Citizen students during the 2012-2013 school year and has continued every year since. Deb has put in dozens of hours at Skyview, providing support to students and helping them to increase research, writing, presentation, and time management skills. Thomson Reuters provides a monetary grant to the Skyview High Potential program based on the number of hours Deb puts in at the school. These grants have allowed Project Citizen and other student enrichment activities to continue and grow. Her help and dedication have been invaluable.

V. CONSENT AGENDA

The Consent Agenda is designed to expedite the handling of routine and miscellaneous official business of the School Board. The entire agenda may be adopted by the Board in one motion. The motion for adoption is not debatable and must receive unanimous approval. By request of an individual Board member, an item can be removed from the Consent Agenda and placed upon the regular agenda for consideration and action.

Therefore, the following resolution is recommended:

BE IT RESOLVED by the School Board of Independent School District No. 622 that Consent Agenda Items, V.A. through V.K., be approved as written, and a copy of the agenda items is attached to the minutes.

MOTION:

SECOND:

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**SPECIAL MEETING SESSION
SCHOOL BOARD
April 28, 2015**

Chair Augé called the meeting to order at 4:33 PM with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Coborn, and Neve. Arriving at 4:35 PM: Superintendent Phillips; Arriving at 4:37 PM: Director Anderson.

Others present were: Randy Anderson, Kim Cavallaro, Keith Gray, Cory McIntyre, and Troy Miller.

Board members discussed the next steps in the superintendent search process. They shared their personal thoughts on desired characteristics from the adopted superintendent profile and next steps for reaching out and researching candidates that fit their choices. Continued discussion was held on whether to continue the search process using a search firm or using a different resource.

Due to time constraints, Augé suggested that discussion be tabled and the meeting be adjourned and continued immediately following the 6:00 PM Business Meeting.

Neve moved Anderson seconded the following motion, which carried:

THAT the Special Meeting be tabled until the Business Meeting adjourns.

The meeting adjourned at 5:49 p.m.

The Special Meeting was called back to order by Chair Augé at 8:50 PM with the following present: C. Anderson, Augé, Coborn, Hunt, Livingston, Neve, Yener, and Phillips. Others present were: R. Anderson, Cavallaro, Gray, McIntyre, and Miller.

Discussion continued on the next steps for the superintendent search process.

Yener moved and Coborn seconded the following motion, which carried:

THAT the District pursue the continued contract with School Exec Connect to secure candidates with characteristics which fit the identified profile and that a conversation/collaboration take place with Superintendent Phillips and School Exec Connect to share potential candidates.

The superintendent search timeline was considered. Augé asked the Board to set a Special Meeting to approve a slate of superintendent candidates.

Anderson moved and Livingston seconded the following motion, which carried:

THAT the Board will have a Special Meeting on May 12, 2015 at the District Education Center immediately following the May 12, 2015 Work Study Session with the following agenda item: Acceptance of the Slate of Superintendent Candidate(s).

Conversation continued on the superintendent search timeline, including possible interview dates. Board Members discussed setting a potential interview schedule and process. Yener moved and Hunt seconded the following motion, which carried:

THAT the Board will set the interview and superintendent hiring process as follows and that the schedule may change depending upon the number of candidates received and meetings and discussions may be changed:

May 13, 2015: First Interviews:

5:30 PM

7:00 PM

8:30 PM

District Education Center

May 13, 2015: Special Meeting:

Immediately following interviews

Agenda item: Identify Superintendent Finalist(s)

District Education Center

May 18, 2015: Focus Group Interaction with Finalist(s)

4:00 PM

5:30 PM

District Education Center

May 18, 2015: Final Interviews:

6:30 PM

8:00 PM

District Education Center

May 18, 2015: Special Meeting:

Immediately following interviews

Agenda item: Discussion of Possible Selection of the Superintendent

District Education Center

May 19, 2015: Potential Site Visit

Daytime hours to be determined

May 19, 2015: Special Meeting
4:30 PM
District Education Center

Yener moved and Anderson seconded the following motion, which carried:

THAT the Special Meeting be adjourned.

The meeting adjourned at 10:02 PM.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**REGULAR MEETING
SCHOOL BOARD
April 28, 2015**

Chair Augé called the meeting to order at 6:01 p.m. with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, Neve, Superintendent Phillips, Student Representatives Donna Fischer and Charlotte Zangs.

Others present were: Keith Gray, Director of Human Resources; Troy Miller, Assistant Superintendent; Randy Anderson, Director of Business Services; Cory McIntyre, Director of Student Services; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance led by Skyview Elementary 5th grade students Angeline Xiong, Maxine Osei, and Emmanuel Bilson.

Hunt moved and Neve seconded the following motion, which carried:

THAT the agenda be approved as presented.

Hunt presented Achievement Awards to the six Community Education EXCEL award winners: PrairieCare; Pang Xiong; Miriam Yang; Pam Jakes; Dustyn Montgomery; Antenne Tena; Jessie and Tom Helmbrecht.

During the Public Comment portion of the meeting, Lisa Imsdahl and Julie Swanson addressed the Board regarding the student achievement policy.

The Consent Agenda was considered. Hunt requested that Item V.H. be removed for discussion. Yener moved and Livingston seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following Consent Agenda Items, V.A. through V.G., and Item V.I. be approved as written, and a copy of the agenda items is attached to the minutes.

Phillips noted that the Board had just taken action on the hiring of Gena Abrahamson as the new principal at Cowern Elementary effective July 1, 2015. Abrahamson addressed the board.

Item V.H., Designation of Official with Authority to Authorize MDE Secure Websites was discussed. Hunt moved and Anderson seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following Consent Agenda Item, V.H. be approved as written, and a copy of the agenda item is attached to the minutes.

North High Student Board Representative Charlotte Zangs reported on the following items: Midterms are taking place; juniors took the ACT today; Girls Lacrosse had their first win; and Prom is coming up on May 16 at the Landmark Center.

Tartan High Student Board Representative Donna Fischer reported on the following items: The end of the year is coming soon with only 23 days left of school; the Tartan Theatre musical 9 to 5 was last weekend and there is still an opportunity to go see it this weekend; spring sports are off to a great start; Golden Prom is April 29 at the Prom Center; Prom is May 9 and Relay for Life is the weekend after Prom.

Phillips reported on her exciting day and explained that U.S. Secretary of Education Arne Duncan, Commissioner of Education Brenda Cassellius, Governor Mark Dayton, Lieutenant Governor Tina Smith, Senator Chuck Wiger, Representative Leon Lillie and School Board Members Anderson, Hunt, Livingston, Neve and Yener visited Richardson Elementary's Pre K program.

Phillips shared a flipped classroom video which demonstrated the concept of reversing lecture and homework elements of a course.

Augé reported on District 916 and provided a brief update on their Capitol View project.

Phillips provided a first reading of the proposed revision of 26 current District policies (G-033, G-035, G-050, E-014, E-015, E-033, E-058, E-072, E-085, E-088, E-089, E-090, EM-020.4, EM-020.6, EM-020.7, EM-020.10, EM-020.13, EM-020.14, EM-020.15, EM-020.21, EM-020.22, EM-020.25, EM-020.26, EM-020.29, EM-020.30, EM-020.33), two policies proposed for adoption (E-007, E-008), and the rescinding of two policies (L-041, L-043). These policies will be proposed for action at the May 26, 2015 Board business meeting.

Neve moved and Coborn seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
Anonymous	\$75.00	Webster 4 th grader to attend COMET
Steve Hunt	\$50.00	Castle Elementary - Reading enrichment
Lori Samson	\$20.00	Oakdale Winter Bingo Event
OMNI Otter Swim Club, Inc.	\$7,770.00	Tartan Swimming

Virginia Coller	School supplies (valued at \$20.00)	Cowern Elementary
North High Fastpitch Boosters	\$6,425.00	North High Athletic Dept.
Kelly Kruzel	\$500.00	Harmony Learning Center (Nate Sahlis' Class)
Anonymous	\$626.00	NHS Polar Academy students to attend Romeo & Juliet at Parle Square Theater
The Toro Company	2 large used motors; 14 small used motors (valued at \$550.00)	Tartan High School Industrial Tech Small Engines
Anchor Bank, N.A.	Popcorn machine, stand, popcorn and supplies (valued at \$350.00)	District 622
Christa Waymire	\$50.00	Harmony Pilot Program
DeLeo's Brothers	Chicken Fettuccine Alfredo (valued at \$25.00)	Oakdale Multicultural Potluck & Variety Show
Red Lobster	Biscuits (valued at \$22.00)	Oakdale Multicultural Potluck & Variety Show
Sargent Peppers	Mostaccioli with sausage (valued at \$80.00)	Oakdale Multicultural Potluck & Variety Show
North Drama Booster Club	\$1000.00	North High Drama Club for costume storage (shelves)
Nancy Chada	Telescope (valued at \$95.00)	North High Science Department
Stephanie Pederson	\$50.00	Gladstone Meals on Wheels
Joanne Hagerty	\$42.00	Gladstone Meals on Wheels
Rudolph Zorn	\$50.00	Gladstone Meals on Wheels
Annemarie Fosburgh	\$20.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Karen Bartig	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Dennis & Shirley Flanagan	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Edward & Wendy Novak	\$30.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
NSP-Maplewood-Oakdale Rotary Club Foundation, Inc.	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Sue Ellingwood	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Kay Ellingwood	\$50.00	Gladstone Meals on Wheels

Mary Lee Kabes	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Lorna Smith	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Neil & Carmen Davison	\$50.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Mary Kay Connolly	\$50.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
D.M. Saumweber	\$10.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
John & Gay Hendricks	\$100.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Bruce & Linda Baumeister	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Valerie Green	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Lorraine Hammerly	\$100.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Kathleen Raba	\$50.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Linda Williams	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Kecia Swinarski	\$50.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
NSP-Maplewood-Oakdale, Rotary Foundation	\$95.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Claudia Nicholson	\$20.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Carolyn Bender	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Beaver Lake ECSE Staff	\$120.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Staff of Gladstone ECFE Program	\$135.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Barb Love and Pam Norton	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Kevin and Kyle McGuire	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Michael Testa	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
ISD 622 Community Education Colleagues	\$80.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
John Beal	\$25.00	Gladstone Meals on Wheels

Marcia & Thomas Stapleton	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Eric & Theresa Johnson	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Daniel & Susan Seftick	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Avery Cook	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Sam & Elyse Pitera	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Sheryl Brown	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Donna Schaefer	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Lorelei Libra	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Robert Novak	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Roxanne Durkin	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
David & Susan Fink	\$35.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Bradley Stofferahn	\$100.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Jackie Philip	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Helen Curran	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Maureen Larson	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Bonita Donnay	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
G.M. Venburg	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Barbara Green	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Thomas & Roxanne Koons	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Alan & Denise Knutson	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Rhonda & Thomas Nelson	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Darlene Loipersbeck	\$20.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Karen Kazmierczak	\$15.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels

Michael & Linda Napoli	\$15.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
James & Kim Williams	\$25.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Margaret Curran	\$50.00	in Memory of Gigi Fitzpatrick Gladstone Meals on Wheels
Janet Rapp	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Sandra Herlick	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Barbara Arell	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Jeanne Leifeld	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Thomas Helmbrecht	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Larry & Carol Pantsari	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Jean Schwartz	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Bette Haak	\$30.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Mary Ann Murray	\$30.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
John Bringewatt	\$30.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Christine Smith	\$40.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Victoria Reinhardt	\$40.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Janell Wampler	\$40.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Thomas & Virginia Lufkin	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Elizabeth & Matthew Finn	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Brandon & Cathy Miller	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Brigid Nault	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
J.J. & R.M. Steenberg	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Edward & Mary Gillstrom	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick

Cheryl Gysbers	\$150.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Barbara Reif	\$25.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Ronald & Sonya Czerepak	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Lew & Diane Schweiler	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Marilyn Stranz	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Colleen Curran	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Mary and Bryan Bennett	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
J. Victoria Johnson	\$50.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Dr. Roger Rasmussen	\$85.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Kevin & Linda McGuinness	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Diane Shuck	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Raymond & Karen Bade	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
John & Kathleen Curran	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
John & Barbara Pribyl	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Frederick Bielke	\$150.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Pattianne & Gregory Demaray	\$200.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
M.E. Hafner	\$200.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Kendal & Keith Loewen	\$250.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Lynn Radunz	\$500.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Senior Services Consortium of Ramsey County	\$350.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
James Fitzpatrick	\$1,000.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick
Maureen McDonough	\$100.00	Gladstone Meals on Wheels in Memory of Gigi Fitzpatrick

Francine Evans

\$42.00

Gladstone Meals on Wheels
in Memory of Gigi Fitzpatrick

Hunt moved and Anderson seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board approve the District 10 Year Facility Plan and the Fiscal Year 2017 project submission to the Minnesota Department of Education in the amount of \$5,000,000.

Yener moved and Neve seconded the following resolution, which carried on a roll call vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that pursuant to Minnesota Statutes, the teaching contracts of the following probationary teachers are hereby terminated at the close of the 2014-2015 school year and are not renewed for the 2015-2016 school year:

K-5

Teacher/FTE

Adler, Tristyne - 1.0
Arver, Jessica - 1.0
Bomgren, Amanda - .49
Bush, Brenda - .90
Corbett, Sarah - 1.0
Howell, Karen - .32
Krutzig, Jana - 1.0
Lofstuen, Maria - 1.0
McGuire, Shannon - 1.042
Ostergaard, Steven - 1.0
Peterson, Neal - .90
Thurtson, Andrea - 1.0
Toot, Emily - 1.0
Wohnoutka, Nancy - 1.0

Total FTE: 12.652

6-12

Teacher/FTE

Bast, Jameson - .46
Burton, Sandra - .20
Duffy, Margaret - .80
Hruby, Dennis - 1.06
Jacobsen, Lesa - .20
Jacobson, Martha - .20
Johnson, Martha - 1.0

Linn-Molin, Erik - 1.0
Martin, Linda - .60
Matel, Jon - .50
Moreno Parra, Frederman - .80
Sorenson, Jean - 1.10
Styrbicki, Claire - 1.0
Swenson, Peder - 1.0

Total FTE: 9.92

Student Services

Teacher/FTE

Ashbeck, Ashley - 1.0
Beaton-Lanz, Wendy - 1.0
Cabreana, Angela - 1.0
Dahlen, Benjamin - 1.0
Garellick, Alan -1.0
Hammons, Elizabeth -1.0
Johnson, Gary - 1.0
Laska, Page - .50
Lenart, Lauren - 1.0
London-Nyhus, Rachel - .80
Madden, Katherine - .20
Matel, Jon - .50
Mullen, Cynthia - 1.0
Neumann-Anderson, Mary - 1.0
Ostrom, George - 1.0
Pletscher, Emily - 1.0
Sanders Johnson, Susan - .90
Schaefer, Ashley - 1.0
Scheidler, Jerome - 1.0
Schmidt, Christopher - 1.0
Schluter, Jana - 1.0
Sprout, Shannon- 1.0
Stutelberg-Hines, Kari -1.0
Sylvester, Jennifer - 1.0
Todd, Janna - 1.0
Veenendall, Mary Jo -1.0
Winslow, Alyssa - 1.0

Total FTE: 24.90

Coborn moved and Anderson seconded the following resolution, which carried on a roll call vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 as follows:
That it is proposed that Brandon Otte, a teacher of said school district, be placed on unrequested leave of absence (1.0 FTE) without pay or fringe benefits (benefits

continue through 08/31/2015), effective at the end of the 2014-2015 school year on June 5, 2015, pursuant to M.S. 122A.40, subdivision 11.

Yener moved and Hunt seconded the following resolution, which carried on a roll call vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 as follows: That it is proposed that Pamela Tarasar, a teacher of said school district, be placed on unrequested leave of absence (0.20 FTE) without pay or fringe benefits (benefits continue through 08/31/2015), effective at the end of the 2014-2015 school year on June 5, 2015, pursuant to M.S. 122A.40, subdivision 11.

Yener moved and Livingston seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District 622 that the School Board approves a contract for employee dental insurance coverage with Delta Dental of Minnesota for the one year premium of \$99.25 per month for the period of July 1, 2015 through June 30, 2016.

Anderson moved and Livingston seconded the following resolution, which carried with all Board Members voting AYE with the exception of Anderson who left the room from 8:00 - 8:10 PM and was not present for the vote:

BE IT RESOLVED by the School Board of Independent School District 622 that the School Board approves HealthPartners for self-funded administration of claims for the next two years and health/hospitalization insurance budget rates, for the period of July 1, 2015 through June 30, 2016 at the following monthly premiums:

NationalONE \$200-\$25 plan, a premium increase of 1.1%
All bargaining units

	2014-2015	2015-2016
<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single Coverage	\$656.79	\$676.26
Family Coverage	\$1,747.01	\$1,747.59

NationalONE VEBA \$1150-100% plan, a premium decrease of 2.5%
Nutrition Services

	2014-2015	2015-2016
<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single Coverage	\$610.09	\$611.78
Family Coverage	\$1,622.45	\$1,575.58

NationalONE VEBA \$2000-100% plan, a premium decrease of 2.4%
Teachers

	2014-2015	2015-2016
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<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single Coverage	\$570.52	\$571.88
Family Coverage	\$1,516.85	\$1,469.14

NationalONE HSA \$2600-100% plan, a premium decrease of 4.2%
 Clerical (Local 12), Custodian/Drivers (Local 70), Education Assistants (Local 12),
 Non-Units, Paraprofessionals, and Principals

	2014-2015	2015-2016
<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single Coverage	\$524.67	\$516.38
Family Coverage	\$1,394.54	\$1,321.06

NationalONE HDHP \$6450-100% plan, new plan to comply with ACA
 All employees eligible via ACA regulations

	2014-2015	2015-2016
<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single Coverage	n/a	\$398.25
Family Coverage	n/a	\$1,006.01

Retiree Medicare Freedom Plan, no premium change July 2015

	Jan 2014-June 2015	2015-2016
<u>Coverage Type</u>	<u>Mo. Premium</u>	<u>Mo. Premium</u>
Single, 65+	\$361.93	\$361.93
Family, both 65+	\$723.86	\$723.86

Yener moved and Neve seconded the following amended resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2015-2016 school calendar be approved as revised with the addition of the Professional Development Day moved from April 29, 2016 to April 8, 2016 in order to avoid potential conflict with elementary testing; and K-5 Conferences (full-day) on October 9, 2015 are confirmed be approved and adopted for the 2015-2016 school year and that pursuant to Minn. Stat. §645.44, Subd. 5, the School Board of Independent School District No. 622 has determined that Columbus Day is not a legal holiday, and therefore, public business, including school board and informational meetings, may be transacted on that day. Additionally, schools will be open on Veterans Day and in accordance with state statute will be have at least one of hour of activities in observance of Veterans Day.

Anderson moved and Hunt seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District 622 Budget Plan for Integration Equity for 2015-2016 be approved.

Augé asked the Board to set the agenda and time for the May 12, 2015 Work Study Session. Livingston moved and Neve seconded the following motion, which carried:

THAT the May 12, 2015 work study session begins at 4:30 p.m. in Room 202 of the District Education Center and includes the following agenda items: 1)Preliminary 2015-2016 Budgets (with the exception of General Fund and Community Education); 2)Policy EM-020.15; and 3)Superintendent Search Continued Dialogue.

During Board Communications, the following items were shared:

- ✓ Coborn shared that she was able to attend Star Base; a STEM program with school participation chosen through the Department of Education. Coborn added that it was an incredible experience. She mentioned that the Minnesota Teacher of the Year Banquet takes place this Sunday and District 622 has two teachers participating in that event - Julie Swanson as a semi-finalist, and Steve Dombrosk as a finalist. Coborn invited everyone to attend the Cowern Carnival this Friday from 5 - 8 p.m.
- ✓ Neve added that Richardson's Carnival is also this Friday from 5 - 8:30 p.m. and will feature many activities including a dunk tank. Neve reported on the Tartan Joint Powers Board and shared that a subcommittee was formed to work on a more specific and detailed plan for Tartan Arena.
- ✓ Hunt reaffirmed Phillips' earlier enthusiasm for the Richardson Pre K visit that occurred in the morning. He stated that it is no accident Richardson was selected to showcase the program as the District has had a strong commitment to Pre K. He thanked everyone for their hard work.
- ✓ Livingston asked Miller if the District had any issues with testing interruptions. She also shared that she went to the North High Musical two weeks ago and praised everyone for their talent.
- ✓ Anderson said that he had a wonderful time at Richardson's event and that he was proud to be a District 622 resident.
- ✓ Augé thanked everyone who had reached out to the Board about the superintendent search activity. She invited everyone to continue to contact board members with comments, concerns, and questions.

Hunt moved and Coborn seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 8:42 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**WORK MEETING SESSION
SCHOOL BOARD
May 12, 2015**

Chair Augé called the meeting to order at 4:37 PM with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, Neve, and Superintendent Phillips.

Others present were: Randy Anderson, Kim Cavallaro, and Paula Pohlkamp. Arriving at 4:55 PM: Keith Gray. Arriving at 5:30 PM: Ken Dragseth, Toni Johns, and Bob Ostlund.

R. Anderson presented proposed 2015-2016 budgets for Food Service, Building Construction (Alternative Facilities), Debt Service, Trust, OPEB, and OPEB Debt Service. Pohlkamp shared additional information on the Food Service budget. R. Anderson added that he will be reviewing the General Fund, Community Education and Self Insured Health Insurance budgets at the June 9, 2015 work study session, with proposed action for all budgets at the June 23, 2015 business meeting.

Phillips reviewed Policy EM-020.15, Student Discipline & Notice of Suspension, and shared that the policy was reviewed by the Advisory Committee on May 4. Phillips added that the Advisory Committee recommended a revision to the policy which was studied by legal counsel. This policy will be proposed for action at the May 26, 2015 business meeting.

The board recessed at 5:30 PM for a short break during which time Phillips left the meeting.

At 5:35 PM, Augé resumed the work study session and dialogue took place on the superintendent search and included review of the search calendar, contract, salary range, interview process/focus groups, subcommittee, and possible interview questions.

The meeting adjourned at 6:37 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**SPECIAL MEETING SESSION
SCHOOL BOARD
May 12, 2015**

Chair Augé called the meeting to order at 6:37 p.m. with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, and Neve.

Others present were: Ken Dragseth, Toni Johns, and Bob Ostlund from School Exec Connect; Keith Gray; and Kim Cavallaro.

Dragseth, Johns and Ostlund read the profiles of the superintendent applicants. Coborn moved and Anderson seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that it accept as semifinalists the slate of candidates as presented by School Exec Connect.

After the Board accepted the slate of candidates, Dragseth shared the names of the semifinalists: Ms. Christine Osorio; and Dr. Debra Henton.

Coborn moved and Neve seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 6:53 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**SPECIAL MEETING SESSION
SCHOOL BOARD
May 13, 2015**

Chair Augé called the meeting to order at 8:06 p.m. with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, and Neve.

Others present were: Ken Dragseth, Toni Johns and Keith Gray.

In the audience: Rory Sanders.

Hunt moved and Anderson seconded the following resolution, which carried:

BE IT RESOLVED that the School Board of Independent School District 622 invites the following two superintendent candidates to be invited back as finalists: Christine Osorio, and Debra Henton.

Coborn moved and Neve seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 8:36 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

**INDEPENDENT SCHOOL DISTRICT 622
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**SPECIAL MEETING SESSION
SCHOOL BOARD
May 18, 2015**

Chair Augé called the meeting to order at 10:04 p.m. with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, and Neve.
Absent:

Others present were: Ken Dragseth, Toni Johns, and Keith Gray.

In the audience: Rory Sanders.

Anderson moved and Yener seconded the following resolution, which carried:

WHEREAS the Board of Education has adopted a superintendent profile; and

WHEREAS the Board of Education has adopted a process to solicit student, parent, staff, and community input into the superintendent search process; and

WHEREAS the Board of Education has followed a process and narrowed the candidate pool.

THEREFORE BE IT RESOLVED that the School Board of Independent School District 622 moves to enter into negotiations with Christine Osorio as the next Superintendent of the North St. Paul-Maplewood-Oakdale School District effective July 1, 2015.

