



**School District 622**  
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# SCHOOL BOARD MEETING

## Regular Meeting

**June 27, 2017  
6:00 PM**

**Board Members:**

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

**Superintendent:**

Christine Osorio

622 Education Center  
2520 East 12<sup>th</sup> Avenue  
North St. Paul, Minnesota 55109

*District Mission Statement:*

*We commit each day to develop and empower lifelong learners who thrive in diverse communities.*

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

**Regular Meeting  
June 27, 2017  
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. Public Comment**  
*An opportunity for public to comment on items. 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 a topic. The Public Comment section of the meeting shall last no longer than thirty minutes.*
- IV. Consent Agenda** 12  
*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 May 23, 2017 Work Study Session** 13
- B. Minutes of May 23, 2017 Business Meeting** 14
- C. Minutes of May 30, 2017 Special Meeting** 20
- D. Minutes of May 30, 2017 Closed Session** 21
- E. Routine Personnel** 22
  
- F. MSHSL** 25

*Each year Minnesota Statute requires individual school boards to authorize membership in the Minnesota State High School League. Effective 2 years ago, each school board member must also view the "Why We Play" training video which defines the purpose of education-based athletics and activities and shows the value athletic and activity programs. The link to the video was emailed to you on June 1.*

G. Disbursements 26

## V. Reports

A. Superintendent - Osorio

### 1. Recognition of Retirees

*Twenty-seven District staff have retired this 2016 - 2017 school year. The School Board recognized each of these individuals with a retirement card; and at this meeting I will be reading their names; listing their most recent positions, and thanking them for their service to District 622.*

### 2. Annual Review of Policies 29

*Nine policies require annual review and the Board has designated that duty to the Superintendent to review the policies and make recommendations on whether or not a policy is necessary. The attached sheet outlines the names of the policies, recent revisions, and why they were revised. Three of the policies are proposed for revision at the July 18, 2017 business meeting; six were revised in 2016; two were revised in 2015; and one in 2014. I am not recommending that any policies, other than the 3 proposed July revisions, require additional changes at this time.*

### 3. Golden Prom 31

*I will share a brief video from this year's Golden Prom, which was held on May 21 at the Envision Center in Oakdale. This wonderful event is truly a collaborative effort which brings young people together with senior citizens in their community.*

B. Business Office

*Here is a brief summary of legislation that will affect school finance during the next biennium and FY 2017-18 & FY 2018-19. Randy has attached the AMSD summary that goes over all EC-12 legislation for your review. Please let him know if you have any questions.*

***FINANCE PROVISIONS:***

***Basic Revenue: Increase the basic formula allowance by 2% to \$6,188 (\$121) per pupil for fiscal year 2018 and by 2% to \$6,312 (\$124) for fiscal year 2019 and later.***

***Uses of Compensatory Revenue: A percentage of compensatory revenue must be used for extended time activities. FY 18: 1.7%; FY 19: 3.5%.***

***Special Education Funding: No new funding for the biennium.***

***Operating Referendum Notice: Can be delivered by any type of mail; no longer required to be first class.***

***Voluntary PreK (VPK)/School Readiness Plus (SR+): Creates a new School Readiness Plus program for FY 2018 and FY 2019 only. Changes the VPK cap from a limit on state total aid entitlement to a limit on number of participants. For FY 2018, creates a combined cap of 6,160 participants for VPK and SR+. The cap of 6,160 covers the 3,160 FY 2017 VPK participants that have renewed their application for FY 2018, plus 3,000 new participants. For FY 2019, creates a combined cap of 7,160 participants for VPK and SR+. For FY 2020 and later, SR+ sunsets and the cap for VPK is set at 3,160 participants.***

***ECFE Funding: ECFE funding remains linked to General Education formula; \$142.32 (\$2.78) for fiscal year 2018 and to \$145.18 (\$2.86)***

*for fiscal year 2019 for the District's child population under the age of 5.*

*American Indian Aid: Continue the maximum aid per pupil unit at the FY 2017 level for FY 18 & FY 19 only. The decrease from \$3,230 to \$1,500 per pupil will now occur beginning in FY 2020 unless a change is enacted before that.*

*Alternative Facilities Hold Harmless: Specifies that a district qualifying for Alternative Facilities revenue in FY 2010 continues to be eligible for the hold harmless calculation in the LTFM formula that applies to Alternative Facilities districts if the district's square footage subsequently falls below the threshold for Alternative Facilities revenue.*

#### C. Teaching & Learning

##### 1. Q Comp Annual Report - *Mau/Baker*

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*This Annual Report reflects District 622's eleventh year of participation in Minnesota's Alternative Teacher Pay for Performance System (ATPPS) or Q Comp (Quality Compensation). The Minnesota Department of Education has redefined annual expectations and school board approval and submission of the annual report is no longer required. The requirement is that the school board be updated annually of the status of the district's Q Comp program.*

*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 provide*

*responsive instruction that meets the needs of all learners. Q Comp also requires the recreation of leadership positions for teachers and training for teachers selected to fill those roles.*

*Buildings set achievement goals each fall based on the previous school year's student achievement or fall benchmark data. Buildings determine a targeted instructional strategy to implement during the year, and also support teacher teams in the process of collaborative inquiry to refine their own instructional practice to better meet student needs.*

*The 2016-2017 MCA proficiency rates are not available at this time which means that specific references to impact on student achievement cannot be addressed yet.*

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

## **VI. Discussion**

### **A. Policy Revisions & Addition - Osorio**

70

*This is the first formal reading of the proposed revisions of 19 of our current policies and the addition of 1 new policy. These policies will be discussed at the work session prior to this business meeting, and will be presented again as a second reading and possible adoption at the July 18, 2017 business meeting. The only exception to this plan is Policy E-014, Graduation Requirements, which will have its first formal reading at the July 18, 2017 business meeting, followed by proposed action at the August 22 business meeting.*

*Please refer to the green and white sheet entitled MSBA Model Policy Revisions for the 2016 Legislative Session as it clarifies the nature of the revisions.*

#### **1. E-000 (Mission, Vision, and Beliefs)**

74

2. E-012 (Student Promotion, Retention, and Program Design)	76
3. E-019 (Organization of School Calendar and School Day)	79
4. E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)	82
5. E-