Hunt moved and Coborn seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 10:10 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

Employment

First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Dillon	Brennan	SPED Building Para	Webster	4/13/15	\$ 14.18	Hour
Tracy	Brown	Track Asst Coach	Tartan	3/9/2015	\$ 4,185.67	Assignment
Rick	Dickinson	Lacrosse Head Coach	Tartan	3/30/2015	\$ 5,924.34	Assignment
Rainbow	Espinosa	English Learner Teacher	North High	8/31/2015	\$54,126.00	Annual
Tyler	Galde	Lacrosse Asst Coach	North	3/30/2015	\$ 3,541.73	Assignment
Adam	Ghormley	Track Head Coach	John Glenn	4/6/2015	\$ 1,779.20	Assignment
Khyrssllyn	Goodman	Data Lit & Prog Eval Coord	DEC	7/1/2015	\$90,000.00	Annual
Brady	Grewe	Softball Head Coach	John Glenn	4/6/2015	\$ 1,779.20	Assignment
Matthew	Hall	School Psychologist	Maplewood/Richardson	8/31/2015	\$49,723.00	Annual
Sherry	Hemauer	RN (BSN)	Beaver Lake	5/4/2015	\$ 30.00	Hour
Alexander	Hitzeman	Accompanist-Spring Musical	Tartan High School	4/20/2015	\$ 438.75	Annual
Dennis	Hruby	Misc Activities	Tartan High School	1/2/2015	\$ 17.25	Hour
Steve	Jensen	Lacrosse Asst Coach	North	4/22/2015	\$ 3,799.31	Assignment
Raymond	Johanek	PT Bus Driver	Bus Garage	4/7/2015	\$ 19.00	Hour
Thomas	Keefer	Track Asst Coach	John Glenn	3/19/2015	\$ 1,616.80	Assignment
Ryan	Korby	Tennis Head Coach	Maplewood	4/9/2015	\$ 1,779.20	Assignment
Heidi	Kreisel-White	Test Proctor	Tartan High School	5/4/2015	\$ 21.75	Hour
Ronald	Kruschwitz	Track Asst Coach	John Glenn	3/19/2015	\$ 808.40	Assignment
Thomas	Lakner	Misc Activities	North High School	5/11/2015	\$ 17.25	Hour
Kathryn	Larson	Softball Head Coach	John Glenn	4/6/2015	\$ 1,779.20	Assignment
Ryan	Larson	Track Head Coach	John Glenn	3/19/2015	\$ 1,779.20	Assignment
Don	Lee	Golf Head Coach	Tartan	3/16/2015	\$ 5,280.39	Assignment
Ron	Lese	PT Bus Driver	Bus Garage	4/6/2015	\$ 19.00	Hour
Natalie	MacDonald	Track Asst Coach	Tartan	3/9/2015	\$ 2,640.19	Assignment
Daniel	Morrison	Misc Activities	North High School	5/1/2015	\$ 17.25	Hour
Lori	Murphy	Misc Activities	North High School	4/15/2015	\$ 17.25	Hour
Amber	Nelson	Lacrosse Asst Coach	Tartan	3/16/2015	\$ 2,464.04	Assignment
Katie	Pangborn	Track Asst Coach	John Glenn	3/19/2015	\$ 1,212.60	Assignment
David	Perkins	Middle School Official	Skyview Middle	4/28/2015	\$ 27.50	Hour
Jacqueline	Puente	FS III - Short Hours	Skyview Middle	9/1/2015	\$ 13.11	Hour
Kevin	Renstrom	Sound & Light Technician	District Wide	5/9/2015	\$ 15.00	Hour
Jack	Sullivan	Accompanist-Spring Musical	Tartan High School	4/20/2015	\$ 731.25	Annual
Christopher	Szymanski	Misc Activities	North High School	5/4/2015	\$ 17.25	Hour
Sai	Thao	Temmos Asst Coach	John Glenn	3/19/2015	\$ 404.20	Assignment
Janna	Todd	Misc Activities	North High School	4/15/2015	\$ 17.25	Hour
Margaret	Tripp	FS III - Short Hours	Tartan High School	4/13/2015	\$ 13.11	Hour
Alicia	Wegman	Tennis Head Coach	John Glenn	4/6/2015	\$ 1,334.40	Assignment
Craig	Zupko	Trap Team Coach	North	3/6/2015	\$ 2,443.00	Assignment

Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Sarah	Cooper	Inclusion Specialist (10 Month)	Inclusion Consulting Specialist	6/8/2015	\$27.26	Hour
Charell	Lindgren	Bus Monitor	PT Bus Driver	5/1/2015	\$19.00	Hour
Leah	McComas	Head Guard	Aquatics Supervisor	5/11/2015	\$18.50	Hour
Eleanor	Melson	CE AC Site Mgr (12 Month)	CE Inclusion Facilitator	6/8/2015	\$47,500.00	Annual
Nicole	Powers	Bus Monitor	PT Bus Driver	5/1/2015	\$19.00	Hour
Darcy	Timmerman	FS III - Short Hours	FS III - Long Hours	9/1/2015	\$13.11	Hour

Leave of Absence

First Name	Last Name	Assignment	Building	Leave Type	Dates
Carissa	Johnson	CREED Para	Richardson	Child Care	4/20/15 - 5/29/15
Julie	Gordon	Teacher	Weaver	Child Care	4/23/2015 -6/5/2015
Roberto	Pratts	Behavior Intervention Specialist	Weaver	Special Leave	8/31/2015-11/27/2015

Resignation

First Name	Last Name	Assignment	Building	Effective
Martha	Arlandson	School Psychologist	Cowern/Maplewood	6/30/2015
Jan	Caballero	Building EA	Oakdale	5/15/2015
Jan	Caballero	Before School Monitor	Oakdale	5/15/2015
Nicole	Cahill	4th Grade Teacher	Castle	6/5/2015
Lynn	Doerrer	Special Ed Coordinator	DEC	6/30/2015
Alexander	Lacy	Behavior Intervention Specialist	Richardson	6/5/2015
Willie	McCray	CREED Para	Tartan	5/8/2015
Elizabeth	Schmidt	Accountant - Student Services	DEC	5/20/2015
Teresa	Suckow	Hall Monitor	North	6/5/2015
Jennifer	Tillman	ABE Instructor	Harmony	8/14/2015
Deborah	Voss	FS III - Long Hour	Skyview Middle	9/8/2015
Kellie	Young	Parent Volunteer Coordinator	Skyview Elementary	3/3/2015

Termination

First Name	Last Name	Assignment	Building	Effective
Terra	Balow-Doane	10 Month Bus Driver	Bus Garage	4/29/2015
Chad	Allram	Tech Support Specialist	DEC	6/30/2015
Kevin	Burshten	PT Arena Supervisor	Arenas	5/4/2015
Thomas	Murphy	PT Arena Supervisor	Arenas	5/4/2015
Terralyn	Presswood	PT Bus Driver	Bus Garage	4/27/2015
Karey	Webb	Educational Equity Specilaist	DEC	6/30/2015
Alfonso	Worther	PT Bus Driver	Bus Garage	4/27/2015

BID/RFP CALENDARS

<u>NAME OF BID</u>	<u>BID OPENING</u>	<u>BOARD MEETING</u>
ASBESTOS OPERATIONS AND MAINTENANCE – DISTRICT WIDE	5/12/15 10:00 A.M. Room 211A	5/26/2015
RUBBISH & RECYCLABLE MATERIALS – DISTRICT WIDE	6/4/2015 10:00 A.M. Room 211A	6/23/2015
ELECTRICAL SERVICE – REGULAR LINE & LOW VOLTAGE – DISTRICT WIDE	6/10/2015 10:00 A.M. Room 202	6/23/2015

<u>NAME OF RFP</u>	<u>RFP DUE DATE/TIME</u>	<u>BOARD MEETING</u> (if applicable)
REFRIGERATION EQUIPMENT MAINTENANCE & EMERGENCY SERVICE	6/16/2015 10:00 A.M.	N/A
NON-REFRIGERATION EQUIPMENT MAINTENANCE & EMERGENCY SERVICE	6/16/2015 10:00 A.M.	N/A

“Notice to Bidders” can be found on ISD 622 website at www.isd622.org. Click on “New Bid/RFP Posted” Quick Link to see a complete listing of Bids and RFPs.

Note: RFP’S have a due date/time only. There is not a formal opening or reading of the proposals unless noted. Bids have a due date/time and room location for the formal opening and reading of the bids.

V. I. BID AWARDS

Sealed bids were solicited as required by law for goods and services listed below. The bids were opened and tabulated by the Business Office and are recommended for award to the lowest responsible bidders. Bid tabulations are on file in the Business Office.

Therefore, the Director of Business Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that contracts be awarded as follows:

<u>For</u>	<u>Vendor</u>	<u>#Bids</u>	<u>Fund</u>	<u>Amount</u>
ASBESTOS OPERATIONS & MAINTENANCE - DISTRICT WIDE	Titan Environmental, Inc.	5	01	\$150,000.00*

- *Blanket purchase order based on an average of past usage. Dollar amount not to be considered an exact amount.

ENVIRONMENTAL PROCESS, INC.

715 Florida Ave. S., Suite 111
Golden Valley, MN 55426
763-398-3040
epimpls@go-epi.com

Fax: 763-398-0121
Phone: 888-733-3050
www.go-epi.com

18382 FM 302, Suite 103
Canyon Lake, TX 78133
830-935-4909
epitx@go-epi.com



May 15, 2015

Independent School District #622
Attn: Ms. Vicky Kornegor
2520 East 12th Avenue
North St. Paul, MN 55109

Re: **District Wide
Asbestos Operations and Maintenance
Bid Recommendation, EPI #15-668**

Dear Ms. Kornegor:

Environmental Process, Inc. (EPI) reviewed the District Wide Asbestos Operations and Maintenance project work scope with Mr. Bill Freudenberg of Titan Environmental, Inc. and there were no questions or issues that would preclude Titan from accepting award of this project.

For Independent School District #622 Titan has successfully completed the Cowern Summer 2001 boiler asbestos operations and maintenance and exterior building roof flashing asbestos abatement, Oakdale Winter 2002 Floor Tile, Webster Winter 2002 Floor Tile, Weaver Spring 2003 Incinerator, Weaver Summer 2003 Deferred Maintenance, John Glenn Winter 2003 Pool Tag Board, Beaver Lake Summer 2004 Floor Tile/Mastic, District Education Center Spring 2006 Deferred Maintenance, 2006 through 2008 District Wide Operations and Maintenance contract, Castle Winter 2008, Castle Spring 2008, Castle Summer 2008, Tartan Spring 2009, Tartan Interior and Exterior Summer 2009, Richardson/Carver/ and Tartan Summer 2010; Tartan/Maplewood Spring, and Harmony/Eagle Point Summer 2011 Deferred Maintenance, 2012/2013 District Wide O&M, and 2013/2014 District Wide O&M asbestos abatement projects.

The attached Base Bid and Alternate #1 unit rates include the cost of the payment and performance bonds. The base bid reflects unit rates for the contract period from July 1, 2015 through June 30, 2016. Alternate #1 reflects unit rates for a second contract year. EPI recommends that the base bid unit rates per the attachments be accepted from Titan for the contract period from July 1, 2015 through June 30, 2016 and that ISD#622 hold the option open to exercise renewal of the contract for a second year until thirty (30) days prior to expiration of the first year contract. EPI will execute contracts upon authorization to award. If you have any questions, please contact me at 763-398-3045.

Cordially,
Environmental Process, Inc.

A handwritten signature in black ink, appearing to read "Scott S. Norton".

Scott S. Norton
Project Designer

Attachments: Bid Summary
Titan Proposal
Affidavit of Non-Collusion
Contractor Responsibility Affidavit
Bid Bond

BID SUMMARY

2015-2016 School Year
District Wide Asbestos Operations and Maintenance
EPI #15-668

May 12, 2015 @ 10:00 a.m

Abatement Contractor	Addenda #1 Rec'd	Affidavit of Non-Collusion Rec'd	Contractor Responsibility Affidavit Rec'd	Bid Security of \$2,500/ 5% of Base Bid Value Rec'd	Alternate #1		Asbestos/Lead Supervisor		Asbestos/Lead Worker		Additional Asbestos/Lead Worker		Lead Waste Disposal	
					Add/Deduct/No Change	(%)	Hourly Rate (\$/hr)	OT Rate (\$/hr)	Hourly Rate (\$/hr)	OT Rate (\$/hr)	Hourly Rate (\$/hr)	OT Rate (\$/hr)	25 gal (\$/drum)	55 gal (\$/drum)
EnviroBate	Yes	Yes	Yes	Yes	Add	5.0	95.00	125.00	90.00	120.00	90.00	120.00	220.00	330.00
Environmental Plant Services	Yes	Yes	Yes	Yes	Add	8.0	115.00	138.00	108.00	130.00	108.00	130.00	300.00	400.00
Lindstrom Environmental	Yes	Yes	Yes	Yes	Add	3.0	117.00	139.00	94.00	116.00	94.00	116.00	275.00	375.00
Mavo Systems	Yes	Yes	Yes	Yes	No Change	0.0	89.50	116.35	87.50	113.75	87.50	113.75	500.00	650.00
Titan Environmental	Yes	Yes	Yes	Yes	Add	2.0	86.03	104.89	84.26	103.11	80.50	99.54	200.00	350.00
					2 nd Year Rates		87.75	106.99	85.95	105.17	82.11	101.53	204.00	357.00

Base Bid: One year contract time and material rates for glovebag removal, patch and repair, clean up, small scale asbestos removal, and other work as designated in the contract documents. The Initial Contract duration is defined as from July 1, 2015 to June 30, 2016.

Alternate #1: "Add, Deduct, or No Change" Unit cost percent change to renew the contract for one additional year as identified in the specification. If Alternate #1 is accepted the second year of contract is defined as July 1, 2016 to June 30, 2017.

V. J. GRANT TO FUND BEAVER LAKE PLAYGROUND

Because the playground at Beaver Lake was deemed not safe for preschool children, staff applied for and received a grant from the Department of Human Services for \$137,500 to build an Early Learning Outdoor Environment. This grant is funded with state bond funds and will be available after July 1, 2015. The grant required a match from the district, which is made possible by and budgeted in the 2015-2016 Alternative Facilities Program.

THEREFORE, the Director of Community Education, Director of Student Services and Director of Business Services recommend the following resolution:

BE IT RESOLVED that ISD 622 will act as the legal sponsor for project(s) contained in the Early Childhood Learning and Child Protection Facilities Grant submitted on 1/15/15 and that Theresa Auge' is hereby authorized to apply to the Department of Human Services for funding of this project on behalf of ISD 622.

BE IT FURTHER RESOLVED that ISD 622 has the legal authority to apply for financial assistance, and the institutional, managerial, and financial capability to ensure adequate project administration.

BE IT FURTHER RESOLVED that the sources and amounts of the local match identified in the application ARE COMMITTED to the project identified.

BE IT FURTHER RESOLVED that ISD 622 has not violated any Federal, State or local laws pertaining to fraud, bribery, graft, kickbacks, collusion, conflict of interest or other unlawful or corrupt practice.

BE IT FURTHER RESOLVED that upon approval of its application by the state, District 622 may enter into an agreement with the State of Minnesota for the above referenced project(s), and that ISD 622 certifies that it will comply with all applicable laws and regulation as stated in all contract agreements.

NOW, THEREFORE BE IT RESOLVED that Theresa Auge' is hereby authorized to execute such agreements as are necessary to implement the project(s) on behalf of the applicant.

I CERTIFY THAT the above resolution was adopted by the School Board of ISD 622 on May 26, 2015.

SIGNED:

WITNESSED:

(Authorized Official)

(Signature)

(Title) (Date)

(Title) (Date)



Minnesota Department of **Human Services**

May 6, 2015

The Honorable LeRoy A. Stumpf, Chair
Senate Capital Investment Committee
G-12 Capitol
75 Rev. Dr. Martin Luther King Jr. Blvd
Saint Paul, MN 55155-1606

The Honorable David H. Senjem
Ranking Minority Member
Senate Capital Investment Committee
113 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
Saint Paul, MN 55155-1206

The Honorable Richard Cohen, Chair
Senate Finance Committee
301 Capitol
75 Rev. Dr. Martin Luther King Jr. Blvd.
Saint Paul, MN 55155-1606

The Honorable Michelle L. Fischbach
Ranking Minority Member
Senate Finance Committee
15 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
St. Paul, MN 55155-1206

The Honorable Paul Torkelson, Chair
House Capital Investment Committee
381 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
Saint Paul, MN 55155

The Honorable Alice Hausman
Ranking Minority Member
House Capital Investment Committee
255 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
St Paul, MN 55155

The Honorable Jim Knoblach, Chair
House Ways and Means Committee
Minnesota House of Representatives
453 State Office Building
Saint Paul, MN 55155

The Honorable Lyndon Carlson Sr.
Ranking Minority Member
House Ways and Means Committee
283 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
St Paul, MN 55155

Regarding: Laws of 2014, Chapter 294, Article 1, Section 18, Subdivision 4, paragraph (a)
\$3,000,000 Appropriated, Early Childhood learning Facilities Program

Dear Senators Stumpf, Senjem, Chohen, and Fischbach and Representative Torkelson, Hausman, Knoblach, and Carlson.

In accordance with Minnesota Statutes 16B.335, Subdivision 1, Review of Plans and Projects for the following projects are submitted for your information. The projects were approved in accordance with MN Statute 256E.37 in 2011, 1st special session.

City of Brooklyn Park, request \$97,500

The Parents In Community Action, Inc. program will use the funds to rehabilitate their current early childhood education facilities, housed in the Town Hall. The program serves 234 infants, toddlers, preschoolers and their families. Currently, there are 160 preschoolers on a waiting list for Head Start, and 137 infants and toddlers on the waiting list for Early Head Start services. The grant funds will go toward roof replacement, and the renovation of 4 bathroom facilities. The total project costs are \$195,000 and are

scheduled for completion in the fall of 2015. The facility will continue to be owned by the city of Brooklyn Park, with the Parents in Community Action, Inc. leasing the facility under a long term lease.

Cloquet Public Schools, ISD 094, request \$356,000

A new, 6,350 square foot Early Learning Facility will be constructed onto the existing Cloquet Washington K-5 elementary school building. The space will include four classrooms, office space, parent room, two bathrooms, testing room, and childcare room. The early learning programming was formerly housed in the city's junior high; this new facility and location at the elementary school will better fulfill the needs of early learners. The total project cost is \$1.5 million and is scheduled for completion in the fall of 2017. The facility will be owned and operated by Cloquet Public Schools, ISD 094.

Elk River Public Schools, ISD 728, request \$500,000

A new, 7,000 square foot facility, Zimmerman Early Childhood Family Services Center, will be constructed onto the existing Zimmerman Elementary, to include five new early education classrooms, parent meeting rooms, motor room, cafeteria, and auxiliary space. Programming will include Early Childhood Family Education, School Readiness / Screenings, and Discovery Learning Extra. The project is budgeted at \$2.5 million and is scheduled for completion in the fall of 2016. The facility will be owned and operated by Elk River Public Schools, ISD 728.

Moose Lake Public Schools, ISD 97, request \$750,000

A new, 9,887 square foot wing will be constructed as part of the district's newly planned construction of a K-12 building. This addition will include three classrooms with a vestibule, and house the Play, Learn and Grow Early Childhood Center. The space will be used by Head Start, Early Childhood Special Education, preschool screening, Children's Mental Health, and Northern Minnesota Eye Care. The project is budgeted at \$1.5 million and is set to be completed by August of 2017. The facility will be owned and operated by Moose Lake Public Schools, ISD 97.

North St. Paul Public Schools, ISD 622, request \$137,500

Funds will go toward a newly constructed outdoor learning environment and playground. The current playground facility on site was determined to be unsafe and not age-appropriate for preschool children. The new space will support the Beaver Lake Education Center's early childhood programming. The project has a total budget of \$275,000 and is scheduled for completion in the fall of 2015. The facility will be owned and operated by North St. Paul Public Schools, ISD 622.

Princeton Public Schools, ISD 477, request \$509,000

Approximately 3,500 square feet of existing space will be renovated for preschool classroom use. The building, originally a 1948 hospital, houses both the district's central offices, and all early childhood programming: childcare, early childhood screening, and Early Childhood Family Education programs (inclusive of special education). Demand for services has more than doubled in past five years, and programs are beyond capacity. The renovation project is budgeted at approximately \$1 million and is scheduled for completion in December of 2015. The facility will be owned and operated by Princeton Public Schools, ISD 477.

Virginia Public Schools, ISD 706, request \$650,000

Eight new classrooms at 3,612 square feet, will be constructed onto the existing Parkview Learning Center; this expansion is needed to fit the growing needs of the Virginia Early Learning Collaborative, where they are co-locating Head Start with Pre-K services, and adding full-day preschool. This programming will

benefit a community that has seen 45% of its children aged 0-5 living below the poverty line. The \$1.3 million dollar project is scheduled for completion in the fall of 2016. The facility will be owned and operated by Virginia Public Schools, ISD 706.

As required in the enabling legislation, all requirements, safeguards, and procedures will be adhered to accordingly. If any further information is needed about these projects, please contact Roy Murphy at (651) 431-3883.

Sincerely,



Roy Murphy
DHS-Office of Economic Opportunity

V. K. DISBURSEMENTS

State statutes require school boards to provide for payment of just claims and also require that a list of electronic fund transfers be submitted to the school board at its next regular meeting. This action will authorize payment of audited and allowable claims, purchase of investments, transfers to the payroll account, and transactions by electronic fund (wire) transfers.

Therefore, the Director of Business Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following disbursements and transfers be approved:

General Fund	\$	1,067,041.00
Food Service		96,273.00
Community Service		43,249.00
Building		21,278.00
Debt Redemption		0.00
Trust		113,301.00
OPEB Benefits Trust		15,612.00
		<hr/>
A/P Checks Disbursed (04-01-15 thru 04-30-15)	\$	1,356,754.00
Payroll Disbursed - Net (04-01-15 thru 04-30-15)	\$	4,347,203.00
Wire Transfers (04-01-15 thru 04-30-15)	\$	15,215,406.00
Investments on 05-18-15	\$	35,942,226.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	MATURES	AMOUNT
MSDLAF OTHER FUNDS	MM	0.02%	(BALANCE AT 05-18-15)		\$109,058.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.04%	(BALANCE AT 05-18-15)		\$11,226,151.00
P M A SECURITIES AAC 2015	VARIOUS	0.04%	(BALANCE AT 05-18-15)		\$7,947,615.00
P M A SECURITIES OPEB BONDS	VARIOUS	0.04%	(BALANCE AT 05-18-15)		\$14,979,121.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.30%	(BALANCE AT 04-30-15)		\$1,680,281.00
					<u>\$35,942,226.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

04/01/2015 thru 04/30/2015

	FROM	TO		REASON
04/01/15	P M A	HEALTH PARTNERS	\$268,254.00	MEDICAL CLAIM FEES
04/01/15	P M A	MSDLAF	\$350,000.00	A/P P-CARD
04/01/15	PREMIER BANK	DELTA DENTAL	\$136,171.00	MONTHLY PAYMENT
04/01/15	PREMIER BANK	STATE OF MINN.	\$124,967.00	PAYROLL TAX
04/06/15	PREMIER BANK	HEALTH PARTNERS	\$268,381.00	HEALTH CLAIMS
04/07/15	PREMIER BANK	CORPORATE HEALTH	\$10,451.00	FLEX PROCESSING
04/08/15	PREMIER BANK	BANKCARD	\$5,928.00	CREDIT CARD FEE
04/09/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/10/15	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
04/13/15	PREMIER BANK	HEALTH PARTNERS	\$255,435.00	HEALTH CLAIMS
04/14/15	P M A	PREMIER BANK	\$4,200,000.00	A/P - P/R*
04/14/15	PREMIER BANK	CORPORATE HEALTH	\$11,342.00	FLEX PROCESSING
04/15/15	PREMIER BANK	I R S	\$839,480.00	PAYROLL TAX
04/15/15	PREMIER BANK	NSPMOEA	\$36,309.00	UNION DUES
04/16/15	PREMIER BANK	STATE OF MINN.	\$131,366.00	PAYROLL TAX
04/17/15	P M A	PREMIER BANK	\$750,000.00	A/P - P/R*
04/21/15	PREMIER BANK	HEALTH PARTNERS	\$578,697.00	HEALTH CLAIMS
04/22/15	PREMIER BANK	CORPORATE HEALTH	\$55,737.00	FLEX PROCESSING
04/27/15	PREMIER BANK	STATE OF MINN.	\$18,268.00	UC TAX
04/28/15	P M A	PREMIER BANK	\$4,075,000.00	A/P - P/R*
04/28/15	PREMIER BANK	HEALTH PARTNERS	\$206,981.00	HEALTH CLAIMS
04/29/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/30/15	P M A	JP MORGAN	\$44,558.00	A/P P-CARD
04/30/15	PREMIER BANK	CORPORATE HEALTH	\$11,048.00	FLEX PROCESSING
04/30/15	PREMIER BANK	I R S	\$808,227.00	PAYROLL TAX
04/30/15	PREMIER BANK	MISCELLANEOUS	\$1,934.00	MISCELLANEOUS
04/30/15	PREMIER BANK	NSPMOEA	\$36,231.00	UNION DUES
07/07/15	PREMIER BANK	ANNUITY COMPANIES	\$733,412.00	PAYROLL PAYABLES
	PREMIER BANK	ANNUITY COMPANIES	\$751,229.00	PAYROLL PAYABLES
		TOTAL	\$15,215,406.00	

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

04/01/2015 thru 04/30/2015

	FROM	TO		REASON
04/01/15	P M A	HEALTH PARTNERS	\$268,254.00	MEDICAL CLAIM FEES
04/01/15	P M A	MSDLAF	\$350,000.00	A/P P-CARD
04/30/15	P M A	JP MORGAN	\$44,558.00	A/P P-CARD
04/10/15	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
04/14/15	P M A	PREMIER BANK	\$4,200,000.00	A/P - P/R*
04/17/15	P M A	PREMIER BANK	\$750,000.00	A/P - P/R*
04/28/15	P M A	PREMIER BANK	\$4,075,000.00	A/P - P/R*
	P M A	PREMIER BANK		A/P - P/R*
07/07/15	PREMIER BANK	ANNUITY COMPANIES	\$733,412.00	PAYROLL PAYABLES
	PREMIER BANK	ANNUITY COMPANIES	\$751,229.00	PAYROLL PAYABLES
	PREMIER BANK	ANNUITY COMPANIES		PAYROLL PAYABLES
	PREMIER BANK	ANNUITY COMPANIES		PAYROLL PAYABLES
04/08/15	PREMIER BANK	BANKCARD	\$5,928.00	CREDIT CARD FEE
04/07/15	PREMIER BANK	CORPORATE HEALTH	\$10,451.00	FLEX PROCESSING
04/14/15	PREMIER BANK	CORPORATE HEALTH	\$11,342.00	FLEX PROCESSING
04/22/15	PREMIER BANK	CORPORATE HEALTH	\$55,737.00	FLEX PROCESSING
04/30/15	PREMIER BANK	CORPORATE HEALTH	\$11,048.00	FLEX PROCESSING
04/01/15	PREMIER BANK	DELTA DENTAL	\$136,171.00	MONTHLY PAYMENT
04/06/15	PREMIER BANK	HEALTH PARTNERS	\$268,381.00	HEALTH CLAIMS
04/13/15	PREMIER BANK	HEALTH PARTNERS	\$255,435.00	HEALTH CLAIMS
04/21/15	PREMIER BANK	HEALTH PARTNERS	\$578,697.00	HEALTH CLAIMS
04/28/15	PREMIER BANK	HEALTH PARTNERS	\$206,981.00	HEALTH CLAIMS
	PREMIER BANK	HEALTH PARTNERS		HEALTH CLAIMS
04/15/15	PREMIER BANK	IR S	\$839,480.00	PAYROLL TAX
04/30/15	PREMIER BANK	IR S	\$808,227.00	PAYROLL TAX
04/30/15	PREMIER BANK	MISCELLANEOUS	\$1,934.00	MISCELLANEOUS
04/15/15	PREMIER BANK	NSPMOEA	\$36,309.00	UNION DUES
04/30/15	PREMIER BANK	NSPMOEA	\$36,231.00	UNION DUES
04/09/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/29/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/01/15	PREMIER BANK	STATE OF MINN.	\$124,967.00	PAYROLL TAX
04/16/15	PREMIER BANK	STATE OF MINN.	\$131,366.00	PAYROLL TAX
04/27/15	PREMIER BANK	STATE OF MINN.	\$18,268.00	UC TAX
		TOTAL	\$15,215,406.00	

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

VII. B. 1. SUPERINTENDENT CONTRACT

The School Board of Independent School District 622, North St. Paul-Maplewood-Oakdale Schools, has reviewed all of the information gathered in formal and informal interview sessions that involved community, staff, students and Board members, as well as reference check and therefore recommends the following resolution.

BE IT RESOLVED that the School Board of School District 622 extends an offer to Ms. Christine Osorio to serve as Superintendent of Schools in the North St. Paul-Maplewood-Oakdale School District, for a three year term commencing July 1, 2015, and an annual salary of \$182,000 for the 2015-2016 school year and \$185,640 for the 2016-2017 school year. The parties shall endeavor to agree by April 1 prior to the third year of this contract on the amount of the salary for the 2017-18 school year.

MOTION:

SECOND:

CONTRACT
Between
Christine Osorio
And
Independent School District No. 622

The School Board of Independent School District No.622, North St. Paul-Maplewood-Oakdale, Minnesota enters into this Contract with Christine Osorio, a legally qualified and licensed Superintendent, who agrees to perform the duties of Superintendent of the School District.

The School District and the Superintendent agree as follows:

I. Applicable Statute:

This Contract is entered into between the School District and the Superintendent in conformance with Minn. Stat. § 123B.143.

II. Licensure:

The Superintendent shall furnish, throughout the life of this Contract, a valid and appropriate license to act as Superintendent in the State of Minnesota as provided by applicable state laws, rules, and regulations.

III. Duration, Subsequent Contract, Expiration, Termination During the Term, Mutual Consent and Contingency:

A. Duration.

This Contract is for a term of three years commencing July 1, 2015, and ending June 30, 2018. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent or unless terminated as provided herein.

B. Subsequent Contract.

1. Notice by Superintendent: The notice provisions of this Contract shall obligate the School Board only if, no later than September 1 immediately prior to the expiration of this Contract, the Superintendent provides written notice to each member of the School Board calling to the attention of the School Board members the notice requirements as contained in this section of the Contract; provided that if the Superintendent provides this notice after September 1, the November 1 and December 31 deadlines in Subparagraphs 2. and 5. below shall be extended by the same number of days that the Superintendent's notice is delayed beyond September 1.
2. Preliminary Notice--School Board: In the event the School Board is contemplating not offering the Superintendent a subsequent contract, the School Board shall give preliminary written notice of such intent not to offer a subsequent contract no later than November 1 immediately preceding the date of expiration of this Contract.
3. Request for Meeting: Within ten (10) calendar days after receipt of an intent not to offer a subsequent contract as provided in Subparagraph 2. above, the Superintendent may request, in writing, a meeting with the School Board to discuss its intentions, the reasons therefore, and ways in which any concerns of the School Board might be addressed by the parties.

4. Meeting Between the Parties: Upon receipt of such request, the School Board shall, within fifteen (15) calendar days, hold a meeting with the Superintendent.
5. Final Action--School Board: The School Board shall delay taking final action on a subsequent contract for a least seven (7) calendar days after the meeting between the parties. However, the School Board shall take final action on a subsequent contract no later than December 31 and shall notify the Superintendent of such action in writing.
6. Effect: The timeline provided herein is intended to provide both the School Board and the Superintendent with an appropriate process to address the subsequent contract issue and is intended to bind both parties unless the parties mutually agree to extend the timeline in writing. The timeline provided herein may be extended by written agreement between the School Board Chair and the Superintendent. In such event, the School Board Chair shall confer with and notify School Board members, in writing, of such extension.

C. Expiration.

This Contract shall expire at the end of the term specified in III. A. hereof. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent contract is entered into in accordance with M.S. § 123B.143, Subd. 1.

D. Termination During the Term.

The Superintendent's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subds. 9 or 13. Except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the Contract term for cause as described in M.S. 122A.40, Subds. 9 or 13, it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided herein within the fifteen (15) calendar day period, it shall be deemed acquiescence by the Superintendent to the School Board's proposed action and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse.

E. Mutual Consent.

This Contract may be terminated at any time by the parties by mutual consent.

IV. Duties:

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District, and, in general, perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules, and procedures established by the School Board and the State of Minnesota and any amendments or additions thereto. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

V. Duty Year and Leaves:

A. Basic Work Year.

The Superintendent's duty year shall be for the entire twelve (12) month Contract year as provided herein, and the Superintendent shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

B. Vacation.

The Superintendent shall earn 27 working days of annual paid vacation each Contract year. Unused vacation must be taken within six (6) months after the end of the Contract year in which it is earned. Upon voluntary termination of employment, the Superintendent shall be entitled to payment for any unused vacation days earned and accrued pursuant to the provisions of this section; however, if the Superintendent is involuntarily terminated, he/she shall not be entitled to unused earned and accrued vacation days.

C. Holidays.

The Superintendent shall be entitled to the following paid holidays: July 4th, Labor Day, Thanksgiving Day, the day after Thanksgiving Day, December 24, and December 25, New Year's Day, Memorial Day and four floating holidays. Floating holidays shall not carry over from one school year to another.

D. Bereavement Leave.

The Superintendent shall be granted paid bereavement leave for a death within the superintendent's immediate or close family. The time utilized shall be

determined after conferring with the School Board chair. Days utilized will be deducted from the Superintendent's sick leave.

E. Emergency Leave.

The Superintendent may be granted paid emergency leave during the contract year at the discretion of the School Board.

F. Sick Leave.

The Superintendent shall earn 15 days of paid sick leave for each contract year, which may be accumulated to a maximum of 120 days.

G. Disability

If the Superintendent is unable to perform regular duties because of personal illness or disability and has exhausted all accumulated sick leave, the School District shall provide additional paid sick leave at the Superintendent's regular salary until the expiration of the waiting period for long term disability insurance as provided her/him under Long Term Disability.

H. Medical Leave.

1. Statutory Reference. The Superintendent and School Board agree to incorporate by reference and be bound by the provisions of M.S. 122A.40, Subd. 12 relating to suspension and leave of absence for health reasons.
2. Procedure. If the Superintendent is unable to perform regular duties because of personal illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation and has not been suspended or placed on leave of absence pursuant to M.S. 122A.40, Subd. 12, the Superintendent shall, upon request, be granted a medical leave of absence, without pay, up to one year in duration. The School Board may, in its discretion, extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written statement from a physician outlining the condition of health and estimated time at which the Superintendent is expected to be able to resume normal responsibilities. The Superintendent, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but the Superintendent shall pay to the School District the entire premium for such programs as the Superintendent wishes to retain commencing with the beginning of the leave. If medical leave of at least one full year is granted pursuant to this section, the Superintendent voluntarily waives any right to a leave of absence to which the Superintendent might otherwise be entitled pursuant to M.S. 122A.40, Subd. 12.

VI. Insurance:

A. Health and Hospitalization.

The School District shall provide the Superintendent and the Superintendent's dependents with District employees' group medical-surgical and hospitalization insurance plan with

vision care coverage. The District's monthly contribution for the group medical-surgical and hospitalization with vision care coverage shall not exceed \$1478.16 per month or the amount equal to the greatest cap amount provided by the School Board to any other employee group. Any premium cost not covered by the District contribution shall be borne by the Superintendent through payroll deduction. The Superintendent shall select among the group insurance plans then available for employee membership. Coverage shall include a waiver of the insurance premium if the Superintendent is totally disabled. Such waiver of premium shall terminate at the end of the month following the 70th birthday.

B. Dental

The School District shall provide the Superintendent and the Superintendent's dependents a group dental insurance plan at School District expense with coverage equal to the greatest extent of benefits provided by the School Board to any other employee group. The coverage shall include waiver of premium when totally disabled. Such waiver of premium shall terminate at the end of the month following the 70th birthday.

C. Life Insurance.

The School District shall provide, at the expense of the School District, term life insurance for the Superintendent under the School District's group life insurance plan in the amount of \$450,000, payable to the Superintendent's named beneficiary.

D. Long Term Disability Insurance.

The School District shall provide, at the School District's expense, long term disability insurance coverage for the Superintendent in the School District's group plan with a waiting period of not more than thirty-two consecutive working days after the date of disability. The long term disability insurance shall provide for a monthly benefit of 70% of the Superintendent's regular monthly compensation, but in no event to exceed the maximum amount allowed by the insurance carrier. The School District shall increase the annual salary of the employee by an amount equal to the annual premium for long-term disability insurance. Such amount shall be deducted by payroll deduction.

E. Liability Insurance.

The School District shall provide, at School District expense, liability insurance naming the Superintendent as an insured, along with the School District, in an amount not less than that which is required by law for the School District.

F. Claims Against the School District.

The eligibility of the Superintendent or the Superintendent's dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase the insurance policies described herein, and no claim shall be made against the School District as a result of denial by an insurer of insurance benefits if the School District has purchased the policies and paid the premiums described herein.

VII. Other Benefits:

A. Tax-Sheltered Annuities.

The Superintendent will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the Superintendent's 403(b) contribution up to 3.5% of her/his annual salary.

B. Automobile.

The School District shall provide the Superintendent with a monthly allowance of \$600 for business use of the Superintendent's private automobile, pursuant to M.S. § 471.665, Subd. 3.

C. Conferences and Meetings.

The School District shall pay all legally valid expenses and fees for the Superintendent's attendance at professional conferences and meetings with other educational agencies when attendance thereof is required, directed, or permitted by the School Board. The Superintendent shall periodically report to the School Board relative to all meetings and conferences attended. The Superintendent shall file itemized expense statements to be processed and approved as provided by law.

VIII. Salary:

The Superintendent shall be paid an annual salary of \$182,000 for the 2015-2016 school year and \$185,640 for the 2016-2017 school year. The parties shall endeavor to agree by April 1 of the third year of this contract on the amount of the salary for the 2017-18 school year. The annual salary may be modified, but shall not be reduced, during the term of this Contract. The salary shall be paid in 24 equal installments during the Contract year.

IX. Other Provisions:

A. Outside Activities.

While the Superintendent shall devote full time and due diligence to the affairs and the activities of the School District, the Superintendent may serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if such activities do not impede the Superintendent's ability to perform the duties of the Superintendent. The Superintendent shall not engage in other employment, consultant service or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.

B. Indemnification and Provision of Counsel.

In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with the Superintendent's employment, and the Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District herein shall be subject to

the limitations as provided in Minnesota Statutes, Chapter 466.

C. Dues.

The Superintendent is encouraged to belong to and participate in appropriate professional and educational organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for professional and educational organizations as are required, directed, or permitted by the School Board. The Superintendent shall present appropriate statements for approval as provided by law.

D. Medical Examination.

The Superintendent shall have a comprehensive medical examination not less than once every three years and not more than once each year. A summary document from the physician certifying the fitness of the Superintendent to perform the duties of the position shall be provided to the School Board Chair. The cost of said examination not covered by the insurance program of the School District shall be paid by the School District. Time away from work for the required examination will not be deducted from the Superintendent's sick leave.

E. The School Board will conduct an evaluation of the Superintendent's performance annually for each school year covered by this contract. The School Board will complete the evaluation by June 30 for the previous school year.

X. Severability:

If any provision of this Contract is held to be invalid by operation of law, the remainder of the Contract shall not be affected thereby and shall remain in full force and effect.

This Contract shall be effective only upon signatures of the Superintendent and of the officers of the School Board after authorization for such signatures by the officers is given by the School Board in appropriate action in its minutes.

IN WITNESS WHEREOF, I have subscribed my signature this _____ day of _____, 2015.


Christine Osorio

IN WITNESS WHEREOF, I have subscribed my signature this _____ day of _____, 2015.

Chair

Clerk

**RESOLUTION OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 622
EXPELLING STUDENT A**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 622, North St. Paul, Minnesota, was held on the 26th day of May, 2015 at 6:00 p.m. at the District Education Center.

The following members were present:

The following members were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION EXPELLING STUDENT A

WHEREAS, Student A was placed on suspension and proposed for expulsion pursuant to the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; and

WHEREAS, a written Notice of Proposed Expulsion, Waiver of Right to a Hearing, attached as Exhibit A, and a copy of the Minnesota Pupil Fair Dismissal Act were personally delivered to the student and his parent/guardian; and

WHEREAS, the Notice of Proposed Expulsion complied with the provisions of Minn. Stat. § 121A.47, and was received by the student and her parent; and

WHEREAS, the hearing on the proposed expulsion was conducted on May 20, 2015 before an Independent Hearing Officer in compliance with Minn. Stat. § 121A.47; and

WHEREAS, the Independent Hearing Officer has recommended to the School Board that the student is expelled from school and school-related activities for the balance of 12 months for engaging in conduct that constitutes a willful violation of reasonable School Board regulations, willful conduct that significantly disrupted the rights of others to an education and the ability of school personnel to perform their duties, and willful conduct that endangered the pupil, surrounding persons, including school district employees; and

WHEREAS, the School Board has reviewed the Independent Hearing Officer's Findings of Fact, Conclusions, and Recommendations, attached as Exhibit B; and

WHEREAS, under the Minnesota Government Data Practices Act, the Independent Hearing Officer's recommendations and the name of the student proposed for expulsion are private data;

NOW, THEREFORE, BE IT HEREBY RESOLVED, as follows:

1. The School Board hereby adopts the Findings of Fact, Conclusions, and Recommendations of the Independent Hearing Officer regarding the proposed expulsion of Student A.

2. Having reviewed the record relating to this matter, the School Board hereby finds that the School District has complied with the Minnesota Pupil Fair Dismissal Act.
3. Having reviewed the record relating to this matter, the School Board hereby finds that the student engaged in conduct that constitutes a willful violation of reasonable School Board regulations, willful conduct that significantly disrupted the rights of others to an education and the ability of school personnel to perform their duties, and willful conduct that endangered the pupil and surrounding persons, including school district employees, for which conduct the student is hereby expelled from Independent School District No. 622, its schools, and school-related activities for the balance of the 2013-2014 school year, pursuant to the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
4. The Administration is directed to notify the student and his parent/guardian of the expulsion in substantially the form as provided in Exhibit C, attached hereto.
5. The Administration is directed to notify the Commissioner of the Minnesota Department of Education of the expulsion.
6. It is further ordered that the School District shall provide copies of this two-page resolution, upon proper request. However, any release of the resolution shall not include the exhibits or attachments hereto as the School Board hereby finds that such materials are private data on individuals pursuant to the Minnesota Government Data Practices Act, Minn. Stat. § 13.32. The Superintendent is specifically directed to maintain the private data classification of these materials in accordance with applicable state and federal laws.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon votes being taken thereon, the following voted in favor thereof: Members _____

and the following voted against: _____, whereupon said resolution was declared duly passed and adopted.

Dated: May 26, 2014

**RESOLUTION OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 622
EXPELLING STUDENT B**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 622, North St. Paul, Minnesota, was held on the 26th day of May, 2015 at 6:00 p.m. at the District Education Center.

The following members were present:

The following members were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION EXPELLING STUDENT B

WHEREAS, Student B was placed on suspension and proposed for expulsion pursuant to the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; and

WHEREAS, a written Notice of Proposed Expulsion, Waiver of Right to a Hearing, attached as Exhibit A, and a copy of the Minnesota Pupil Fair Dismissal Act were personally delivered to the student and his parent/guardian; and

WHEREAS, the Notice of Proposed Expulsion complied with the provisions of Minn. Stat. § 121A.47, and was received by the student and her parent; and

WHEREAS, the hearing on the proposed expulsion was conducted on May 20, 2015 before an Independent Hearing Officer in compliance with Minn. Stat. § 121A.47; and

WHEREAS, the Independent Hearing Officer has recommended to the School Board that the student is expelled from school and school-related activities for the balance of 12 months for engaging in conduct that constitutes a willful violation of reasonable School Board regulations, willful conduct that significantly disrupted the rights of others to an education and the ability of school personnel to perform their duties, and willful conduct that endangered the pupil, surrounding persons, including school district employees; and

WHEREAS, the School Board has reviewed the Independent Hearing Officer's Findings of Fact, Conclusions, and Recommendations, attached as Exhibit B; and

WHEREAS, under the Minnesota Government Data Practices Act, the Independent Hearing Officer's recommendations and the name of the student proposed for expulsion are private data;

NOW, THEREFORE, BE IT HEREBY RESOLVED, as follows:

1. The School Board hereby adopts the Findings of Fact, Conclusions, and Recommendations of the Independent Hearing Officer regarding the proposed expulsion of Student B.

2. Having reviewed the record relating to this matter, the School Board hereby finds that the School District has complied with the Minnesota Pupil Fair Dismissal Act.
3. Having reviewed the record relating to this matter, the School Board hereby finds that the student engaged in conduct that constitutes a willful violation of reasonable School Board regulations, willful conduct that significantly disrupted the rights of others to an education and the ability of school personnel to perform their duties, and willful conduct that endangered the pupil and surrounding persons, including school district employees, for which conduct the student is hereby expelled from Independent School District No. 622, its schools, and school-related activities for the balance of the 2013-2014 school year, pursuant to the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
4. The Administration is directed to notify the student and his parent/guardian of the expulsion in substantially the form as provided in Exhibit C, attached hereto.
5. The Administration is directed to notify the Commissioner of the Minnesota Department of Education of the expulsion.
6. It is further ordered that the School District shall provide copies of this two-page resolution, upon proper request. However, any release of the resolution shall not include the exhibits or attachments hereto as the School Board hereby finds that such materials are private data on individuals pursuant to the Minnesota Government Data Practices Act, Minn. Stat. § 13.32. The Superintendent is specifically directed to maintain the private data classification of these materials in accordance with applicable state and federal laws.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon votes being taken thereon, the following voted in favor thereof: Members _____

and the following voted against: _____, whereupon said resolution was declared duly passed and adopted.

Dated: May 26, 2014



NUTRITION SERVICES

School Board Meeting
May 26th, 2015



MEAL PROGRAMS ISD #622 PARTICIPATES IN:

- ⦿ National School Breakfast Program
- ⦿ National School Lunch Program
- ⦿ Minnesota Kindergarten Milk Program
- ⦿ Afterschool Snack Program
- ⦿ Seamless Summer Feeding - Targeted Services
- ⦿ Catering/Satellite Meals to Non Public Sites (5)

NUTRITION SERVICES STAFFING

3 District Office Employees

71 Kitchen Employees

- 45 Long Hour
- 23 Short Hour Employees
- 25 Substitute Employees

BREAKFAST PARTICIPATION

Participation Rate 26%

2014-2015

2,300 Average Participation

2013-2014

2,100 Average Participation

7% Increase this year

Meals per Year 13/14

356,760

LUNCH PARTICIPATION

Participation Rate 81%

2014-2015

7,650 Average Participation

2013-2014

7,475 Average Participation

2% Increase this year

Meals per Year 13/14

1,280,973

MEAL CHANGES - HHFKA 2012

- ⦿ School nutrition meals model dietary guidelines
- ⦿ Calorie minimum and maximum for all grade levels
- ⦿ Vegetables - Sub group offerings daily
- ⦿ Meals must contain a fruit or vegetable (1/2 cup minimum) for both breakfast and lunch
- ⦿ All breads, including pastas, pizza crusts, cookies are whole grain
- ⦿ Zero grams of trans fat in products served
- ⦿ Saturated fat must be less than 10% of total calories
- ⦿ Sodium limitations in all meals

SMART SNACKS IN SCHOOLS

2014-2015 FIRST YEAR IMPLEMENTATION

All food sold in schools during the school day must:

- ⦿ Be either a fruit, a vegetable, a dairy product, a protein food, a “whole-grain rich” food or a combination food that contains $\frac{1}{4}$ c fruit or vegetable.

- ⦿ Calorie limits include:
 - Snacks items: Less than 200 calories
 - Entrée items: Less than 350 calories

Juices must be 100% fruit or vegetable juices
Guidelines also limit sodium, fats and sugars

NEGATIVE BALANCE PROCEDURE

Negative \$25 is the allowed maximum

- Collection process includes telephone calls, letters or emails to parents, and school messenger.
- School Principals and Social Workers are involved ensuring students are eating.
- If meals are forfeited or modified, the parents and Principals are aware & involved.

SPECIAL DIETS & ALLERGIES

- ⦿ Special diets are accommodated after receipt of doctor's note.
- ⦿ The point of sale notifies the cashier to ensure their tray doesn't have food with their allergy.
- ⦿ Currently we provide 15 students with gluten free meals.
- ⦿ Lactose reduced milk provided with a note from parent.

ALL NUTRITIONAL INFORMATION CAN BE VIEWED ON THE DISTRICT WEBSITE OR BY DOWNLOADING NEW PHONE APP

NutriSlice



ANY QUESTIONS?



VII. A. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS

Minnesota Statute 123B.02 permits school boards to “...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof.”

Therefore, the Director of Business Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
American Legion Post 39	\$250.00	Gladstone Meals on Wheels
R.E. and S.L. Berry	\$25.00	Gladstone Meals on Wheels
Bernadine DeChaney	\$42.00	Gladstone Meals on Wheels
Bachman’s	\$100 gift card	Harmony Helping Hands - flower boxes
House of Prayer Lutheran Church	Target and Holiday gift cards (valued at \$900.00)	Cowern Elementary families in need
Theresa Auge’	2 prom dresses (valued at \$195.00)	North High School
Truist	\$207.19	Meals on Wheels
Rebecca Rick	\$600.00	Tartan High Theatre lights
Andrea Opatrny	\$350.00	Tartan High Theatre lights
Christa Waymire	\$50.00	Harmony Pilot Program
Carolyn Sinclair	2 hoop skirts, 1 dress, 5 World War II full uniforms, 2 World War II pants (valued at \$350.00)	Tartan High School Theatre Program
Truist	\$60.43	Meals on Wheels
Susan Purvis	\$50.00	Meals on Wheels
Bio Formulations, LLC	Chemistry labware & glassware (valued at \$2,000.00)	Tartan High School Chemistry Dept.
Margaret Tozier	\$30.00	Skyview Middle School
Sharon Bruno	\$50.00	NHS Backpack program
Lloyd Alm	\$1,270.60	NHS Drea Alm Scholarship
Wells Fargo Matching Gift Program	\$107.50	NHS Backpack program
Fusion Drumline Booster Group	\$2000.00	NHS Drumline Coach
Johnson and Company	\$200.00	North High - Adaptive Bowling Banquet

MOTION:
SECOND:

Total fiscal year 2014-2015 monetary contributions: \$193,627.87



RESOLUTION TO PLACE **Brandon Otte** ON UNREQUESTED LEAVE OF ABSENCE

BE IT RESOLVED by the School Board of Independent School District No. 622 as follows:

1. That **Brandon Otte** a teacher of said school district, be placed on unrequested leave of absence (1.0 FTE) without pay or fringe benefits (benefits continue through 08/31/2015), effective at the end of the 2014-2015 school year on June 5, 2015, pursuant to M.S. 122A.40, subdivision 11.
2. That written notice be sent to said teacher regarding placement on unrequested leave of absence without pay or fringe benefits as provided by law.

NOTICE OF PLACEMENT ON UNREQUESTED LEAVE OF ABSENCE

You are hereby notified that at the regular meeting of the School Board of Independent School District No. 622 held on April 28, 2015, consideration was given to your placement on unrequested leave of absence (1.0 FTE) without pay or fringe benefits as a teacher of Independent School District No. 622, and a resolution was adopted by a majority vote of the Board, to place you on unrequested leave of absence effective at the end of the 2014-2015 school year on June 5, 2015; pursuant to Minnesota Statutes 122A.40, subdivision 11 upon the grounds described in said statute and which are specifically as follows:

Discontinuance of Position, Lack of Pupils and Financial Limitations

Under the provisions of the law, the unrequested leave of absence of a teacher who is placed on unrequested leave of absence and who is not reinstated shall continue for a period of five years, after which the right to reinstatement shall terminate. Your right to reinstatement shall also terminate if you fail to file with the board by April 1, of any year a written statement requesting reinstatement.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 622

Signed: _____
Nancy Livingston Date
Clerk of the School Board

AFFIDAVIT OF SERVICE

This is a true copy of the Notice served in person on _____
Date

Signed: _____
Principal

3. That each and all of the foregoing grounds of said notice are within the grounds for unrequested leave placement as set forth in M.S. 122A.40, subdivision 11 and are hereby adopted as fully as though separately set forth and resolved herein.

Seconded.
All aye.
Motion carried.
Resolution adopted May 26, 2015.



RESOLUTION TO PLACE Pamela Tarasar ON UNREQUESTED LEAVE OF ABSENCE

BE IT RESOLVED by the School Board of Independent School District No. 622 as follows:

- 1. That Pamela Tarasar a teacher of said school district, be placed on unrequested leave of absence (0.20 FTE) without pay or fringe benefits (benefits continue through 08/31/2015), effective at the end of the 2014-2015 school year on June 5, 2015, pursuant to M.S. 122A.40, subdivision 11.
2. That written notice be sent to said teacher regarding placement on unrequested leave of absence without pay or fringe benefits as provided by law.

NOTICE OF PLACEMENT ON UNREQUESTED LEAVE OF ABSENCE

You are hereby notified that at the regular meeting of the School Board of Independent School District No. 622 held on April 28, 2015, consideration was given to your placement on unrequested leave of absence (0.20 FTE) without pay or fringe benefits as a teacher of Independent School District No. 622, and a resolution was adopted by a majority vote of the Board, to place you on unrequested leave of absence effective at the end of the 2014-2015 school year on June 5, 2015; pursuant to Minnesota Statutes 122A.40, subdivision 11 upon the grounds described in said statute and which are specifically as follows:

Discontinuance of Position, Lack of Pupils and Financial Limitations

Under the provisions of the law, the unrequested leave of absence of a teacher who is placed on unrequested leave of absence and who is not reinstated shall continue for a period of five years, after which the right to reinstatement shall terminate. Your right to reinstatement shall also terminate if you fail to file with the board by April 1, of any year a written statement requesting reinstatement.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 622

Signed: Nancy Livingston Clerk of the School Board Date

AFFIDAVIT OF SERVICE

This is a true copy of the Notice served in person on Date

Signed: Principal

3. That each and all of the foregoing grounds of said notice are within the grounds for unrequested leave placement as set forth in M.S. 122A.40, subdivision 11 and are hereby adopted as fully as though separately set forth and resolved herein.

Seconded. All aye. Motion carried. Resolution adopted May 26, 2015.

VII. C. 1. RESOLUTION FOR THE ADOPTION OF HIGH SCHOOL COURSE OFFERING BEGINNING FALL 2015

May 2015

The Curriculum Office proposes the following changes to District 622 high school course offerings beginning fall 2015.

New course offering - American Sign Language - Level 2

- Elective trimester credits (3 trimesters) in World Language Department
- Meets college requirements for completion of a World Language

Proposal for Revision of elective 9th grade social studies course, AP Human Geography, from two trimesters to three trimesters

- This elective course meets the requirement for 2 trimesters of 9th grade social studies
- Most districts offer this nationally assessed course for three trimesters
- Addition of a third trimester will allow students to be better prepared to perform well on the national assessment by expanding the college level rigor of the course and potentially earn them college credit

The District Curriculum Coordinator and the 622 Advisory Committee recommend the above changes to the District 622 high school course offerings for Fall 2015.

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED, that the School Board of ISD 622 adopt the course curricula for American Sign Language - Level 2; and adopt the course curricula revisions to the 9th grade AP Human Geography expanding the course from a two- credit elective course to a three- credit elective course.

MOTION:

SECOND:

A decorative graphic on a black background. It features a large purple vertical bar on the left, a blue horizontal bar at the bottom left, and a yellow vertical bar on the bottom right. The text is centered in the black space.

Course Proposals

2015-2016 School Year

American Sign Language Level 2

- Next step in building American Sign Language course offerings
- ASL Level 1 offered for first time - Fall 2014

AP Human Geography

- Revision from two-trimester 9th grade course to a three-trimester 9th grade course
- Elective course of higher rigor that meets two-trimester District 622 graduation requirement

AP Human Geography

- Additional time to be better prepared to perform well on national assessment in spring each year
- Attainment of level 3 or higher can serve as college credit



**2014-2015 Q
Comp Annual
Report**

Q Comp enhances district and site work

On-going district and site work

- Site Improvement Plans
- PLC's – on-going, job-embedded, teacher led learning
- Systems learning –
 - Culturally and Linguistically Responsive Instruction
 - Balanced Literacy
 - Assessment FOR Learning

Report on five components of Q Comp

Component #1: Teacher Leaders

- 290+ career ladder teachers support peer observations and PLC work
- New teachers assigned a mentor

Component #2: Job-embedded Professional Development

- 90% of teachers described the learning in their PLC as effective or extremely effective (March 2014 survey)
- Arena-style PLC's implemented at elementary level
- PLC's support fidelity of implementation of identified schoolwide strategies

Component #3: Observation/Evaluation

- Promotes fidelity of implementation of identified schoolwide strategies
- Instructional coaches provide on-going feedback in addition to the 1/trimester observation by peer observer
- Observers all trained in reflective questioning
- Observation process aligns with new *Teacher, Growth, Development and Evaluation*

Component #4: Performance Pay

- MDE requests all districts submit Annual Reports prior to release of MCA data with understanding all district Annual Reports will be updated when MCA data becomes available in early August
- District 622 performance pay earned by evidence of multiple formative assessments each trimester

Component #5: Reformed salary schedule

- Mentoring program and site instructional coaching provides support for new educators to build skills to earn proficient ratings on teacher evaluations

Overall impact of Q Comp in District 622

- Cultural shift from teaching organization to *a learning organization*
- Supports PLC's which is on-going, site-based, teacher-led, job-embedded professional learning
- Additional two days of professional development

Overall impact of Q Comp in District 622

- Supports continuous improvement through structures of
 - Site Improvement Retreat
 - Alignment of site plans to District Improvement Plan
 - Evidence of instructional practices in PLC's
 - Increased learning opportunities for all staff

New Course Approval

— Coversheet —

Course proposed for the 2015-16 School Year

Subject Area: **Social Studies** Grade Level(s): **9**

Course Title: **AP Human Geography**

Course Length: 1 trimester 2 trimesters 3 trimesters

Proposal:

<input type="checkbox"/> New course	DISTRICT 622
<input checked="" type="checkbox"/> Change in Existing Course	
<input type="checkbox"/> Course Deletion	
<input checked="" type="checkbox"/> Elective	
<input type="checkbox"/> Required	
<input type="checkbox"/> Prerequisite for this course:	
<input type="checkbox"/> Other scheduling needs:	

Course

Description: *This description should be the same as the one for the Course Catalog.*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students can expect daily homework, reading, and a significant amount of writing (free response) on exams. Performance on the AP Exam offered in May can earn the student simultaneous high school and college credit.

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

This course is currently run as a two trimester course and this proposal seeks to add a third trimester. The rationale for this is that most school districts in the state that offer this nationally assessed course for three trimesters. The addition of a third trimester will allow the students of this school district to be better prepared to perform well on the national assessment by expanding the college level rigor of the course, and potentially earn them college credit. Student learning will be impacted by allowing for more class instruction time and thus a deeper understanding of the state standards and broader understanding of the assessment practices that will offer them a chance at greater success on the AP exam. This request is for AP only, both regular and Accelerated courses will remain two trimesters in length.

Financial Considerations:

Materials Needs:	Professional Development Needs:
Approximate Costs:	Approximate Costs:

Approval Signatures	Date	Approved Without Modifications	Not Approved / Needs Modifications	Concerns / Requested Modifications
<i>Proposal Author</i> 	2.9.15			
<i>Department Chair</i> 	2-9-15			
<i>Principal</i> 	2-9-15			
<i>Curriculum Chair</i> 	2-9-15			
<i>Curriculum Coordinator</i> 	4-6-15 2-9-15			
CACC				
School Board				

ISD 622 Curriculum Area:	Social Studies	Grade Level or Course Title:	Grade 9	Date Created:	4.20.15	Page:	1
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Course Title: AP Human Geography A/B/C

Course Description: This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students can expect daily homework, reading, and a significant amount of writing (free response) on exams. Performance on the AP Exam offered in May can earn the student simultaneous high school and college credit.

Established Course Goal(s): The program is designed to provide students with the knowledge and skills needed to be successful on the AP Human Geography Exam. By spreading the course over three trimesters, students will be afforded greater instructional detail and more instructional time to deepen understandings, guiding questions and student outcomes. Skills

DISTRICT 622 CURRICULUM MAP

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – IB.3.)	Assessment Plan				Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3			

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
Maps, globes, geographic information systems and data bases can be used to answer geographic questions.	What are the essential characteristics of maps?	Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources. 9.3.1.1.1	3	X	X	X	K R S PC	SR EWR PA PC		
	How can maps be used to analyze & interpret geographic information?	Students will understand various map projections and distortions of scale.	2	X	X	X	R	SR		
	What is a geographic information system?	Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images. 9.3.1.1.2	3	X	X	X	R	SR EWR PR		
	How are geographic information systems used?	Students will understand what geographic information systems are, and how they can be used to interpret geographic information.	1	X	X	X	S	SR		

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
<p>Population patterns around the world fluctuate and are dependent upon various geographic factors.</p>	<p>What are the population patterns of the world?</p>	<p>Students will describe the patterns of human population density in the major regions in the world. 9.3.2.1.1</p>	3	X				K R	SR EWR	
	<p>What causes settlement in various world regions?</p>	<p>Students will use population pyramids and birth and death rates to analyze characteristics of regional population. 9.3.2.1.3</p>	2	X			S PC	PA PC		
	<p>What causes migration between locations?</p>	<p>Students will understand migration through push and pull factors. 9.3.2.1.4</p>	3	X			K R	SR EWR		
		<p>Students will identify the geographic factors that cause people to settle in specific locations.</p>	3	X			K R	SR EWR		

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
<p>Culture is a shared system of meaning among a group of people that varies according to population patterns and location. Culture is constantly being diffused across world regions.</p>	What is culture?	Students will understand that culture is a culmination of religion, language, economy, and social norms. 9.3.3.1.1								
	What are the settlement patterns of different culture groups?	Students will describe the regional distribution of the major culture groups around the world and recent patterns of change. 9.3.3.1.2	X	X	X	All	All			
	What is cultural diffusion?	Students will demonstrate how culture spreads across regions.	X				S	PA PC		
	How does culture affect settlement patterns?	Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants. 9.3.3.1.3	X				All	All		
			3	X			K	SR EWR		

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention		
			P	T1	T2	T3	LT				Assessment Measure	
Space is organized into political units, and that organization affects human behavior.	What is a political state?	Students will identify the characteristics and shapes of political states.	2	X				K PC	SR PA			
	How does nationalism affect political units?	Students will demonstrate how nationalism impacts the emergence and continuing development of political states 9.3.3.2.1	3	X				K R	SR EWR			
	How is a nation's sovereignty impacted by international relations?	Students will illustrate the impact international relations have on the sovereignty of states. 9.3.3.2.2	2	X				K R	SR EWR			
What tensions arise when boundaries of political units do not correspond to the ethnicity of people living within them?		Students will identify areas of conflict in the world.	3	X				K R	SR EWR			
		Students will explain how ethnocentric views create tension and complicate the resolution of conflict. 9.3.3.2.3	3	X				All	All			

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
<p>Economic activity is impacted by the geographic characteristics of a place.</p>	<p>How does global economic activity vary by region?</p>	<p>Students will describe examples of the regional pattern of economic activity around the world. 9.3.2.3.1</p>	3		X			All		
	<p>What is agriculture, and why do agricultural practices vary by region?</p>	<p>Students will identify and analyze agricultural practices of regions around the world. 9.3.2.3.3</p>	2			X	All			
	<p>How is the earth's land used, and why does that use potentially change over time?</p>	<p>Students will analyze variations in economic activity and land use and reach conclusions about the potential for change in various regions.9.3.2.3.5</p>	3			X	All			

Understandings	Guiding Questions	Student Outcomes <small>If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)</small>	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
Humans live in an increasingly interconnected environment.	How do humans influence their environment and how are they influenced by the environment in return?	Students will analyze the effect that human behavior has on the environment and how the environment affects human behavior. 9.3.4.1.1	3	X	X	X	All	All		
	How do transportation and communication systems impact the development of regions and the diffusion of culture?	Students will demonstrate how improvements in transportation and communication create a more interconnected global community. 9.3.2.2.4	3	X	X	X	All	All		

UNDERSTANDING THE DISTRICT 622 CURRICULUM MAP									
Understandings	Guiding Questions	Student Outcomes	Assessment Plan				Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3			
<p>What K-12 Enduring Understandings are incorporated in the course?</p> <p>(What are the “big ideas?”)</p> <p>What course-specific understandings about them are desired?</p>	<p>What key knowledge and skills will students acquire as a result of this course?</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives will provide student with answers to the guiding questions?</p>	<p>What district-created summative assessments will be incorporated to measure student learning?</p> <p>What is the Priority of the outcomes (1-low, 2-medium, 3-high)?</p> <p>How often are these outcomes assessed at a district-level? In which Trimesters?</p> <p>What is the Learning Type for the outcomes (knowledge, reasoning, skill, product creation)?</p> <p>What are the best Assessment Measures to use (selected response, extended written response, performance assessment, personal communication)?</p> <p>What is the District Curriculum Assessment?</p>				<p>What curricular materials might be used (book, unit, chapter, pages, etc)?</p>	<p>What learning experiences and instructional strategies will enable students to achieve the desired results?</p>	<p>What instructional modifications will be made for students who have not demonstrated learning?</p> <p>What instructional modifications will be made for students who have mastered the learning objectives?</p>

References

Dufour, Richard, Dufour, Rebecca, Eaker, Robert, & Many, Thomas. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

McTighe, Jay, & Wiggins, Grant. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment 'for' student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.

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New Course Approval

— Coversheet —

Course Title: **American Sign Language Level 2** Subject Area: **World Languages**

Tartan North Both High Schools Alternative Programming

Course Length: 1 trimester 2 trimesters 3 trimesters

Proposal:

New course Course replication
 Change in existing course Course deletion
 Required Elective

Prerequisite for this course:

Other scheduling needs (e.g.

must be first trimester):

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

Course description for ASL 2: Continuation of Signing Naturally curriculum units 7-12. Develop expressive skills in narrative and spontaneous dialogues. Develop receptive and expressive skills in vocabulary building, grammar structures, and story telling. Examination of Deaf culture, history, values, social norms, and how they play an important role in the Deaf community. Units will focus on vocabulary building related to food, pets, time, giving commands, locations, directions, making requests and spatial and inflecting verbs.

Financial Considerations:

Materials Needs:

Professional Development Needs:

Approximate Costs:

Approximate Costs:

	Date	Approved Without Modifications	Not Approved / Needs Modifications	Concerns / Requested Modifications
Lisa Tilleskjoer & Jessalyn Akerman-Frank <i>Proposal Author</i>	March 10, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Carrie Hansen and Jennifer Laviere <i>Department Chair</i>	March 10, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Greg Nelson and Adam Ehrmantraut <i>Principal</i>	March 10, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Carrie Hansen <i>Curriculum Chair</i>	March 10, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sharon Burrell <i>Curriculum Coordinator</i>	March 10, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
 <i>School Board</i>	April 6, 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

ISD 622 Curriculum Area:	American Sign Language	Grade Level or Course Title:	Level 2	Date Created:	12/30/2014
Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	P r i o r i t y	T r i m e s t e r
					Instructional Framework

Anchor Standard	Benchmark	Assessments				Instructional Framework
		Learning Target in student friendly language	Learning Type	P r i o r i t y	T r i m e s t e r	
0.1 STRAND: Communicate in American Sign Language						
1.1: Students will be able to identify and describe people, places and things.	Students will properly use body, descriptive, locative and instrument classifiers. Students will apply appropriate semantics and spatial agreement to their classifiers.	I can identify and describe nouns. I can use appropriate classifiers. I can use appropriate semantics and spatial agreements.		1	1 2 3	ASLTA
1.2: Students will be able to make a request, give advice and opinions.	Students will be able to properly use temporal aspects, predicate adjectives and be able to role shift to describe situations.	I can make a request. I can give advice. I can give opinions.		1	1 2 3	ASLTA

Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Tri m e s t e r	

deaf individuals and community members.	Deaf person and when/where to use spoken language.	deaf community.			
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0.3 STRAND Connections

3.1: Students reinforce and further their knowledge of other disciplines through American Sign Language.	Students will volunteer, participate or contribute to the deaf community and/or events.	I can contribute to the deaf community and/or events.	1	1	ASLTA
3.2: Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.	Students will research "hot topics" in the community and ASL video logs for in classroom discussions/debates.	I can demonstrate competency of pros and cons on "hot topics" to offer classroom discussion.	1	1 2 3	ASLTA

0.4 STRAND Community

4.1: Use American Sign Language to participate in Communities at Home and Around the World	Students use American Sign Language within and beyond the school setting.	I can use SSL when communicating with deaf	1	1 2 3	ASLTA
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ISD 622 Curriculum Area:	American Sign Language	Grade Level or Course Title:	Level 2	Date Created:	12/30/2014
Assessment Plan					
Anchor Standard	Benchmark	Learning Target in student friendly language	Learning Type	Priority	Instructional Framework
				Trimester	

<p>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</p> <p>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives define the skills and understandings that all students must demonstrate?</p>	<p>What is the specific Learning Target in Student Friendly Language?</p>	<p>What is the Learning Type for the outcomes? (K=knowledge, OR=reasoning, S=skill, P=product creation)?</p>	<p>What is the priority of the LEA</p>	<p>Which trimester will be common</p>	<p>Which parts of the Instructional Framework will be used?</p>
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Assessment Plan

Anchor Standard	Benchmark	Assessment Plan			Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority Test	

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ISD 622 Curriculum Area:	American Sign Language	Grade Level or Course Title:	Level 2	Date Created:	12/30/2014
Anchor Standard		Benchmark		Instructional Framework	
Assessment Plan					
		Learning Target in student friendly language	Learning Type	Priority	Tri m e s t e r

*Priority = (3-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark. 1-high. District Curriculum Assessment – collected districtwide)?

References

VII. C. 2. RESOLUTION FOR ADOPTION OF THE 2014-2015 ANNUAL REPORT FOR DISTRICT 622 PARTICIPATION IN MINNESOTA QCOMP PROGRAM (ATPPS)

The Department of Teaching and Learning would like to propose the adoption of the 2014-2015 Annual Q Comp Report required by MDE for District 622 participation in the Alternative Teacher Performance Pay System (ATPPS).

Intents and Purposes of Minnesota's and District 622's QComp Program:

- Provide incentives for 622 teachers to improve their professional practices and instructional skills
- Tap the professional practices of our experienced instructional staff
- Recruit and retain highly qualified teachers
- Encourage 622 staff to undertake challenging work assignments
- Support our teachers' role in improving student achievement

Structures and systems to support the required components:

- Career Ladder Teachers
- Job-embedded Professional Development
- Teacher Peer Observations
- Performance Pay
- Alternate Salary Schedule

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District 622 that the 2014-2015 Annual QComp Report for District 622 be approved for submission to MDE by June 30, 2015.

MOTION:

SECOND:

Q Comp Annual Report 2014-15

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062215*).

Please provide the following **District Identification Information**.

District Name: North St. Paul-Maplewood-Oakdale Schools

District Number: 622

Date Presented to the School Board: May 26, 2015

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Component 1: Teacher Leaders

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain what changes have occurred and why?

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Teacher leaders support the work of District 622 educators through leadership in the areas of curriculum and professional learning. K-12 instructional coaches and other career ladder teachers research best practices, model instructional strategies, support PLCs in gathering and analyzing student achievement data, and make observations on the implementation of identified instructional practices. Teachers new to District 622 are assigned a mentor to support their work in content, instruction, and classroom management.

3. How did the work of teacher leaders impact student achievement?

The Q Comp program supports a common instructional focus for the district, each site, and each individual PLC. Teacher leaders are collaboratively engaged in the data analysis and goal setting both at the district and site level. Common instructional practices are aligned with district and site achievement targets. Teacher leaders are critical in supporting the daily work in the sites through ongoing learning-focused staff meetings and support of the PLC process.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Career ladder teachers are trained in the use of a common observational rubric that is based on the planning, implementation, and achievement of specific instructional strategies. After receiving feedback from staff about the training, District personnel added content in the use of reflective questioning and added videos of model conversations to the training. As a result, teacher leaders were better prepared to encourage reflective thinking among the teachers and facilitate more effective implementation of identified instructional strategies.

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

District 622 conducted an all-staff survey in March 2014* in order to gather feedback regarding the professional impact of the Career Ladder teacher roles. Depending on the specific position, the percentage of teachers who rated the career ladder role as *extremely impactful*, *impactful*, or *somewhat impactful* ranged from 89% to 96%. During the site review conducted this school year, teachers spoke specifically about the impact instructional coaches and other teacher leaders had on their practice.

**March 2014 survey responses: 638 responses out of 813 licensed District 622 staff.*

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 1?

Knowing that our teacher leaders are seen as effective by the staff and that many have gained a significant amount of experience in their role, the district will modify our teacher leader trainings to deepen the implementation of reflective-questioning and differentiate based on the experience of the teacher leader and the needs of the staff in the building at which they work.

Component 2: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

While 91% of teachers described the learning in their PLC as effective or extremely effective in the March 2014 survey, steps were taken at multiple levels to improve the quality of learning. At the elementary level, all sites implemented arena-style PLCs to enable collaborative discussions about instructional strategies across grade levels. At the high schools, building-wide training became deeper (through multiple sessions on the same strategy, and continuing work on the same strategy from term to term and even year to year) and allowed for differentiation and choice.

3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

While growth in student learning is demonstrated throughout the district, the extent to which the growth is due to the identified strategies is hard to determine with any degree of confidence. The district is working on methods to track fidelity of implementation as a tool to be able to more accurately assess the causal links between strategies and learning.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

All District 622 sites identify learning priorities each year at the Site Improvement Retreat through the analysis of continuous progress monitoring of identified instructional strategies and professional learning activities. Site improvement plans identify achievement priorities and strategies to close achievement gaps. Professional learning is determined by student learning needs. Individual PLCs develop SMART goals that are aligned to the building needs and overall district achievement targets.

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

District-wide audits of PLC logs show that over 95% of PLCs discuss the targeted instructional strategies in relation to assessment data collected about student learning, demonstrating that not only are targeted strategies implemented, but their implementation is evaluated for its effectiveness.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 2?

Since a PLC culture has been established in the district and it is the norm to collaborate on the implementation of teaching strategies that affect student learning, district leaders will work to increase teachers' capacity for using data to inform decisions about instruction. Specifically, more training will be given to teachers in the areas of designing effective assessment and drawing conclusions from their results. While the details and form this training will take is not yet established, the goal is that richer conversations around data will lead directly to increases in student achievement. In addition, district leadership is working on methods to collect data about fidelity of implementation as a way to more accurately assess the success or failure of a particular strategy.

Component 3: Observation/Evaluation

Implementation

1. Are licensed staff members observed/evaluated at least three times per year by at least two trained observers/evaluators as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The observation process has led to greater fidelity of implementation of identified strategies; interestingly, some teachers have expressed that a greater benefit goes to the observer than the teacher being observed. As instructional coaching has become more established throughout the district, greater numbers of teachers express an impact from it that goes beyond the targeted strategies for a particular building. Coaches are available to co-plan, model within classrooms, and offer feedback that is more ongoing and systematic than available from other teacher leaders. In a survey about instructional coaching given in May of 2014, 82% of the 355 respondents described coaching as having a moderate impact or a significant impact on their teaching practice. As our coaches have had the chance to become more established and expand on their skills, those numbers should increase.

3. What impact did the observation/evaluation process, including coaching, have on student achievement?

The link between the observation process, including coaching, and student achievement is difficult to establish firmly. Coaches and observers focus on the implementation of strategies and the development of teacher skill; it is conceivable that a teacher could implement a strategy with fidelity and grow her or his own capacity for planning and reflection, but not see a result student achievement because the identified strategy turned out to not be effective. The coaching in these cases should still have long-term benefits.

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The observation process is designed to provide specific feedback on the classroom implementation of the school wide instructional strategy. Observers also received training this year on reflective questioning strategies to deepen the reflection by teachers during the conversation. Further, the implementation of the School District 622 Teacher Development, Growth, and Evaluation (TGDE) plan offered another picture of successful teaching for observers to calibrate individual teachers against.

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members? [REDACTED]

The initial training at the beginning of the year did include inter-rater reliability practice. The follow up trainings did not include inter-rater reliability practice.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 3? [REDACTED]

We will continue to target training around reflection for our instructional coaches, increasing their capacity to assist teachers. That training will be mirrored by the training we give to our observers who are not coaches so that the habits are reinforced regardless of which teacher leader a teacher is working. Further, we have implemented our TGDE plan in our administrator group with an emphasis on coaching and development. Systematically, the feedback our teachers get is centered around reflection and improving practice rather than just evaluation and accountability.

Component 4: Performance Pay

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?
yes no
 - a. If no, please explain the changes that have occurred and why? [REDACTED]

Impact

2. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement (grade, team or classroom goal)? x% (x/763 teachers)

This information is not yet available as MCA scores have not been released statewide. MDE has indicated all districts should complete these reports with the information available and update as the MCA data becomes verified. Q Comp Annual Reports are due June 30, 2015.

3. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? x% (x/763 teachers)
 - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? x% (x/592 tenured staff)
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? x% (x/171 probationary staff)
4. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?
yes no
 - a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? 97% (738/763)

This measure is calculated based on the attendance of the two Q Comp days, August 27 & 28, 2014.

Recommendations

5. How will the district use the data to improve the effectiveness of Component 4?


Effective participation in a PLC is a significant component in earning the Q Comp stipend for performance. Teachers must provide evidence of SMART goals for their PLC's that utilize multiple formative assessment measures, results in meeting the trimester SMART goal, and reflection on the effectiveness of the implemented instructional strategy. Formative assessment strategies are an area for further professional learning to support teachers in effective participation in a PLC.

Component 5: Reformed Salary Schedule

Implementation

1. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 98% (747/763 teachers)
 - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100% (763/763)
 - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 91% (155/171 probationary teachers)

Recommendations

3. How will the district use the data to improve the effectiveness of Component 5?

District 622 will continue to find ways to mentor and support probationary teachers. While the current mentor program is a start, an increased role at the building level by instructional coaches should increase the number of probationary teachers who are successful.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Q Comp has been part of a culture shift in our district from a teaching organization to a learning organization. All educators are engaged in on-going, site-based, job-embedded professional learning. Q Comp resources allow us to support an additional two full days of professional learning that prepares 622 educators to set school and individual PLC team learning goals and targets.

2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

2014-2015 MCA proficiency results are not available at this time.

3. How will the district use the review findings to improve the overall effectiveness of the program?

District 622 will continue the practices of continuous improvement through the structures of the Site Improvement Retreat, alignment of site improvement plans, and evidence of implementation of PLC practices. District 622 will increase the learning opportunities provided for new teachers and offer differentiated professional learning for career ladder teachers.

VII. C. 3. MINNESOTA STATE HIGH SCHOOL LEAGUE 2015-2016 MEMBERSHIP

Minnesota Statutes 1993, Section 128C.01 requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution for Membership affirms (1) that the Board of Education for District #622 delegates the control, supervision and regulation of League-sponsored athletic and fine art activities to the Minnesota State High School League; (2) that the Board of Education for District #622 adopts the Constitution, Bylaws and Rules and Regulations of the League; and (3) that the administration of District #622 is responsible for supervising the activities that are assigned to official school representatives.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District #622 delegates the control, supervision, and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes; and

FURTHER RESOLVED, that North High School and Tartan High School are authorized by this, the Governing Board of School District #622 to renew its membership in the Minnesota State High School League; and

FURTHER RESOLVED, that this Governing Board of School District #622 hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board of School District #622.

MOTION:

SECOND:

MSBA Model Policy Revisions for the 2014 Legislative Session

Policy Number	Policy Title	Summary of Changes
G-033	Open Meetings and Closed Meeting	<ul style="list-style-type: none"> • Contains 622 language • Reflects legislative change regarding social media
G-035	Public Participation in School Board Meetings/Complaints/Data Privacy Considerations	<ul style="list-style-type: none"> • MSBA • Additions reflect consequences under the Minnesota Government Data Practices Act • Study session revision: under the General Statement of Policy, deletion of “related to the management of the school district” and replace with “on the meeting agenda”
G-050	Policy Stewardship	<ul style="list-style-type: none"> • Contains 622 language • Adds a change to allow non-substantive changes to be approved at the first meeting they are introduced • Small sentence structure revision
E-007 – Adoption	Advertising	<ul style="list-style-type: none"> • Replaces Policy L-043 and puts procedure into policy • MSBA • Cross references added
E-008 - Adoption	Gifts to and Solicitation by Employees and School Board Members	<ul style="list-style-type: none"> • Replaces Policy L-041 and puts procedure into policy • Contains 622 language • Gift ban law provisions added • Legal and cross references added
E-014	Graduation Requirements	<ul style="list-style-type: none"> • Contains 622 language • Language changed to allow flexibility in assignment of test administrator position or title • Adds reference to ACT to meet the graduation assessment requirements • Graduation credit requirements reference students meeting academic standards • Page covering graduation requirements by graduation class rescinded • Study Session revision: made correction under Section D)2) to capitalize “ACT”
E-015	Student Attendance	<ul style="list-style-type: none"> • Contains 622 language

MSBA Model Policy Revisions for the 2014 Legislative Session

E-033	Modification of School District Budget	<ul style="list-style-type: none"> • Legal reference deletion • MSBA • Minor language change • Deletion of legal reference
E-058	Waste Reduction and Recycling	<ul style="list-style-type: none"> • MSBA • Several minor changes made to reflect legislation • Legal reference revision
E-072	Enrollment of Nonresident Students	<ul style="list-style-type: none"> • MSBA • Adds language regarding lotteries and other changes required by new legislation
E-085	Employee-Student Relationships	<ul style="list-style-type: none"> • MSBA • Cross reference addition
E-088	Staff Development	<ul style="list-style-type: none"> • Contains 622 language • Revisions reflect legislative changes with English learners and students' successful transition • Legal references added
E-089	Assessment of Student Achievement	<ul style="list-style-type: none"> • MSBA • New definitions added ("career and college ready" and "cultural competence"). Sentence added regarding accessibility assessments with the modifications and support students need
E-090	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	<ul style="list-style-type: none"> • MSBA • Changes in Procedures Manual references
EM-020.4	Public & Private Personnel Data & Form: Employee Authorization for Release of Information	<ul style="list-style-type: none"> • Contains 622 language • Revisions reflect legislative additions regarding private personnel data involving resignations for sexual violence/contact violations; revoked teacher licenses • Addition to legal references • Study Session revision: Section 4)o), change the word "employee" to "employer"
EM-020.6	Family & Medical Leave Policy	<ul style="list-style-type: none"> • MSBA • Revisions reflect legislative changes with military and biological & adoptive parents
EM-020.7	Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form	<ul style="list-style-type: none"> • MSBA • Changes made to make this policy

MSBA Model Policy Revisions for the 2014 Legislative Session

		<ul style="list-style-type: none"> • consistent with the Bullying Prohibition Policy and the Safe and Supportive Schools Act • Small sentence structure revision • Legal reference addition • Cross reference additions
EM-020.10	Tobacco-Free Environment	<ul style="list-style-type: none"> • MSBA • Definition of “smoking” amended to include use of e-cigarettes
EM-020.13	School Weapons Policy	<ul style="list-style-type: none"> • MSBA • Removes the term “zero tolerance”
EM-020.14	Search of Student Lockers, Desks, Personal Possessions & Student’s Person	<ul style="list-style-type: none"> • MSBA • Minor language change • Legal reference addition
EM-020.15	Student Discipline & Notice of Suspension	<ul style="list-style-type: none"> • Contains 622 language • Code of Student Conduct revised to expand the physical locations to which the policy applies and student discipline may be imposed; blue changes sync our policy to statute & MSBA. Parent/teacher committee policy input was completed on May 4 and their suggestions on procedures for the removal of a student from class were reviewed by legal counsel (in green). • Legal reference deletion
EM-020.21	Internet Acceptable Use Policy & Internet Use Agreement	<ul style="list-style-type: none"> • Contains 622 language • Cross reference to the Bullying Prohibition Policy added within the Policy and in the references
EM-020.22	Hazing Prohibition	<ul style="list-style-type: none"> • MSBA • Changes made to make this policy consistent with the Bullying Prohibition Policy and the Safe and Supportive Schools Act • Legal reference deletion and additions
EM-020.25	Student Transportation Safety Policy	<ul style="list-style-type: none"> • MSBA • Updates prohibition of cell phone use
EM-020.26	Crisis Management Policy, Plans and Procedures	<ul style="list-style-type: none"> • MSBA • Small sentence structure revision • Additions on planning and preparing for fire • Additions on warning and notification systems

MSBA Model Policy Revisions for the 2014 Legislative Session

		<ul style="list-style-type: none"> • Additions on behavioral health crisis intervention • Additions on long-term recovery intervention procedures • Additions to legal and cross references • Study Session revision: under Section b)1), replace “(2011 Edition)” with “(most current Edition)”
EM-020.29	Instructional Curriculum School District Curriculum and Instruction Goals	<ul style="list-style-type: none"> • MSBA • We split our 622 unique policy into MSBA’s two policies: EM-020.29 Instructional Curriculum (MSBA 604); and EM-020.33 School District Curriculum and Instruction Goals (MSBA 601) • Revisions reflect legislative changes • Addresses appropriate instruction for English language learners
EM-020.30	Curriculum Development	<ul style="list-style-type: none"> • MSBA • Clarifies that the school district needs to address “applicable” requirements of the MDE and NCLBA
EM-020.33	School District Curriculum and Instruction Goals	<ul style="list-style-type: none"> • MSBA • New policy formed from EM-020.29 • Revisions reflect legislative changes • Definition of experiential learning added
L-041 Rescind	Gifts to and Solicitation by Staff Members	<ul style="list-style-type: none"> • Policy will be rescinded and adopted as Policy E-008
L-043 Rescind	Unauthorized Advertising	<ul style="list-style-type: none"> • Policy will be rescinded and adopted as Policy E-007

VII. A. 1. REVISE POLICIES

A major function of the School Board is reviewing, revising, and adopting District #622 policies. These twenty-six policies have been proposed for revision to incorporate MSBA recommended changes from the 2014 Legislative Session.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District #622 hereby revises the following policies:

- G-033 (Open Meetings & Closed Meetings)
- G-035 (Public Participation in School Board Meetings/Complaints/Data Privacy Considerations)
- G-050 (Policy Stewardship)
- E-014 (Graduation Requirements)
- E-015 (Student Attendance)
- E-033 (Modification of School District Budget)
- E-058 (Waste Reduction and Recycling)
- E-072 (Enrollment of Nonresident Students)
- E-085 (Employee-Student Relationships)
- E-088 (Staff Development)
- E-089 (Assessment of Student Achievement)
- E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
- EM-020.4 (Public & Private Personnel Data & Form)
- EM-020.6 (Family & Medical Leave Policy)
- EM-020.7 (Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form)
- EM-020.10 (Tobacco-Free Environment)
- EM-020.13 (School Weapons Policy)
- EM-020.14 (Search of Student Lockers, Desks, Personal Possessions, & Student's Person)
- EM-020.15 (Student Discipline & Notice of Suspension)
- EM-020.21 (Internet Acceptable Use Policy & Internet Use Agreement)
- EM-020.22 (Hazing Prohibition)
- EM-020.25 (Student Transportation Safety Policy)
- EM-020.26 (Crisis Management Policy)
- EM-020.29 (Instructional Curriculum)
- EM-020.30 (Curriculum Development)
- EM-020.33 (School District Curriculum and Instruction Goals)

Governance

Policy Title	Policy Level	Date Approved/Revised
Open Meetings And Closed Meetings	G - 033	Adopted: 12/14/10 Revised: 9/25/12 Revised: 7/23/13 Revised:

Purpose

The purpose of this policy is to provide guidelines to assure the rights of the public to be present at School Board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

General Statement of Policy

Except as otherwise expressly provided by statute, all meetings of the School Board, including executive sessions, shall be open to the public.

Meetings shall be closed only when expressly authorized by law.

Definition

"Meeting" means a gathering of at least a quorum or more members of the School Board, or quorum of a committee or subcommittee of School Board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the School Board. The term does not include a chance or social gathering **or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting law, social media does not include e-mail.**

Procedures

Meeting Notices

1. Regular Meetings

A schedule of the regular meetings of the School Board shall be kept on file at its primary offices. If the School Board decides to hold a regular meeting at a time or place different from the time or place stated in its schedule, it shall give the same notice of the meeting as for a special meeting.
2. Special Meetings
 - a. For a special meeting, the School Board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin Board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The School Board's actions at the special meeting are limited to those topics included in the notice.
 - b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.
 - c. This notice shall be posted and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the School Board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
 - d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the School Board is required to send notice to that person only concerning those particular subjects.

- e. The School Board will establish an expiration date on requests for notice of special meetings and require re-filing once each year. Not more than 60 days before the expiration date of request for notice, the School Board shall send notice of the re-filing requirement to each person who filed during the preceding year.
3. Emergency Meetings
 - a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the School Board, require immediate consideration.
 - b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
 - c. The School Board shall make good-faith efforts to provide notice of the emergency meeting to news medium that have filed a written request for notice if the request includes the news medium's telephone number.
 - d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the School Board.
 - e. Notice shall be provided to news medium which have filed a written request for notice as soon as reasonably practicable after notice has been given to the School Board members.
 - f. Notice shall include the subject of the meeting.
 - g. Posted or published notice of an emergency meeting shall not be required.
 - h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.
 4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.
 5. Study Sessions

Study sessions enable Board members to discuss important issues more informally and deeply prior to consideration for a vote at a regular meeting. The date, starting time and agenda for the study session will be announced publicly and posted as required for all open meetings. The format for study sessions will vary by meeting. There is no public comment at the Board study sessions.
 6. Public Engagement Meetings

As needed the Board will meet with invited stakeholders to present and to initiate dialogue for the purpose of receiving input on a particular issue. Additionally, to understand the views of the public in relation to Board policies and actions, the Board will identify groups, individuals and topics for a structured discussion on a pre-identified topic(s). Most often, two or three Board Members will attend Public Engagement meetings. Should a quorum (four Board Members) attend, the Public Engagement meeting will be subject to the Open Meeting Law.
 7. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.
 8. Actual Notice

If a person receives actual notice of a meeting of the School Board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.
 9. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with Minn. Stat. § 13D.021.

10. **Public Hearings**

The Board recognizes the importance of obtaining public input on matters properly before the School Board. Public Hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Other public hearings may be held by the School Board on school district matters at the discretion of the School Board.

Votes

The votes of School Board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

Written Materials

In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items prepared or distributed by the School Board or its employees and distributed to or available to all School Board members shall be available in the meeting room for inspection by the public while the School Board considers their subject matter.

This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

Data

Meetings may not be closed merely because the data to be discussed are not public data.

Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the School Board's authority and is reasonably necessary to conduct the business or agenda item before the School Board.

Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

Closed Meetings

1. **Labor Negotiations Strategy**
 - a. The School Board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.
 - b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of School Board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. An audio recording of the proceedings shall be made, and the recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the School Board for the current budget period.
2. **Sessions Closed by Bureau of Mediation Services**

All negotiations, mediation sessions, and hearings between the School Board and its employees or their respective representatives are public meetings. If these meetings involve the Bureau of Mediation Services, they may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods are prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Charges
The School Board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the School Board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
4. Performance Evaluations
The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the School Board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
5. Attorney-Client Meeting
A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice above the level of general legal advice (*i.e.*, regarding specific acts and their legal consequences). A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.
6. Dismissal Hearing
 - a. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
 - b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.
 - c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
7. Coaches: Opportunity to Respond
 - a. If the School Board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

- b. If the coach requests the reasons for the nonrenewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request.
 - c. On the request of the coach, the School Board must provide the coach with a reasonable opportunity to respond to the reasons at a School Board meeting.
 - d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
 - e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
8. Meetings to Discuss Certain Non-Public Data
Any portion of a meeting must be closed if the following types of data are discussed:
- a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
 - b. active investigative data collected or created by a law enforcement agency; or
 - c. educational data, health data, medical data, welfare data, or mental health data that are not public data; or
 - d. an individual's personal medical records; or
 - e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.
9. Purchase and Sale of Property
- a. The School Board may close a meeting:
 - (1) to determine the asking price for real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
 - b. Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting.
 - c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
 - d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the School Board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.
10. Security Matters
- a. The School Board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
 - b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

- c. Before closing a meeting the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four (4) years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

Procedures for Closing a Meeting

The School Board shall provide notice of a closed meeting just as for an open meeting. A School Board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the School Board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Rationale: *The School Board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The School Board shall conduct its business under a presumption of openness. At the same time, the School Board recognizes and respects the privacy rights of individuals as provided by law. The School Board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the School Board.*

Adoption and Revision History	Incorporated Policies
Policy 205 Open Meetings and Closed Meetings	<i>Replaces Policy: BDA (Regular Board Meetings) adopted July 9, 1981; 105 (Board Meetings) adopted March 26, 1992; 105 - Appendix A, II.A. (Meetings of the School Board: Time and Place) adopted March 26, 1992; 105 - Appendix A, II.B. (Meetings of the School Board: Cancellation or Change of Time or Place of Board Meetings), adopted March 26, 1992; 105 - Appendix A, II.C. (Meetings of the School Board: Advance Delivery of Meeting Materials) adopted March 26, 1992; 105 - Appendix A, II. G.1. (Meetings of the School Board: Special Meetings - Notification to Members), adopted March 26, 1992; 105 - Appendix A, II.G.2. (Meetings of the School Board: Special Meetings - Transaction of Business) adopted March 26, 1992. This Policy Adopted: December 10, 1996; Rescinded: August 5, 2008</i>
G-025 OPEN MEETINGS AND CLOSED MEETINGS	This Policy Adopted: January 22, 2008 Revised: November 18, 2008 Rescinded: December 14, 2010
G-030 BOARD MEETINGS	This Policy Adopted: November 20, 2007 Rescinded: December 14, 2010
G-033 OPEN MEETINGS & CLOSED MEETINGS (This Policy Adopted: Dec. 14, 2010; Revised: September 25, 2012; Revised: July 23, 2013; Revised:	MSBA 205

- Legal References:
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. Ch. 13D (Open Meeting Law)
 - Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
 - Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)

Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References:

MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

Governance

Policy Title	Policy Level	Date Approved/Revised
Public Participation in School Board Meetings/Complaints/Data Privacy Considerations	G-035	12/14/10 Revised: 11/22/11 Revised: 9/25/12 Revised:

1) General Statement of Policy

- a) The policy of the school board is to encourage participation by citizens of subjects ~~related to the management of the school district~~ **on the meeting agenda** at school board meetings. The school board may adopt reasonable time, place and manner restrictions on public expression in order to facilitate free discussion 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.

2) 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.
- 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 terms of any agreement settling any dispute arising out of the employment relationship, including a superintendent buyout agreement, 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; a 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; and any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597. Once an individual has been appointed to a public body, the following additional items of data are public: residential address and either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; provided, however, 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.

3) 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 nonlicensed 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. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

4. The Public's Opportunity to be Heard

The school board will strive to give all citizens of the school district 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).

5. Procedures

a) Agenda Items

1. Citizens who wish to address the school board on a particular subject should identify the agenda item(s) to which their comments pertain.
2. The school board chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
3. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. 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 or more representatives or spokespersons to speak on behalf of the group or organization.
4. Matters proposed for placement on the agenda which may involve data privacy concerns, 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.
5. The school board chair 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.
6. 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.
7. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions

as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

b) Complaints

1. Routine complaints about an employee should first be directed to that employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or 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 any school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

c) Public Comment

The school board shall normally provide a specified period of time when citizens may address the school board on a meeting agenda item. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

d) No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

6) 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)

Rationale: *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. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.*

Adoption and Revision History	Incorporated Policies
206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS This policy adopted: March 11, 1997, Revised: December 16, 2003 Rescinded: December 14, 2010	MSBA 206
103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS This policy adopted: November 26, 1996; Rescinded: November 22, 2011	
Policy G-035 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS/DATA PRIVACY CONSIDERATIONS This policy adopted: Dec. 14, 2010 Revised: November 22, 2011 Revised: September 25, 2012 Revised:	

Legal References:

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
- Minn. Stat. § 13D.05 (Open Meeting Law)
- Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
- Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
- Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
- Minn. Stat. § 122A.44 (Contracting with Teachers)
- Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- Minn. Stat. § 626.556 (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:

- MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
- MSBA/MASA Model Policy 207 (Public Hearings)
- MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
- MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)
- MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

Governance

Policy Title	Policy Level	Date Approved/Revised
Policy Stewardship	G-050	11/20/07 Revised: 11/22/11 Revised:

1) General Statement of Policy

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

2) Development of Policy

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

3) Adoption of Policy

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board following the second reading. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption

procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

- D. If a policy is modified **with minor changes that do not affect the substance of the policy or** because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

4) Implementation of Policy

- A. ~~It shall be the responsibility of the~~ **The** superintendent **shall be responsible for** ~~to~~ implementing school board policies and ~~to~~ developing administrative guidelines and directives to provide greater specificity and consistency in the process of implementation.
- B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.
- C. ~~It shall be the responsibility of the~~ **The** superintendent, employees designated by the superintendent, and individual school board members **shall be responsible for** ~~to~~ keeping the policy manuals current.
- D. The superintendent shall be responsible for developing a system of periodic review of policies. In addition, the school board shall review the following policies annually: E-021 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; E-022 Mandated Reporting of Maltreatment of Vulnerable Adults; E-032, Fund Balance; EM-020.6 Family & Medical Leave; EM-020.7 Harassment and Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form; EM-020.15 Student Discipline & Notice of Suspension; EM-020.16 Bullying Prohibition; EM-020.20 Student Sex Nondiscrimination (Title IX) & Unlawful Sex Discrimination Towards a Student Report Form; EM-020.21 Internet Acceptable Use Policy & Internet Use Agreement; and EM-020.26 Crisis Management.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Rationale: *The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.*

Adoption and Revision History	Incorporated Policies
Policy 208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES This Policy Adopted: January 14, 1997 Rescinded: August 5, 2008	<i>Replaced Policy: BF (Board Policy Development) adopted August 12, 1965; BFC (Policy Adoption) adopted June 28, 1979; BFCAA (Formulation of Administrative Regulations) adopted August 12, 1965; BFE (Administration in Policy Absence) adopted June 28, 1979. 105 - Appendix A, III.A.(Adoption, Amendment, Repeal or Suspension of Policies and Bylaws) adopted March 26, 1992; 105 - Appendix A,III.B. (School Board Policy Making/Adoption, Amendment, Repeal or Suspension of Administrative Procedures), adopted March 26, 1992.</i>
Policy G-050 POLICY STEWARDSHIP This Policy Adopted: November 20, 2007; Revised: November 22, 2011; Revised:	

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
 Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Graduation Requirements	E-014	4/22/08 Revised: 7/20/10 Revised: 3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised:

1) General Statement of Policy

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

2) Definitions

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "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.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. "GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

3) Test Administrator

~~The Assessment and Program Quality Coordinator shall be named~~ **The superintendent shall designate** the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

4) Graduation Assessment Requirements

- A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:
1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
 - b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

- iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- c. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section 4.A.1. **above**, are eligible to receive a high school diploma if they:
 - i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
 - ii. participate in district-prescribed academic remediation in mathematics; and
 - iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.
- 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. ~~a nationally recognized~~ **the** armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.
- B. Students enrolled in grade 8 in the 2010-2011 or ~~2011-2012~~ **earlier** school year are eligible to be assessed under:
 - 1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1 (c) (1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota ~~e~~**C** omprehensive ~~a~~**A**ssessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
 - b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
 - 2. the WorkKeys jobs skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. ~~a nationally recognized~~ the armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.
- C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:
- 1. demonstrate understanding of required academic standards on a nationally normed college entrance exam.
 - 2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need

for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

- a. monitor students' continuous development of and growth in requisite knowledge and skills, analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the students; and
3. consistent with this paragraph and Minn. Stat. § 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
 4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
 5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary education.
 6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
- D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota eComprehensive aAssessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy high school graduation requirements for assessments in reading, mathematics, and writing by taking:
1. **the Grade 11 ACT Plus Writing (college entrance exam) during statewide administration in reading, writing, and mathematics**

- 1.2. ~~the GRAD in reading, mathematics, or writing Minn. Stat. § 120B.30, Subd. 1 (c) (1) and (2) (2012) as follows:~~ **If students are unable to participate in the Grade 11 ACT Plus Writing in 2014-2015, they can meet graduation assessment requirements through any combination of the following:**
- a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
 - b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- 2.3. the WorkKeys job skills assessment;

- ~~3.4.~~ the Compass college placement test; ~~a nationally recognized armed services vocation aptitude test;~~
- ~~4.5.~~ the **armed services vocational aptitude test; or** ACT assessment for college admission; ~~or~~
- ~~5.6.~~ a nationally recognized armed services vocational aptitude test. **the ACT assessment for college admission.**

5) Graduation Credit Requirements

- A.. Students beginning ninth grade in the 2011-2012 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:
 - 1. Four credits of language arts;
 - 2. Three credits of mathematics, ~~encompassing at least algebra, geometry, statistics, and probability~~ **including an algebra II credit or its equivalent,** sufficient to satisfy **all of** the academic standards **s in mathematics;**
 - 3. **An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.**
 - ~~3.4.~~ Three credits of science, including at least (a) one credit in **of** biology; (b) one **credit of** chemistry or physics ~~credit or a career and technical education credit that meets standards underlying the chemistry, physics, or biology credit or a combination of those standards approved by the school district; and (c) meeting biology standards under Section 5.A.3.(b) does not meet the biology requirement under Section 5.A.3.(a);~~ **and one elective credit of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;**
 - ~~4.5.~~ Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, ~~or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;~~ **sufficient to satisfy all of the academic standards in social studies;**
 - ~~5.6.~~ One credit in the arts **sufficient to satisfy all of the state or local academic standards in the arts;** and
 - ~~6.7.~~ A minimum of seven elective credits.
 - ~~7.8.~~ Credit equivalencies

- a. ~~A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district.~~ **A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Section 5. A. 5. above, if the credit is sufficient to satisfy all of the academic standards in economics.**
 - b. ~~An agriculture science credit may fulfill a credit requirement other than the specified science credit under Section 5.A.3. above.~~ **or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section 5.A.4. above, if the credit meets the state chemistry or physics or district biology academic standards or a combination of these academic standards as approved by the district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section 5. A. 5. above.**
 - c. ~~A career and technical education credit may fulfill a mathematics or arts credit requirement or a science requirement other than the specified science credit in biology under Section 5.A.2., 5.A.3., or 5.A.5. above.~~
- ~~B. Students beginning 9th grade in the 2013-2014 school year and later must demonstrate their understanding of academic standards on a nationally normed college entrance exam and must demonstrate their satisfactory completion of the following credit requirements:~~
- ~~1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;~~
 - ~~2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;~~
 - ~~3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th-grade standards in mathematics.~~
 - ~~4. Three credits of science, including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy:~~
 - ~~a. all of the academic standards in either chemistry or physics and~~
 - ~~b. all other academic standards in science;~~
 - ~~5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;~~
 - ~~6. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and~~

7. ~~A minimum of seven elective credits.~~
8. ~~Credit equivalencies~~
 - a. ~~A one half credit of economics taught in an agriculture education or business department may fulfill a one half credit in social studies under Section 5.B.5. if the credit is sufficient to satisfy all of the academic standards in economics.~~
 - b. ~~An agriculture science or career and technical education credit may fulfill the elective science credit requirement other than the specified science credit under Section 5.B.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section 5.B.4. if:~~
 - i. ~~the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and~~
 - ii. ~~the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section 5.B.4.~~
 - c. ~~A career and technical education credit may fulfill a mathematics or arts credit requirement under Section 5.B.2. or Section 5.B.6.~~
 - d. ~~An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section 5.B.8.b.~~

6) Academic Standards Requirements

- A. The following subject areas are required for statewide accountability:
 1. language arts;
 2. mathematics;
 3. science;
 4. social studies, including history, geography, economics, and government and citizenship;
 5. physical education;
 6. health, for which locally developed academic standards apply; and

7. the arts, for which statewide or locally developed academic standards apply, as determined by the school district.

B. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

7) Elective Standards Requirements

A. The school district shall establish its own standards in the following subject areas:

1. career and technical education; and
2. world languages;

The school district shall offer courses in all elective subject areas.

8) Early Graduation

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

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

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

Adoption and Revision History	Incorporated Policies
Policy 514 GRADUATION REQUIREMENTS This Policy Adopted: April 9, 2002; Revised: April 20, 2007; Rescinded: August 19, 2008	MSBA 613
Policy E-014 GRADUATION REQUIREMENTS This Policy Adopted: April 22, 2008; Revised: July 20, 2010, Revised: March 27, 2012; Revised: September 25, 2012; Revised: July 23, 2013; Revised: November 26, 2013; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary
Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS)
Program)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

THIS PAGE WILL BE RESCINDED

Addendum to Policy E-014

Graduation Requirements by Graduating Class

Language Arts	9	10	11	11	
Social Studies	10	10	10	10	
Mathematics	8	9	9	9	
Science	6	7	7	8	
Health Education	1	1	1	1	
Physical Education	3	3	3	3	
Career Investigations	1	1	1	1	
The Arts	2	2	2	2	
Required Credits	41	43	44	45	
Minimum Elective Credits	22	23	22	21	
Total for Graduation	63	66	66	66	
Total Possible	70	72	72	72	

ENDS
(The provisions of this policy substantially reflect statutory requirements)

Policy Title	Policy Level	Date Approved/Revised
Student Attendance	E-015	5/20/08 Revised: 6/24/08 Revised: 11/22/11 Revised: 7/23/13 Revised: 5/27/14 Revised:

1) General Statement of Policy

a) Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the

previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Illness.
 - (2) Serious illness in the student's immediate family.
 - (3) A death or funeral in the student's immediate family or of a close friend or relative.
 - (4) Medical, dental or orthodontic treatment, or a counseling appointment.
 - (5) Court appearances occasioned by family or personal action.
 - (6) Religious instruction not to exceed three hours in any week.
 - (7) Physical emergency conditions such as fire, flood, storm, etc.
 - (8) Official school field trip or other school-sponsored outing.
 - (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
 - (10) Family emergencies.

- (11) Active duty in any military branch of the United States.
- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family. (Building principal has discretion to excuse with prior notification.)
- (6) Personal trips to schools or colleges. (Building principal has discretion to excuse with prior notification.)
- (7) Oversleeping
- (8) Missed bus/transportation problems
- (9) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Consequences of students with unexcused absences are outlined in E-015P.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
- h. Late school bus.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Consequences of tardiness may include detention and/or other measures, including loss of credit.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

2) Dissemination of Policy

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

3) Required Reporting

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. The superintendent or designee shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Rationale: *The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.*

Adoption and Revision History	Incorporated Policies
Policy 503 STUDENT ATTENDANCE This Policy Adopted: January 27, 1998, Revised: January 25, 2005 Rescinded: August 5, 2008	MSBA 503
Policy E-015 STUDENT ATTENDANCE This Policy Adopted: May 20, 2008; Revised: June 24, 2008 Revised: November 22, 2011; Revised: July 23, 2013; Revised: May 27, 2014; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

Minn. Stat. § 120A.05 (Definitions)
 Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)
~~Minn. Stat. § 120A.30 (Attendance Officers)~~
 Minn. Stat. § 120A.34 (Violations; Penalties)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 260A.02 (Definitions)
 Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)
 Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
 Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Modification of School District Budget	E-033	6/23/09 Revised:

1) General Statement of Policy

~~It is the~~ **The** policy of this school district **is** to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

2) Requirement

- a) The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- b) If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- c) If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- d) The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Rationale: *The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.*

Adoption and Revision History	Incorporated Policies
702 MODIFICATION OF SCHOOL DISTRICT BUDGET	Replaced Policy: DBA (Budgeted System) adopted June 28, 1979. This Policy Adopted: February 10, 1998; Rescinded: June 23, 2009 MSBA 701.1
E-033 MODIFICATION OF SCHOOL DISTRICT BUDGET This policy adopted: June 23, 2009; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding

ENDS

Policy Title	Policy Level	Date Approved/Revised
Waste Reduction and Recycling	E-058	6/22/10 Revised: 11/22/11 Revised: 9/25/12 Revised:

1) General Statement of Policy

- a) The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

2) Definitions

- a) "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (M.S. 116.93, Subd. 1)
- b) "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (M.S. 115A.03, Subd. 21)
- c) "Packaging" means a container and any appurtenant material that provides a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (M.S. 115A.03, Subd. 22b)
- d) "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (M.S. 115A.03, Subd. 24b)
- e) "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (M.S. 115A.9157)
- f) "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (M.S. 115A.15, Subd. 1a(a))
- g) "Recyclable materials" means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, and source-separated compostable materials. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (M.S. 115A.03, Subd. 25a)
- h) "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (M.S. 115A.03, Subd. 25b)

- i) “Resource conservation” means the reduction in the use of water, energy, and raw materials. (M.S. 115A.03, Subd. 26a)
- j) “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (M.S. 115A.15, Subd. 1a(b))
- k) “Source-separated compostable materials” means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process residues do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

(M.S. 115A.03, Subd. 32a)

- l) “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - 1. reusing the product in its original form;
 - 2. increasing the life span of a product;
 - 3. reducing material or the toxicity of material used in production or packaging; or
 - 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(M.S. 115A.03, Subd. 36b)

3) Waste Disposal

- a) The school district will attempt to decrease the amount of waste consumable materials by:
 - 1. reduction of the consumption of consumable materials whenever practicable;
 - 2. full utilization of materials prior to disposal;
 - 3. minimization of the use of non-biodegradable products whenever practicable.

- b) Each school district facility ~~will have containers for~~ **shall also collect** at least three of the following recyclable materials; **such as, but not limited to, the following:** paper, glass, plastic, and metal. (M.S. 115A.151)
- c) The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (M.S. 115A.151)
- d) Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
 1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
 2. develop and implement a plan for managing the potential liability; and
 3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (M.S. 115A.46, Subd. 5; M.S. 115A.471; M.S. 458D.07, Subd. 4)

- e) The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
 1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 2. the land unless approved by the PCA; or
 3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(M.S. 115A.916)

- f) The school district may not place mercury or a thermostat, thermometer, electric switch, appliance,

gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or
2. in a wastewater disposal system.

(M.S. 115A.932, Subd. 1(a))

g) The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

(M.S. 115A.932, Subd. 1(b))

h) The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under M.S. 216B.241, Subds. 2 and 4. (M.S. 115A.932, Subd. 1(c))

i) The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (M.S. 115A.915; M.S. 115A.9155, Subd. 1; M.S. 115A.9157, Subd. 2)

j) The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting ; or
4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).

(M.S. 115A.931)

k) The school district may not place a telephone directory:

1. in solid waste;
2. in a disposal facility; or

3. in a resource recovery facility, except a recycling facility.

(M.S. 115A.951, Subd. 2)

l) The school district may not:

1. place major appliances in mixed municipal solid waste; or

2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(M.S. 115A.9561)

m) The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (M.S. 115A.9565)

n) The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (M.S. 115A.961, Subd. 3)

4. Procurement of Recycled Commodities and Materials

a) When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than ten percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (M.S. ~~46B.122~~ **16C.073**, Subd.3(a))

b) When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (M.S. ~~46B.122~~ **16C.073**, Subd. 3(b))

c) Whenever practicable, the school district will:

1. purchase uncoated office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;

2. purchase recycled content paper with at least ten percent postconsumer material by weight;

3. purchase paper which has not been dyed with colors, excluding pastel colors;

4. purchase recycled content paper that is manufactured using little or no chlorine bleach or chlorine derivatives;

5. use no more than two colored inks, standard or processed, except in formats where they are necessary to convey meaning;

6. use reusable binding materials or staples and bind documents by methods that do not use glue;

- 7. use soy-based inks;
- 8. produce reports, publications, and periodicals that are readily recyclable;
- 9. purchase paper which has been made on a paper machine located in Minnesota;**
- ~~9-10.~~ print documents on both sides of the paper where commonly accepted publishing practices allow; and
- ~~10-11.~~ purchase copier paper that contains at least ten percent post-consumer material by fiber content.

(M.S. ~~46B.122~~ **16C.073**, Subd. 2)

- d) After July 1, 1998, the school district may not use a specified product included on the prohibited products list published in the State Register. (M.S. 115A.9651)
- e) In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (M.S. ~~46B.122~~ **16C.073**, Subd. 3(b))
- f) When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. (M.S. ~~46B.122~~ **16C.073**, Subd. 3(b))

5. Other

- a) ~~It is the~~ **The** policy of the school district **is** to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (M.S. 115A.15, Subd. 1)*

Adoption and Revision History	Incorporated Policies
Policy 806 WASTE REDUCTION AND RECYCLING This Policy Adopted: February 24, 1998; Rescinded: June 22, 2010	MSBA 805
Policy E-058 WASTE REDUCTION AND RECYCLING This Policy Adopted: June 22, 2010 Revised: November 22, 2011; Revised: September 25, 2012; Revised:	

Legal References:

Minn. Stat. § ~~46B.422~~ **16C.073** (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (State and Local Facilities)
Minn. Stat. § 115A.46 (Requirements)
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844, (D. Minn. 1997)

Cross References:

ENDS

Policy Title	Policy Level	Date Approved/Revised
Enrollment of Nonresident Students	E-072	11/22/11 Revised: 3/27/12 Revised: 7/23/13 Revised: 5/27/14 Revised:

1) General Statement of Policy

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, **excluding special education services**; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. §121A.45 to enroll during the term of the expulsion if the student was expelled for:
1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
 2. possessing or using an illegal drug at school or a school function;
 3. selling or soliciting the sale of a controlled substance while at school or a school function; or
 4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. previous academic achievement of a student;
 2. athletic or extracurricular ability of a student;
 3. disabling conditions of a student;
 4. a student's proficiency in the English language;
 5. the student's district of residence **except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program**; or
 6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section **E.F.** of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).
- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students and applications related to an approved integration and achievement plan must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.**
- E.F. Exclusion**
1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
 2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F.G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court and/or appropriate county authorities. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

(Note: Effective with the 2014-15 school year, the school district may terminate the enrollment of a nonresident student over 17 years of age pursuant to this section.)

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- G.H.** Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, **or who is placed in foster care in another school district**, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Rationale: *The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.*

Adoption and Revision History	Incorporated Policies
Policy E-072 ENROLLMENT OF NONRESIDENT STUDENTS This Policy Adopted: November 22, 2011; Revised: March 27, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised:	MSBA 509

Administrative Rule, Regulation and Procedure: NA

Legal References:

Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
 Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
 Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
 Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
 Minn. Ch. 260A (Truancy)
 Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
 Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 517 (Student Recruiting)
 MSBA Service Manual, Chapter 5, Various Educational Programs

ENDS

Policy Title	Policy Level	Date Approved/Revised
Employee-Student Relationships	E-085	11/22/11 Revised:

1) General Statement of Policy

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
 - 5. Having inappropriate personal communication with students, unrelated to academics, co-curricular, or extracurricular activities, via phone, text messaging or other social media.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

2. Reporting and Investigation

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with Policy E-073 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

3. School District Action

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Board of Teaching or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

4. Scope of Liability

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Rationale: *The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.*

Adoption and Revision History	Incorporated Policies
E-085 EMPLOYEE-STUDENT RELATIONSHIPS This Policy Adopted: November 22, 2011; Revised:	MSBA 423

Administrative Rule, Regulation and Procedure: NA

Legal References:

Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd 2 (Mandatory Reporting to Minnesota Board of Teaching)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)
Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8700.7500 (Code of Ethics for Minnesota Teachers)

Cross References:

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees **and School Board Members**)
MSBA/MASA Model Policy 507 (Corporal Punishment)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Staff Development	E-088	3/27/12 Revised: 7/23/13 Revised:

1) Advisory Staff Development Committee and Site Professional Development Teams

- A. The School Board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.
 - 1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
 - 2. Members of the Advisory Staff Development Committee shall be appointed by the School Board. Committee members shall serve a two-year term based upon nominations by board members, teachers, and paraprofessionals. The School Board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

- B. The School Board will establish the Site Professional Development Teams.
 - 1. Members of the Site Professional Development Teams will be appointed by the School Board. Team members shall serve a two-year term based upon nominations by board members, teachers, and paraprofessionals. The School Board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
 - 2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

2) Duties of the Advisory Staff Development Committee

- A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the School Board annually.

- B. The Staff Development Plan must contain the following elements:
 - 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, **including areas of regular academic and applied and experiential learning**, by using **research-based** best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, **English learners**, and gifted children, within the regular classroom, **applied and experiential learning settings**, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, **linguistically**, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals **consistent with Minn. Stat. § 120B.125**;
 - d. Ensure specialized preparation and learning about issues related to teaching **English learners and** students with special needs ~~and limited English proficiency~~; **and by focusing on long-term systemic efforts**

to improve educational services and opportunities and raise student achievement; and

- e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
 - g. Align with the plan, if any; of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and**
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends, and postsecondary education, and training options, including career and technical education options.**
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section 6. below.

3) Duties of the Site Professional Development Team

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The School Board will review the site plans for consistency with the Staff Development Plan twice a year.
- B. The Site Professional Development Team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the School Board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section 4. below.

4) Staff Development Funding

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the School District annually will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- ~~C. If the School District operates a career teacher program, it will reserve from its basic revenue an amount equal to five dollars (\$5) times the number of resident pupil units to provide staff development for the career teacher program.~~

- ~~D.~~C Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

5) Procedure for Use of Staff Development Funds

- A. On a yearly basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the School Board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. **The Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, will respond in a timely fashion to requests by the School Board for review of costs/expenditures.**
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

6) Reporting

- A. By October 15 of each year, the School District and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures and submit it to the Commissioner of the Department of Education (Commissioner).
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and curriculum training programs;
 - b. staff development training models, workshops, and conferences; and
 - c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be

reported using the uniform financial and accounting and reporting standards (UFARS).

- B. The School District will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

Rationale: *The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.*

Adoption and Revision History	Incorporated Policies
E-088 STAFF DEVELOPMENT This Policy Adopted: March 27, 2012; Revised: July 23, 2013; Revised:	MSBA 425

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
- Minn. Stat. § 120A.415 (Extended School Calendar)
- Minn. Stat. §120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)**
- Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
- Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
- Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
- Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
- Minn. Stat. § 122A.60 (Staff Development Program)
- Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
- Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
- Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

ENDS

Policy Title	Policy Level	Date Approved/Revised
Assessment of Student Achievement	E-089	3/27/12 Revised: 9/25/12 Revised: 11/26/13 Revised:

1) General Statement of Policy

The school district has established a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Standards.

2) Definitions

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.**
- ~~E.F.~~ "Computer-adaptive assessments" mean fully adaptive assessments.

- G.** “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- F.H.** “Elective standard” means a locally adopted expectation for student learning in career and technical education and world languages.
- G.I.** “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.
- H.J.** “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- I.K.** “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

3) Establishment of Criteria for Assessment

- A. The superintendent shall establish criteria by which student performance of adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation of assessments under the Minnesota Academic Standards.

4) Standards for Minnesota Academic Standards Performance Assessments

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:

- a. annual reading and mathematics assessments in grades 3 through 7;
 - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
 - c. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
- 3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 - 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 - 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

- 1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board or designee determines that the student:
 - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

- c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. The school board or designee also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
 3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

5) Career Exploration Assessment

- A. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics, reading, and writing assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements. **When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.**
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance exam under Section 5.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.
- D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. A student under this paragraph who

demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such course and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum or empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teacher know how well students must perform to have a reasonable chance to succeed in a career of college without need for postsecondary remediation.

Rationale: *The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.*

Adoption and Revision History	Incorporated Policies
Policy E-089 ASSESSMENT OF STUDENT ACHIEVEMENT This Policy Adopted: March 27, 2012 Revised: September 25, 2012; Revised: November 26, 2013 Revised:	MSBA 618

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. § 120B.018 (Definitions)
 - Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.022 (Elective Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1300-3501, 1345 (Academic Standards for Social Studies)
 - 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

- Cross References:**
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - MSBA/MASA Model Policy 616 (School District System Accountability)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	E-090	3/27/12 Revised: 9/25/12 Revised: 5/27/14 Revised:

1) General Statement of Policy

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

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a “pass” or “p” notation on the record when achieving a passing score; or
2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a “pass” or “p” notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

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

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

2) Definition of Terms

See the current “Procedures Manual for the Minnesota Assessments” **which can be found on the Minnesota Department of Education’s (MDE’s) Minnesota Assessments, General Resources, website at: http://www.mnstateassessments.org/wp-content/uploads/2013/07/2013-2014_Procedures_Manual_final_for-popsting.pdf.**

3) Granting and Documenting Accommodations, Modifications, or Exemptions for Basic Skills and Grad Testing

See **Chapter 5 of** the current “Procedures Manual for the Minnesota Assessments.”

4) Records

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping records of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Rationale: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests.

Adoption and Revision History	Incorporated Policies
Policy 615 BASIC STANDARDS TESTING This Policy Adopted: June 23, 1998; Revised: April 12, 2005; Rescinded: March 27, 2012	MSBA 615
Policy E-090 TESTING ACCOMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS This Policy Adopted: March 27, 2012 Revised: September 25, 2012; Revised: May 27, 2014	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L.2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Public & Private Personnel Data & Form: Employee Authorization for Release of Information	EM-020.4	5/20/08 Revised: 11/22/11 Revised: 7/23/13 Revised: 5/27/14 Revised:

1) General Statement of Policy

- a) All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- b) All other data on individuals is private or confidential.

2) Definitions

- a) "Public" means that the data is available to anyone who requests it.
- b) "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- c) "Confidential" means the data is not available to the subject.
- d) "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- e) "Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment, volunteers or independent contractors 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.
- f) "Finalist" refers to an individual who has applied for a position for which the school board will interview the individual.
- g) "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA **the federal Family Educational Rights and Privacy Act** and employment records held by a school district in its role as employer.
- h) "Public officials" means business directors, human resource directors; athletic directors whose

duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

3) Public Personnel Data

- a) The following information on employees, including volunteers and independent contractors, is public:
1. name;
 2. employee identification number, which cannot be the employee's social security number;
 3. actual gross salary;
 4. salary range;
 5. terms and conditions of employment relationship;
 6. contract fees;
 7. actual gross pension;
 8. the value and nature of employer-paid fringe benefits;
 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 10. job title;
 11. bargaining unit;
 12. job description;
 13. education and training background;
 14. previous work experience;
 15. date of first and last employment;
 16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
 17. 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 school district;
 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information

or opinions related to personnel data;

19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only 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.

b) The following information on applicants for employment is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

c) Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

d) Applicants for appointment to a public body

1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:

- a. name;
- b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
- c. education and training;
- d. employment history;
- e. volunteer work;
- f. awards and honors;
- g. prior government service;

- h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
 - i. veteran status
2. Once an individual is appointed to a public body, the following additional items of data are public:
- a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2., 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.
- e) Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
 - f) Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.

4) Private Personnel Data

- a) All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- b) Data pertaining to an employee's dependents are private data on individuals.
- c) Data created, collected or maintained by the school district to administer employee assistance programs are private.

- d) Parking space leasing data are private.
- e) **An individual's checking account number is private when submitted to a government entity.**
- e)f) Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- f)g) The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- g)h) The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
 3. A court, law enforcement agency or prosecuting authority.
- h)i) Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- i)j) A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- j)k) When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.
- If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- k)l) The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- l)m) Private personnel data shall be disclosed to the department of economic security for the purpose of

administration of the unemployment insurance program under Minn. Stat. Ch. 268.

- m)n) When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personal data may be released for purposes of informing a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- n)o) The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; **or the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13. Data that are released under this paragraph must not include data on the student.**
- o)p) The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- p)q) Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- q)r) Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- r)s) The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- t) **When a teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual abuse or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. 13.41, Subd. 5, and must provide the Board of Teaching and the licensing division at MDE with the necessary and relevant information to enable the Board of Teaching and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or**

revoking a teacher's license. In addition to the background check required under Minn. Stat. §123B.03, a school board or other school hiring authority must contact the Board of Teaching and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

5) Multiple Classifications

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

6) Change in Classifications

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

7) Responsible Authority

The school district has designated the Director of Human Resources (651-748-7422) as the authority responsible for personnel data. If you have any questions, contact him/her.

8) Employee Authorization/Release Form

An employee authorization form is included as an addendum to this policy.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

Adoption and Revision History	Incorporated Policies
406 PUBLIC & PRIVATE PERSONNEL DATA This Policy Adopted: June 10, 1997; Rescinded: August 5, 2008	MSBA 406
EM-020.4 PUBLIC & PRIVATE PERSONNEL DATA & FORM: EMPLOYEE AUTHORIZATION FOR RELEASE OF INFORMATION This Policy Adopted: May 20, 2008 Revised: November 22, 2011; Revised: July 23, 2013; Revised: May 27, 2014; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Family & Medical Leave Policy	EM-020.6	5/20/08 Revised: 7/20/10 Revised: 11/22/11 Revised: Reviewed Annually

1) General Statement of Policy

- a) The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

2) Definitions

- a) “Covered active duty” means:

- 1. In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
- 2. In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

- b) “Covered servicemember” means:

- 1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or;
- 2. A **covered** veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, **and was discharged or released under conditions other than dishonorable**, at any time during the period of five years preceding the **first date on which the veteran undergoes that medical treatment, recuperation, or therapy the eligible employee takes FMLA leave to care for the covered veteran.**

- c) “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. **An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA) – covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations.** While the 12

months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her ~~National Guard or Reserve military service obligation~~ **USERRA-covered service obligation** or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

d) **"Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.**

e) "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

f) "Outpatient status" means, with respect to a covered servicemember **who is a current member of the Armed Forces**, the status of a member of the Armed Forces assigned to:

1. A military medical treatment facility as an outpatient; or
2. A unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

g) "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to ~~five~~ **15 calendar** days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member; and
8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

g)h) "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. Inpatient care in a hospital, hospice, or residential medical care facility; or
2. Continuing treatment by a health care provider.

h)i) "Veteran" has the meaning given in 38 U.S.C. § 101.

3) Leave Entitlement

a) Twelve-week Leave **under Federal Law**

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - i. birth of the employee's child and to care for such child;
 - ii. placement of an adopted or foster child with the employee;
 - iii. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - iv. the employee's serious health condition makes the employee unable to perform the functions of the employee's job ; and /or
 - v. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.
5. A "serious injury of illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - i. Injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by the service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - ii. A "serious injury or illness," in the case of a **covered** veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran

undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran **and is:**

- a) **a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or**
- b) **a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or**
- c) **a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment; or**
- d) **an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.**

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; or because of the employee's own serious health condition; or pursuant to Paragraph 3.a)1.v. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the

opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call in order to covered active duty pursuant to Paragraph 3.a)1.v. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph 3.a)1.v. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may, be required, in some situations to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

b) Six~~Six~~**Twelve-week Leave under State Law**

An employee who does not qualify for parenting leave under Paragraphs 3.a)1.i. or 3.a)1.ii. above

may qualify for a ~~six~~**12-week unpaid parenting leave for birth or adoption of a child which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer.** The employee may qualify if he or she has worked for the school district for at least 12 ~~consecutive~~ months and has worked an average number of hours per week equal to one-half of the full time equivalent **during the 12-month period immediately preceding the leave.** This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs **but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under FMLA.** The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

c) Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs 3.a) and 3.c) above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the

request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs 3. a) 7., 3.a) 10., 3.a) 12., 3.a) 13., and 3.a) 14. above shall apply to leaves under this section.

4) Special Rules for Instructional Employees

- a) An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- b) Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- c) Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- d) The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

5) Other

- a) The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- b) The requirements stated in the collective bargaining agreement between employees in a certified

collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

6) Dissemination of Policy

- a) This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- b) This policy will be reviewed at least annually for compliance with state and federal law.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

Adoption and Revision History	Incorporated Policies
410 FAMILY AND MEDICAL LEAVE (This policy adopted: June 10, 1997; Rescinded: August 5, 2008)	MSBA 410
EM-020.6 FAMILY & MEDICAL LEAVE (This policy adopted: May 20, 2008, Revised: July 20, 2010) Revised: November 22, 2011; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
 10 U.S.C. § 101 et seq. (Armed Forces General Military Law)
 29 U.S.C. § 2601 et seq. (Family and Medical Leave Act)
 38 U.S.C. § 101 (Definitions)
 29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family Medical Leave Act Summary)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form	EM-020.7	5/20/08 Revised: 12/14/10 Revised: 9/25/12 Revised: 1/22/13 Revised: 7/23/13 Revised: Reviewed Annually

1) General Statement of Policy

- a) The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- b) A violation of this policy occurs when any ~~pupil~~, **student**, teacher, administrator or other school **district** personnel of the school district harasses a ~~pupil~~ **student**, teacher, administrator or other school **district** personnel or group of ~~pupils~~ **students**, teachers, administrators, or other school **district** personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school **district** personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- c) A violation of this policy occurs when any ~~pupil~~ **student**, teacher, administrator or other school **district** personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any ~~pupil~~ **student**, teacher, administrator or other school personnel or group of ~~pupils~~ **students**, teachers, administrators, or other school **district** personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- d) The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any ~~pupil~~, **student**, teacher, administrator or other school **district** personnel who is found to have violated this policy.

2) Definitions

- a) "Assault" is:
 - 1. An act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. The intentional infliction of or attempt to inflict bodily harm up on another; or

3. The threat to do bodily harm to another with present ability to carry out the threat.
- b) “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. Has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. Otherwise adversely affects an individual’s employment or academic opportunities.
- c) “Immediately” means as soon as possible but in no event longer than 24 hours.
- d) Protected Classifications: Definitions
1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. Has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. Has a record of such an impairment; or
 - c. Is regarded as having such an impairment
 2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. Their parent or parents or the minor’s legal guardians; or
 - b. The designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. “Marital status” mean whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

e) "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

ef) Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of ~~pupil(s)~~ **student(s)** by teachers, administrators or other school **district** personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

fg) Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

g)h) Violence: Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability.

3) Reporting Procedures

- a) Any person who believes he or she has been the **target or** victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a ~~pupil~~**student**, teacher, administrator or other school **district** personnel ~~of the school district~~, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a ~~pupil~~**student**, teacher, administrator or other school **district** personnel or group of ~~pupils~~**students**, teachers, administrators, or other school **district** personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. **A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.**
- b) The school district encourages the reporting party or complainant to use the report form available from the principal **or building supervisor** of each building or available from the school district office, but oral reports shall be considered complaints as well.
- c) Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. **If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.**
- ~~b)~~d) In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter **the "building report taker"**) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school

district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. ~~School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.~~ **The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.**

- e) **A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.**
- e)f) Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- e)g) In the District. The school board designates the Director of Human Resources as the School District Human Rights Officer to receive reports or complaints of harassment or violence between employees or employees to students. The school board designates the Director of Student Services to serve as the School District Human Rights Officer to receive reports or complaints of harassment or violence between students. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the superintendent.
- e)h) The school district shall conspicuously post the names of the Human Rights Officers including mailing addresses and telephone numbers.
- e)i) Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, **or educational or work environment.**
- e)j) Use of formal reporting forms is not mandatory.
- e)k) Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- l) The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

- m) **Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.**
- n) **False accusations or reports of violence or harassment against another person are prohibited.**
- o) **A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.**

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act or reprisal of intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

4) Investigation

- a) By authority of the school district, the Human Rights Officers, ~~upon~~ **within three (3) days of the** receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall ~~immediately~~ undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- b) The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- c) In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- d) In addition, the school district may take immediate steps, at its discretion, to protect the **target or victim, the** complainant, ~~pupils~~ **students**, teachers, administrators or other school **district** personnel pending completion of an investigation of harassment or violence prohibited by this policy.
- e) **The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.**

- e)f) The investigation will be completed as soon as practicable. The School District Human Rights Officers shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

5) School District Action

- a) Upon completion of the ~~an~~ investigation **that determines a violation of this policy has occurred**, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. **Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.** School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and **applicable** school district policies **and regulations**.
- b) ~~The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.~~ **The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.**
- c) **In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individual education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.**

6) Retaliation or Reprisal

The school district will discipline or take appropriate action against any ~~pupil~~-**student**, teacher, administrator or other school **district** personnel who **commits an act of reprisal or who** retaliates against any person who **asserts, alleges, or** makes a good faith report of alleged harassment or violence prohibited by this policy, ~~or any person~~ who testifies, assists or participates in an investigation **of retaliation or alleged harassment or violence**, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional treatment. **Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.**

7) Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

8) Harassment or Violence As Abuse

- a) Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- b) Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

9) Dissemination of Policy and Training

- a) This policy shall be conspicuously posted throughout each school building in areas accessible to ~~pupils~~ **students** and staff members.
- b) This policy shall be given to each school district employee and independent contractor **who regularly interacts with students** at the time of **initial** entering into the person's employment ~~contract~~ **with the school district**.
- c) This policy shall appear in the student handbook.
- d) The school district will develop a method of discussing this policy with students and employees.
- e) The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- f) This policy shall be reviewed at least annually for compliance with state and federal law.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall maintain a learning and working environment that is free from harassment and violence on the basis of race, color creed, religion, national origin, sex age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Adoption and Revision History	Incorporated Policies
411 HARASSMENT AND VIOLENCE (This policy adopted: Sep. 9, 1997, revised: April 26, 2005, rescinded: Aug. 5, 2008)	MSBA 413
524 VIOLENCE PREVENTION (This policy adopted: March 24, 1999, rescinded: Aug. 5, 2008)	MSBA 525
EM-020.7 HARASSMENT & VIOLENCE (This policy adopted: May 20, 2008) Revised: Dec. 14, 2010; Revised: September 25, 2012; Revised: January 22, 2013. Revised: July 23, 2013; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (Student School Bullying Policy)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
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 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Tobacco Free Environment	EM-020.10	5/20/08 Revised: 11/22/11 Revised: 7/23/13 Revised:

1. General Statement of Policy

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district or person smokes or uses tobacco, tobacco-related devices, or electronic cigarettes in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic cigarette in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present.. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, devices, or electronic cigarettes. The school district will not promote or allow promotion of tobacco products or e-cigarettes on school property or at school-sponsored events.

2. Tobacco and Tobacco-Related Devices Defined

- A. "Electronic cigarette" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as a-cigarettes, e-cigars, e-pipes, or under another product name or descriptor.
- B. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any components, part, or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.

- C. "Tobacco-related devices" means cigarette papers or pipes for smoking.
- D. "Smoking" means inhaling smoke from any lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe, or any other lighted tobacco plant product intended for inhalation **and the use of electronic cigarettes, including the inhaling and exhaling of vapor from any electronic delivery device.**

3. Exceptions

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possess a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

4. Enforcement

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke free environment provided by the Freedom to Breathe Act of 2007 or other law.

5. Dissemination of Policy

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

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall maintain a learning and working environment that is tobacco free.

Adoption and Revision History	Incorporated Policies
EM-020.10 TOBACCO-FREE ENVIRONMENT (This Policy Adopted: May 20, 2008; Revised: November 22, 2011; Revised: July 23, 2013; Revised:	MSBA 419

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School Weapons Policy	EM-020.13	5/20/08 Revised:

1) General Statement of Policy

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

2) Weapons

a) "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

b) "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

c) "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

3) Exceptions

a) A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head

coach of the weapon's location.

- b) It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minn. Stat., § 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat., §§ 624.714 or 624.715; or other firearms in accordance with § 97B.045;
 - i. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - ii. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 7. a gun or knife show held on school property;
 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

c) Policy Application to Instructional Equipment/Tools

While the school district ~~takes a firm “Zero Tolerance” position on~~ **does not allow** the possession, use or distribution of weapons by students, ~~and a similar position with regard to~~ **or** nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

d) Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat., Section § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

4) Consequences for Student Weapon Possession/Use/Distribution

a) The school district ~~takes a position of “Zero Tolerance” in regard to~~ **does not allow** the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

b) Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

c) Administrative Discretion

While the school district ~~takes a “Zero Tolerance” position on~~ **does not allow** the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

5) Consequences for Weapon Possession/Use/Distribution by Nonstudents

a) Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

b) Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall assure a safe school environment for students, staff and the public.

Adoption and Revision History	Incorporated Policies
501 SCHOOL WEAPONS POLICY (This policy adopted: August 12, 1997; rescinded: August 5, 2008)	MSBA 501
EM-020.13 SCHOOL WEAPONS POLICY This policy adopted: May 20, 2008; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Search of Student Lockers, Desks, Personal Possessions & Student's Person	EM-020.14	5/20/08 Revised:

1) General Statement of Policy

a) Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

b) Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

c) Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

d) ~~It shall be a~~ **A violation of this policy occurs when** ~~for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a~~ **A violation occurs when** ~~for students to carry contraband on their person or in their personal possessions.~~

2) Definitions

a) "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

b) "Personal possessions" includes but is not limited to purses, backpacks, bookbags, packages, and clothing.

c) "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion

may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- d) "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

3) Procedures

- a) School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- b) School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- c) As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- d) Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- e) A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- f) A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- g) A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

4) Directives and Guidelines

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

5) Seizure of Contraband

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

6) Violations

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.*

Adoption and Revision History	Incorporated Policies
502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS & STUDENT'S PERSON (This policy adopted: September 9, 1997; rescinded: August 5, 2008)	MSBA 502
EM-020.14 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS & STUDENT'S PERSON This policy adopted: May 20, 2008; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
Minn. Stat. § 121A.72 (School Locker Policy)
***G.C. v. Owensboro Public Schools*, 711 F.3d 623 (6th Cir. 2013)**

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Student Discipline & Notice of Suspension	EM-020.15	5/20/08 Revised: 7/20/10 Revised: 11/22/11 Revised: 7/23/13 Revised: 5/27/14 Revised: 11/25/14 Revised: Reviewed Annually

1) General Statement of Policy

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, **teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate**, has developed this policy which governs student conduct and applies to all students of the school district.

2) Areas of Responsibility

- a) The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- b) Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The

superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.

- c) Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- d) Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- e) Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- f) Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- g) Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- h) Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

3) Student Rights

All students have the right to an education and the right to learn.

4) Student Responsibilities

All students have the responsibility:

- a) For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- b) To attend school daily, except when excused, and to be on time to all classes and other school functions;
- c) To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

- d) To make necessary arrangements for making up work when absent from school;
- e) To assist the school staff in maintaining a safe school for all students;
- f) To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- g) To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- h) To be aware of and comply with federal, state and local laws;
- i) To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- j) To respect and maintain the school's property and the property of others;
- k) To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- l) To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- m) To conduct themselves in an appropriate physical or verbal manner; and
- n) To recognize and respect the rights of others.

5) Code of Student Conduct

- a) The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property **or property immediately adjacent to school grounds**; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, **school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.** This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 2. The use of profanity or obscene language, or the possession of obscene materials;
 3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
23. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
24. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
25. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
26. Possession or distribution of slanderous, libelous or pornographic materials;
27. Violation of the school district's Bullying Prohibition Policy;
28. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
29. Criminal activity;
30. Falsification of any records, documents, notes or signatures;
31. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
32. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
33. Impertinent or disrespectful language toward teachers or other school district personnel;
34. Violation of the school district's Harassment and Violence Policy;
35. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
36. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
37. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
38. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that

degrades other people;

39. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
40. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
41. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
42. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
43. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.
- 44. Possession of nuisance devices or objects which cause distractions and may facilitate cheating.**

b) Personal Electronic Devices

The Board permits the use of Personal Electronic Devices by district students and employees during the school day in district buildings, on district property, and while students are attending district-sponsored activities during regular school hours when they are in compliance with this Policy, other district policies, regulations, rules, and procedures, and so long as such use does not interfere with the students' educational requirements, students' or employees' responsibilities/duties and performance, the rights and education of others, and the operation and services of the district.

Building level administrators, in consultation with the Superintendent and in compliance with this Policy, other district policies, regulations, rules, and procedures, are authorized to determine the extent of the use of Personal Electronic Devices within their schools, on the school's property, and while students are attending that school's sponsored activities during regular school hours. The use of Personal Electronic Devices at the elementary grade level may be different than that at the middle school, and/or high school grade levels.

The district shall not be liable for the theft, loss, damage, misuse, or unauthorized use of any Personal Electronic Device brought to school by a student or employee. Students and employees are personally and solely responsible for the security of Personal Electronic Devices brought to school, school events, or district property. The district will not be responsible for restricting, monitoring, or controlling the personal electronic communications of students or employees; however, it reserves the right to do so when the device uses the School District network, or when the use of the device violates this or any other School District policy.

If Personal Electronic Communication Devices are loaned to or borrowed and/or misused by nonowners, the owners of the Personal Electronic Devices are jointly responsible with the nonowner for the misuse and/or violation of district policy, regulations, rules, or procedures.

Students using Personal Electronic Devices must access the Internet using the School District network. Network filters will be applied to access to the Internet and may not be circumvented.

Students and employees must complete an Internet/Bring Your Own Technology (BYOT) user agreement prior to the use of Personal Electronic Devices.

6) Disciplinary Action Options

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- a) Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- b) Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- c) Parent contact;
- d) Parent conference;
- e) Removal from class;
- f) In-school suspension;
- g) Suspension from extracurricular activities;
- h) Detention or restriction of privileges;
- i) Loss of school privileges;
- j) In-school monitoring or revised class schedule;
- k) Referral to in-school support services;
- l) Referral to community resources or outside agency services;
- m) Financial restitution;
- n) Referral to police, other law enforcement agencies, or other appropriate authorities;
- o) A request for a petition to be filed in district court for juvenile delinquency adjudication;

- p) Out-of-school suspension under the Pupil Fair Dismissal Act;
- q) Preparation of an admission or readmission plan;
- r) Saturday school;
- s) Expulsion under the Pupil Fair Dismissal Act;
- t) Exclusion under the Pupil Fair Dismissal Act; and/or
- u) Other disciplinary action as deemed appropriate by the school district.

7) Removal of Students from Class

- a) Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class **for up to one class or activity period** pursuant to the procedures established by this discipline policy. **The principal or designee shall have the authority to remove the student from class for a period of time not to exceed five (5) days pursuant to the procedures established by this discipline policy.** "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- b) If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- c) Procedures for Removal of a Student From a Class and Readmission to Class:

1. If a student is causing a disruption to the educational process, a teacher, administrator, or other district employee may remove a student from class.
2. Documentation will vary with the severity of the incident. Communication may include any or all of the following: verbal reprimand, conference, office referral, parent call, note, or email.
3. Staff member will direct student to new location and coordinate supervision. Student is the responsibility of the designated staff member.
4. Depending on the severity, student may be escorted to the new location.
5. While removed from class, student is expected to complete assigned work and meet other conditions for readmission.
6. Staff member may coordinate with the case manager if the student being removed from class is on an Individual Learning Plan (IEP).
7. On-going issues should be referred to the building administration, student assistance team, and/or other designated district employee.

8) Dismissal

- a) "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- b) Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities;
or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

c) Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education

instruction during that dismissal period.

2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities

have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension – EM-020.15-F1.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

d) Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the

student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon

substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

9) Admission or Readmission Plan

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

10) Notification of Policy Violations

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

11) Student Discipline Records

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable

school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

12) Disabled Students

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

13) Open Enrolled Students

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

14) Distribution of Policy

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

15) Review of Policy

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate*

disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Adoption and Revision History	Incorporated Policies
506 STUDENT RIGHTS AND RESPONSIBILITIES This Policy Adopted: January 27, 1998; Revised: January 25, 2005; Rescinded: August 19, 2008	MSBA 506
EM-020.15 STUDENT DISCIPLINE & NOTICE OF SUSPENSION This Policy Adopted: May 20, 2008; Revised: July 20, 2010; Revised: November 22, 2011; July 23, 2013; Revised: May 27, 2014; Revised: November 25, 2014; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
- Minn. Stat. § 120B.232 (Character Development Education)
- Minn. Stat. § 121A.26 (School Preassessment Teams)
- ~~Minn. Stat. § 121A.27 (School and Community Advisory Team)~~
- Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
- Minn. Stat. §§ 121A.582 (Reasonable Force)
- Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
- Minn. Stat. § 123A.05 (Area Learning Center Organization)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
- Minn. Stat. Ch.125A (Students With Disabilities)
- Minn. Stat. Ch. 260A (Truancy)
- Minn. Stat. Ch. 260C (Juvenile Court Act)
- 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
- 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

- MSBA/MASA Model Policy 413 (Harassment and Violence)
- MSBA/MASA Model Policy 501 (School Weapons)
- MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
- MSBA/MASA Model Policy 503 (Student Attendance)
- MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
- MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
- MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
- MSBA/MASA Model Policy 525 (Violence Prevention)
- MSBA/MASA Model Policy 526 (Student Hazing Prohibition)
- MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
- MSBA/MASA Model Policy 610 (Field Trips)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
- Clark County Nevada School District Policy P-5136, Personal Technology and Communication Devices
- Central Bucks Pennsylvania School District Policy 829, Personal Electronic Communication Devices

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Internet Acceptable Use Policy & Internet Use Agreement	EM-020.21	5/20/08 Revised: 5/22/12 Revised: 7/23/13 Revised: Reviewed Annually

1) General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

2) Limited Educational Purpose

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

3) Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

4) Unacceptable Uses

- a) The following uses of the school district system and Internet resources or accounts are considered unacceptable:
 - 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that

- are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person. Users shall not give their passwords to any other person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords unless required by an authorized online learning class or is job related, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e. communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage.

However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information, and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy EM-020.17; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy EM-020.17.

In addition, prior posting to any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “My Space” and “Facebook.”

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities. Users will not employ any method to discover network services running on equipment either within or outside the District 622 network.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
- 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (EM-020.16). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.**

- b) A student or employee engaging in the foregoing unacceptable uses of the Internet when off school

district premises also may be in violation of this policy as well as other school district policies. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- c) If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

5) Filter

- a) With respect to any of its computers with Internet access, the School District will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- b) The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- c) Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- d) An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- e) The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

6) Consistency with Other School Policies

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

7) Limited Expectation of Privacy

- a) By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- b) Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- c) An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- d) Parents have the right at any time to investigate or review the contents of their child's files. Parents have the right to request the termination of their child's individual account at any time.
- e) School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- f) The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

8) Internet Use Agreement

- a) The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- b) This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- c) The Internet Use Agreement form for students must be read and signed by the user and the parent or guardian (EM-020.21-F1). The form must be filed at the school office. Teachers must sign the Internet Use Agreement – Teacher form (EM-020.21-F2) and all other employees must sign the Internet Use Agreement – Employee form (EM-020.21-F3).
- d) Students participating in online courses, whether provided by the district or other approved provider, will be allowed to use electronic communications tools, such as e-mail, instant messaging (IM), or chat rooms only to fulfill the requirements of the coursework.

9) Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or

materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

10) User Notification

- a) All users shall be notified of the school district policies relating to Internet use.
- b) This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy EM-020.4, Public and Private Personnel Data, and Policy EM-020.17, Protection and Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information.
 - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

11) Parents' Responsibility; Notification of Student Internet Use

- a) Outside of school, parents bear responsibility for the same guidance of Internet use as they
- EM-020.21

exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- b) Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.
 6. A statement that students are not permitted to use personal electronic communications, such as e-mail, unless specifically authorized by a teacher/online learning teacher for instructional purposes.

12) Implementation; Policy Review

- a) The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.
- b) The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- c) The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- d) Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.*

Adoption and Revision History	Incorporated Policies
523 INFORMATION NETWORK (This policy adopted: October 1, 1997; revised: February 8, 2005; rescinded: August 5, 2008)	MSBA 524
EM-020.21 INTERNET ACCEPTABLE USE POLICY & INTERNET USE AGREEMENT	

This policy adopted: May 20, 2008; Revised: May 22, 2012; Revised: July 23, 2013; Revised:	
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Administrative Rule, Regulation and Procedure: NA

Legal References: 15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds
816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski V. Berkeley County Sch., 652 F. 3d 656 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton
R-III Sch. Dist.*, 853 F. Supp. 2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

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 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Hazing Prohibition	EM-020.22	5/20/08 Revised: 12/14/10 Revised: 11/22/11 Revised:

1) General Statement of Policy

- a) No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- b) No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- c) Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- d) Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.**
- e) False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.**
- f) A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.**

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- ~~d)~~**g) This policy applies to behavior hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation. and during and after school hours.**
- ~~e)~~**h) A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.**
- ~~f)~~**i) The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.**

2) Definitions

- a) "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- b) **"Immediately" means as soon as possible but in no event longer than 24 hours.**
- c) **"On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.**
- d) **"Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.**
- e) **"Student" means a student enrolled in a public school or a charter school.**
- b)f) "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

3) Reporting Procedures

- a) Any person who believes he or she has been the **target or** victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. **A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.**
- b) **The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.**

The building principal, the principal's designee, or the building supervisor (hereinafter **the "building report taker"**) is the person responsible for receiving reports of hazing at the building level. **Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately.** Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent of the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- c) ~~Teachers, administrators, volunteers, contractors and other employees of the school district~~ **A teacher, administrator, volunteer, contractor, and other school employees** shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who **witnesses, observes,** receives a report of, ~~observes,~~ or has other knowledge or belief of conduct which may constitute hazing **shall make reasonable efforts to address and resolve the hazing and** shall inform the building principal report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing **or who fail to make reasonable efforts to address and resolve the hazing** in a timely manner may be subject to disciplinary action.
- d) Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments, **or educational or work environment.**
- e) Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. **The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.**
- f) The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

4) School District Action

- a) ~~Upon~~ **Within three (3) days of the** receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- b) The **building report taker or other appropriate** school district **officials** may take immediate

steps, at ~~its~~ **their** discretion, to protect the **target or victim of the hazing, the complainant, the reporter, the students, or others** pending completion of an investigation of alleged hazing **prohibited by this policy.**

- c) **The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.**
- e)d) Upon completion of ~~the~~ **an** investigation **that determines hazing has occurred**, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to **try to** deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act **and applicable** school district policies and regulations.
- d)e) The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students ~~involved in a hazing incident~~ who **are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of** and the remedial **or disciplinary** action taken, to the extent permitted by law, ~~based on a confirmed report.~~
- f) **In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.**

5) Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who **commits an act of reprisal or who** retaliates against any person who **asserts, alleges, or** makes a good faith report of alleged hazing ~~or against any person~~ **who provides information about hazing**, who testifies, assists, or participates in an investigation **of alleged hazing**, or ~~against any person~~ who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment. **Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.**

6) Dissemination of Policy

- a) This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.
- b) The school district will develop a method of discussing this policy with students and employees.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of

the school district and are prohibited at all times.

Adoption and Revision History	Incorporated Policies
525 STUDENT HAZING (This policy adopted: October 14, 1997; Rescinded: August 5, 2008)	MSBA 526
EM-020.22 HAZING PROHIBITION (This policy adopted: May 20, 2008) Revised: Dec. 14, 2010; Revised: November 22, 2011; Revised:	

Legal References: Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § ~~121A.0695~~ **121A.031** (School **Student Bullying Policy** Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Student Transportation Safety Policy	EM-020.25	5/20/08 Revised: 6/22/10 Revised: 11/22/11 Revised: 7/23/13 Revised: 9/24/13 Revised:

1) Plan for Student Transportation Safety Training

a) School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

b) Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by M.S. 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

2) Conduct on School Buses and Consequences for Misbehavior

- a) Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.
- b) Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs and belongings to yourself.

- d. Use appropriate language.
- e. Stay away from the street, road or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs and belongings to yourself.
- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

- 1st offense – warning
- 2nd offense – 3 school-day suspension from riding the bus
- 3rd offense – 5 school-day suspension from riding the bus
- 4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses –individually considered. Students may be suspended

for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

- 1st offense – warning
- 2nd offense – 5 school-day suspension from riding the bus
- 3rd offense – 10 school-day suspension from riding the bus
- 4th offense – 20 school-day suspension from riding the bus/meeting with parent
- 5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

3) Parent and Guardian Involvement

a) Parent and Guardian Notification

EM-020.25

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

b) Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

4) School Bus Driver Duties and Responsibilities

- a) School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Sections 6B. and 6.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-1" school bus as set forth in Section 6. D., below.
- b) The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- c) A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- d) A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- e) A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- f) A person who operates a type III vehicle and who sustains a conviction as described in Section 6.C.1.g. (*i.e.*, driving while impaired offenses), 6.C.1.h. (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or 6.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

5) School Bus Driver Training

a) Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section 6.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

b) Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will

be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

6) Operating Rules and Procedures

a) General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion **or part of traffic**. For purposes of this paragraph, “school bus”

has the meaning given in M.S. 169.01, Subd.6. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

b) Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

c) Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;

- (7) performance of pretrip vehicle inspections; and
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - (9) compliance with paragraph 4F concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under M.S. 122A.18, Subd. 8, or M.S. 123B.03 for school district employees; M.S. 144.057 or M.S. Ch. 245C for day care employees; or M.S. 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by M.S. 171.321, Subd. 2.
 - e. The operator’s employer has adopted and implemented a policy that provides for mandatory drug testing of applicants for operator positions and current operators, in accordance with M.S. 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn Stat. § 171.321, Subd. 5.
 - g. A person who sustains a conviction, as defined under M.S. 609.02, of violating M.S. 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under M.S. 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has his or her driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five

years from the date of conviction.

- h. A person who has ever been convicted of a disqualifying offense as defined in M.S. 171.3215, Subd.1(c), (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under M.S. 609.02, of a moving offense in violation of M.S. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under M.S. 123B.90, Subd. 2 (See Section 1B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under M.S. 169.451.

3. An operator employed by the school district, whose normal duties do not include operating a type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a type III vehicle and is exempt from paragraphs VII.C.1.c. (background checks), VII.C.1.d. (physical examination), VII.C.1.e. (drug testing), and VII.C.1. f. (annual license verification), above.

d) Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunctional School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by M.S. 171.321, Subd. 2.

- e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in M.S. 171.02, Subd. 2a(h) – 2 a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section 5, above.
 - g. The bus has a gross vehicle weight of 10,000 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 3. A school bus operated under this section must bear a current certificate of inspection.
 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

7) School District Emergency Procedures

- a) If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- b) School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- c) School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- d) Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 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.

8) School District Vehicle Maintenance Standards

- a) All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- b) All school vehicles shall be state inspected in accordance with legal requirements.
- c) A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- d) Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

9) School Transportation Safety Director

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by M.S. 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver's Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

10) Student Transportation Safety Committee

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall provide safe transportation for students and educate students on safety issues and the responsibilities of school bus ridership.*

Adoption and Revision History	Incorporated Policies
709 STUDENT TRANSPORTATION COMPREHENSIVE SAFETY (This Policy Adopted: April 25, 2006; Rescinded: August 5, 2008)	MSBA 709
711 VIDEO SURVEILLANCE ON SCHOOL STUDENT TRANSPORTATION VEHICLES (This Policy Adopted: April 28, 1998; Rescinded: August 5, 2008)	

<p>EM-020.25 STUDENT TRANSPORTATION SAFETY POLICY (This Policy Adopted: May 20, 2008; Revised: June 22, 2010; Revised: November 22, 2011); Revised: July 23, 2013; Revised: September 24, 2013; Revised:</p>	
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Administrative Rule, Regulation and Procedure: NA

Legal References:

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. § 169.011, Subds. 15, 16, and 71(Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subds. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. § 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of a School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1 (c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
34 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)

Cross References:

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Crisis Management Policy, Plans and Procedures	EM-020.26	5/20/08 Revised: 9/25/12 Revised: 7/23/13 Revised: Reviewed Annually

1) General Information

a) The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

b) Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency **first responder** response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the ~~Emergency Planning and Procedures Guide for Schools~~ **Comprehensive School Safety Guide (2014 most current Edition)** to assist in the development of building-specific crisis management plans. ~~Finally, all~~ **All** general crisis procedures will address specific procedures for **the safe evacuation of children and employees** with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be

necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

- b. Evacuation Procedures. Evacuations of classrooms and buildings—shall be implemented at the discretion of the building administrator or his or her designee. Each building’s crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building’s crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
- b. Leaders. The building administrator or his or her designee will serve as the

leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

2) Preparation Before an Emergency

a) Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

b) Emergency Drills

As per Minnesota Statutes 121A.037 and 123B.90 all schools each year are required to conduct at least five lockdown drills, five fire drills and one tornado drill. The first fire drill of each school year must be conducted within the first ten days of the start of the school year. Schools must create a drill schedule, vary the times of the drills throughout the school day and school year, and record the school's name, drill date, time, type, evacuation/response time and pertinent comments on the district's drill log form which is to be posted in the main office. Drills must also be documented electronically as Emergency Drill Log Reports in Campus. Records of drills must be kept for five years.

c) Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. **(Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)**
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

d) Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be ~~regularly~~ updated **regularly** and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and **will be easily accessible and** on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

e) Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a

primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

f) Warning **and Notification** Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. **The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.**

~~It shall be the responsibility of the~~ **The** building administrator **shall be responsible for** ~~to informing~~ students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

g) Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

h) Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

i) ~~Grief Counseling~~ **Behavioral Health Crisis Intervention** Procedures

~~Grief counseling~~ **Short-term behavioral health crisis intervention** procedures will set forth the procedure for initiating ~~grief counseling~~ **behavioral health crisis intervention** plans. The procedures will utilize available resources including the school psychologist, counselor, community ~~grief counselors~~ **behavioral health crisis intervention**, or others in the community. ~~Grief-counseling~~ **Counseling** procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The ~~grief counseling~~ **behavioral health crisis intervention** procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

j. Long-Term Recovery Intervention Procedures

- 1. Long-term recovery intervention procedures may involve both short-term and long-term recovery planning.**
 - a. Physical/structural recovery.**
 - b. Fiscal recovery.**
 - c. Academic recovery.**
 - d. Social/emotional recovery.**

3) Procedures Included in this Policy

Procedures for the various hazards/emergencies listed below are attached to this Policy. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- a) Fire
- b) Hazardous Materials
- c) Severe Weather: Tornado/Severe Thunderstorm/Flooding
- d) Medical Emergency
- e) Fight/Assault
- f) Intruder
- g) Weapons
- h) Shooting
- i) Hostage
- j) Bomb Threat
- k) Chemical or Biological Threat
- l) Checklist for Telephone Threats

- m) Demonstration/Disturbance
- n) Suicide
- o) Lock-down Procedures
- p) Shelter-In-Place Procedures
- q) Evacuation/Relocation
- r) Media Procedures
- s) Post-Crisis Procedures
- t) School Emergency Response Team
- u) Emergency Phone Numbers
- v) Highly Contagious Serious Illness or Pandemic Flu

4) Miscellaneous Procedures

a) Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

b) Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings.

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after scheduled building hours.

c) Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall, to the extent possible, engage in ongoing emergency planning within the school district and with ~~first~~ **emergency** responders and other relevant community organizations. The school district will ensure that relevant ~~first~~ **emergency** responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

Adoption and Revision History	Incorporated Policies
803 CRISIS COMMUNICATIONS PLAN (This Policy Adopted: June 27, 2000; Rescinded: August 5, 2008)	MSBA 806
EM-020.26 CRISIS MANAGEMENT POLICY, PLANS AND PROCEDURES This policy adopted: May 20, 2008; revised: September 25, 2012; Revised: July 23, 2013	

Administrative Rule, Regulation and Procedure: NA

Legal References: 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster, State Assistance)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District Curriculum and Instruction Goals Instructional Curriculum	EM-020.29	7/20/10 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised:

1) General Statement of Policy

- ~~a)~~ It is the policy of the school district to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.
- ~~b)~~**a)** 1. Instruction must be provided in at least the following subject areas:
- a. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 - b. Mathematics and science;
 - c. Social studies, including history, geography, economics, government, and citizenship;
 - d. Health and physical education;
 - e. The arts;
 - f. Career and technical education; and
 - g. World languages.
- ~~e)~~**b)** The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- ~~d)~~**c)** Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- ~~e)~~**d)** The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- ~~f)~~**e)** Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should

contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

g)f) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

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

1. In the school district's discretion, training and instruction may result in CPR certification.
2. CPR and AED instruction must include CPR and AED training that have been developed.
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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

1. provide a comprehensive academic plan for completing a college and **to prepare for and complete** career and college-ready curriculum by ~~premised on~~ meeting state and local academic standards and developing 21st-century **career and employment-related** skills such as team work, collaboration, **creativity, communication, critical thinking** and good work habits.
2. emphasize academic rigor and high expectations;
3. help students identify **interests, aptitudes, aspirations, and** personal learning styles that may affect their **career and college-ready goals and** postsecondary education and employment choices;

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

~~4.5~~ help students gain access to postsecondary education and career options;

~~5.6~~ integrate strong academic content into career-focused courses and **applied and experiential learning opportunities** and integrate relevant career-focused courses and **applied and experiential learning opportunities** into strong academic content;

~~6.7~~ help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

~~7.8~~ help students and families identify collaborative partnerships of **among pre-kindergarten** through grade 12 schools, postsecondary institutions, economic development agencies, and **local and regional** employers that support students' transitions to postsecondary education and employment and provide students with **applied and** experiential learning opportunities; and

~~8.9~~ be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local **academic standards** and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

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

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

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

2) Definitions

~~a) "Academic standard" means a summary description of student learning in a required content area or elective content area.~~

~~b) "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.~~

- ~~c) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.~~
- ~~d) "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~
- ~~e) "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

 - ~~1. student performance on the National Association of Education Progress;~~
 - ~~2. the size of the academic achievement gap by student subgroup;~~
 - ~~3. student performance on the Minnesota Comprehensive Assessments;~~
 - ~~4. high school graduation rates; and~~
 - ~~5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.~~~~
- ~~f) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and 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.~~

~~3) Long Term Strategic Plan~~

- ~~a) The school board, at a public meeting, shall adopt a comprehensive, long term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:

 - ~~1. clearly identified school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;~~
 - ~~2. a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;~~
 - ~~3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;~~
 - ~~4. strategies for improving instruction, curriculum, and student achievement;~~~~

- ~~5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;~~
- ~~6. an annual budget for continuing to implement the school district plan.~~
- b) ~~School district site and school site goals shall include goals and strategies that will demonstrate progress toward the broad goals of “world’s best workforce” legislation.~~

To view school board adopted grade level subject area curriculum outcomes, go to www.isd622.org. Scroll to “Teaching and Learning” and “Curriculum.” Select the subject area and grade level.

Hard copies of the outcomes are available through the Curriculum Department at the District Education Center, 2520 E. 12th Avenue, North St. Paul, MN 55109 (651-748-7471).

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

Adoption and Revision History	Incorporated Policies
604 INSTRUCTIONAL CURRICULUM (This policy adopted: January 13, 1998, revised: January 25, 2005) Rescinded: July 20, 2010	MSBA 601, MSBA 604
E-010 INSTRUCTIONAL GOALS AND OBJECTIVES (This policy adopted: April 22, 2008) Rescinded: July 20, 2010	
EM-020.29 SCHOOL DISTRICT CURRICULUM & INSTRUCTION GOALS (This policy adopted: July 20, 2010; Revised: September 25, 2012; Revised: July 23, 2013; Revised: November 26, 2013; Revised & Renamed: EM-020.29 INSTRUCTIONAL CURRICULUM	

Administrative Rule, Regulation and Procedure: NA

Legal References: ~~Minn. Stat. § 120B.018 (Definitions)~~
~~Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)~~
~~Minn. Stat. § 120B.11 (School District Process)~~
~~Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)~~
~~Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)~~
~~Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)~~
~~Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)~~
~~Minn. Stat. § 123B.147, Subd. 3 (Principals)~~
~~20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)~~
~~20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)~~
~~Minn. Stat. § 120A.22 (Compulsory Instruction)~~
~~Minn. Stat. § 120B.021 (Required Academic Standards)~~
~~Minn. Stat. § 120B.022 (Elective Standards)~~
~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)~~
~~Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)~~

Cross References: ~~MSBA/MASA Model Policy 104 (School District Mission Statement)~~
~~MSBA/MASA Model Policy 613 (Graduation Requirements)~~
~~MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)~~
~~MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)~~
~~MSBA/MASA Model Policy 616 (School District System Accountability)~~
~~MSBA/MASA Model Policy 603 (Curriculum Development)~~
~~MSBA/MASA Model Policy 605 (Alternative Programs)~~
~~MSBA/MASA Model Policy 618 (Assessment of Student Achievement)~~

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Curriculum Development	EM-020.30	7/20/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/27/14 Revised:

1) General Statement of Policy

- a) Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

2) Responsibility

- a) The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- b) A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- c) Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level.
 - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - 4. Provide a program for ongoing monitoring of student progress.
 - 5. Provide for specific, particular, and special needs of all members of the student community.
 - 6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 - 7. Meet all **applicable** requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- d) The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and for periodically presenting recommended modifications for school board review and approval.

- e) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall provide direction for continuous review and improvement of the school curriculum.

Adoption and Revision History	Incorporated Policies
603 CURRICULUM DEVELOPMENT This policy adopted: January 13, 1998; Revised January 25, 2005; Rescinded: July 20, 2010	MSBA 603
EM-020.30 CURRICULUM DEVELOPMENT This policy adopted: July 20, 2010; Revised: November 22, 2011; Revised: September 25, 2012; Revised: November 26, 2013; Revised: May 27, 2014; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Rules Part 3500.0550 (Inclusive Educational Program)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed)
- Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

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

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District Curriculum and Instruction Goals	EM-020.33	

1) General Statement of Policy

- a) ~~It is the policy of the school district to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.~~

- b) 1. ~~Instruction must be provided in at least the following subject areas:~~
 - a. ~~Language arts and basic communication skills including reading and writing, literature, and fine arts;~~
 - b. ~~Mathematics and science;~~
 - c. ~~Social studies, including history, geography, economics, government, and citizenship;~~
 - d. ~~Health and physical education;~~
 - e. ~~The arts;~~
 - f. ~~Career and technical education; and~~
 - g. ~~World languages.~~

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

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

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

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

- ~~g) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.~~
- ~~h) The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.~~
- ~~1. In the school district's discretion, training and instruction may result in CPR certification.~~
- ~~2. CPR and AED instruction must include CPR and AED training that have been developed.~~
- ~~a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or~~
- ~~b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.~~
- ~~3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.~~
- ~~4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.~~
- ~~i) The school district shall assist all students by no later than grade 9 to explore their college and career interests, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:~~
- ~~1. provide a comprehensive academic plan for completing a college-career ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits.~~
- ~~2. emphasize academic rigor and high expectations;~~
- ~~3. help students identify personal learning styles that may affect their postsecondary education and employment choices;~~
- ~~4. help students gain access to postsecondary education and career options;~~
- ~~5. integrate strong academic content into career focused courses and integrate relevant career focused courses into strong academic content;~~

~~6. help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;~~

~~7. help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and~~

~~8. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.~~

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

1) General Statement of Policy

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

2) Definitions

- a) “Academic standard” means a summary description of student learning in a required content area or elective content area.
- b) “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- c) “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- d) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- e) “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 1. student performance on the National Association **Assessment** of Educational Progress **where applicable**;
 2. the size of the academic achievement gap **and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized**

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

3. student performance on the Minnesota Comprehensive Assessments;
 4. high school graduation rates; and
 5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- f) “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and 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.
- g) **“Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.**

3) Long-Term Strategic Plan

- a) The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly identified school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement, **including the English and, where practicable, the native language development and the academic achievement of English learners;**
 5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 6. an annual budget for continuing to implement the school district plan.

- b) School district site and school site goals shall include goals and strategies that will demonstrate progress toward the broad goals of “world’s best workforce” legislation.

~~To view school board adopted grade level subject area curriculum outcomes, go to www.isd622.org. Scroll to “Teaching and Learning” and “Curriculum.” Select the subject area and grade level.~~

~~Hard copies of the outcomes are available through the Curriculum Department at the District Education Center, 2520 E. 12th Avenue, North St. Paul, MN 55109 (651-748-7471).~~

Rationale: *The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and are aligned with creating the world’s best workforce.*

Adoption and Revision History	Incorporated Policies
604 INSTRUCTIONAL CURRICULUM (This policy adopted: January 13, 1998, revised: January 25, 2005) Rescinded: July 20, 2010	MSBA 601, MSBA 604
E-010 INSTRUCTIONAL GOALS AND OBJECTIVES (This policy adopted: April 22, 2008) Rescinded: July 20, 2010	
EM-020.29 SCHOOL DISTRICT CURRICULUM & INSTRUCTION GOALS (This policy adopted: July 20, 2010; Revised: September 25, 2012; Revised: July 23, 2013; Revised: November 26, 2013; Revised & Renamed: EM-020.29 INSTRUCTIONAL CURRICULUM	MSBA 601

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)
~~Minn. Stat. § 120A.22 (Compulsory Instruction)~~
~~Minn. Stat. § 120B.021 (Required Academic Standards)~~
~~Minn. Stat. § 120B.022 (Elective Standards)~~
~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)~~
~~Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)~~

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
~~MSBA/MASA Model Policy 603 (Curriculum Development)~~
~~MSBA/MASA Model Policy 605 (Alternative Programs)~~
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

VII. A. 2. RESCIND POLICIES

As part of an ongoing process, policies are reviewed for content and format. The two policies proposed to be rescinded contain an outdated format and will be rewritten to place procedure into policy. Policy L-041 (Gifts to and Solicitation by Staff Members) is proposed to be rescinded and adopted as Policy E-008 (Gifts to and Solicitation by Employees and School Board Members); and Policy L-043 (Unauthorized Advertising) is proposed to be rescinded and adopted as Policy E-007 (Advertising).

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District #622 hereby rescinds Policy L-041 (Gifts to and Solicitation by Staff Members) and Policy L-043 (Unauthorized Advertising).

Limitations

Policy Title	Policy Level	Date Approved/Revised
Gifts to and Solicitation by Staff Members	L-041	4/22/08 Rescinded:

Independent School District 622 - North St. Paul-Maplewood-Oakdale staff members shall not use their position with parents or students to solicit purchases of service or materials except those approved by the Principal and/or the Superintendent/designee.

***Rationale:** School District 622 - North St. Paul-Maplewood-Oakdale shall operate in accordance with the highest legal and ethical standards.*

Adoption and Revision History	Incorporated Policies
420 GIFTS TO EMPLOYEES	Replaces Policy: (none identified) This Policy Adopted: September 9, 1997; Rescinded: August 5, 2008
707 ACCEPTANCE OF GIFTS TO SCHOOL DISTRICT	Replaces Policy: KH (Public Gifts to Schools) adopted June 28, 1979. This Policy Adopted: February 24, 1998; Rescinded: August 5, 2008
L-041 GIFTS TO AND SOLICITATION BY STAFF MEMBERS This policy adopted: April 22, 2008; Rescinded:	

Administrative Rule, Regulation and Procedure: [..\Administrative Rule, Regulation and Procedure\L-041P Non-School Sponsored Solicitations by Staff Members.doc](#)

Legal References:

Limitations

Policy Title	Policy Level	Date Approved/Revised
Unauthorized Advertising	L-043	1/22/08 Rescinded:

Outside organizations shall not be permitted to advertise events, programs or services, or use children to sell tickets except those jointly sponsored, school-approved parent teacher-activities, or those found in student-produced publications without the specific consent of the Superintendent/Designee and/or the Board of Education of Independent School District 622 – North St. Paul – Maplewood-Oakdale. Advertising shall not be allowed in any school facility, electronic posting, or vehicle; nor the use of the official titles of the school district be incorporated in advertising without the specific consent of the Superintendent/Designee and/or the Board of Education of Independent School District 622 - North St. Paul-Maplewood-Oakdale.

Rationale: *This policy is established to safeguard the students and their parents from money-raising plans of outside organizations, commercial enterprises and their representatives.*

Adoption and Revision History	Incorporated Policies
POLICY 905 ADVERTISING IN SCHOOL DISTRICT PUBLICATIONS AND ON SCHOOL DISTRICT PROPERTY	Replaces Policy: 8xx (Advertising in the Schools) adopted April 20, 1995. This Policy Adopted: April 14, 1998; Rescinded: August 5, 2008
L-043 UNAUTHORIZED ADVERTISING This policy adopted: January 22, 2008; Rescinded:	

Administrative Rule, Regulation and Procedure: [..\Administrative Rule, Regulation and Procedure\L-043P Unauthorized Advertising.doc](#)

Legal References:

VII. A. 3. ADOPT POLICIES

As part of an ongoing process, policies are reviewed for content and format. The two policies proposed to be adopted replace policies with outdated format. Policy E-007 (Advertising) is proposed to be adopted and replaces L-043 (Unauthorized Advertising); and Policy E-008 (Gifts to and Solicitation by Employees and School Board Members) is proposed to be adopted and replaces Policy L-041 (Gifts to and Solicitation by Staff Members).

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District #622 hereby adopts Policy E-007 (Advertising) and Policy E-008 (Gifts to and Solicitation by Employees and School Board Members).

Ends

Policy Title	Policy Level	Date Approved/Revised
Advertising	E-007	

1) General Statement of Policy

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

2) Advertising Guidelines

- a) School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The facility advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- b) The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section a) above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained on school district property or within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- c) Donations which include or carry advertisement must be approved by the school board.
- d) The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.
- e) Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.
- f) Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.

- g) The inclusion of advertisement in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

3) Accounting

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Rationale: *The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.*

Adoption and Revision History	Incorporated Policies
POLICY 905 ADVERTISING IN SCHOOL DISTRICT PUBLICATIONS AND ON SCHOOL DISTRICT PROPERTY	Replaces Policy: 8XX (Advertising in the Schools) adopted April 20, 1995. This Policy Adopted: April 14, 1998; Rescinded: August 5, 2008
L-043 UNAUTHORIZED ADVERTISING This policy adopted: January 22, 2008; Rescinded:	
E-007 ADVERTISING This policy adopted:	MSBA 905

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. §123B.93 (Advertising on School Buses)
Minn. Stat. §125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees **and School Board Members**)
MSBA/MASA Model Policy 702 (Accounting)

Ends

Policy Title	Policy Level	Date Approved/Revised
Gifts to and Solicitation by Employees and School Board Members	E-008	

1) General Statement of Policy

- a) The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- b) A violation of this policy occurs when any employee solicits, accepts, or receives either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- c) A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature.
- d) Teachers may accept from publishers free samples of textbooks and related teaching materials.
- e) This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- f) An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.**

2) Definitions

- a) "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- b) "Interested person" means a person or a representative of a person or association that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.**

3) Procedures

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

4) Violations

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Rationale: *The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.*

Adoption and Revision History	Incorporated Policies
420 GIFTS TO EMPLOYEES	Replaces Policy: (none identified) This Policy Adopted: September 9, 1997; Rescinded: August 5, 2008
707 ACCEPTANCE OF GIFTS TO SCHOOL DISTRICT	Replaces Policy: KH (Public Gifts to Schools) adopted June 28, 1979. This Policy Adopted: February 24, 1998; Rescinded: August 5, 2008
L-041 GIFTS TO AND SOLICITATION BY STAFF MEMBERS This policy adopted: April 22, 2008; Rescinded:	
E-008 GIFTS TO AND SOLICITATION BY EMPLOYEES AND SCHOOL BOARD MEMBERS This policy adopted:	MSBA 421

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. §10A.07 (Conflicts of Interest)
Minn. Stat. §10a.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

SET BOARD MEETINGS FOR 2015-2016 SCHOOL YEAR

A proposed calendar of Business Meetings and Study Sessions for the School Board for July 2015 - June 2016 is shown below. In keeping with Board practice, Business meetings are held once a month and Study Sessions are scheduled throughout the school year.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District #622 that pursuant to Policy G-033, School Board Business meeting dates will be as follows:

July 21, 2015
August 25
September 22
October 27
November 24
December 15
January 26, 2016
February 23
March 15
April 26
May 24
June 28

AND THAT THE School Board Work Study Session meeting dates will be as follows:

August 18, 2015
October 13
January 5, 2016
February 9
April 12

AND THAT THE School Board Reflection Study Session meeting dates will be as follows:

September 22, 2015
December 15
March 15, 2016
June 28

AND THAT THE regular meeting place for School Board Business meetings shall be in the Board Room in the District Education Center at 6:00 p.m., with the exception of the July 21, 2015 meeting which will be held at 4:30 p.m., or unless otherwise specified,

AND THAT THE regular time for the School Board Work Study Sessions will be at 4:30 p.m. and the meeting place will be posted,

AND THAT THE regular meeting place and time for the School Board Reflection Study Sessions shall be in the District Education Center at 5:00 p.m.

MOTION:

SECOND: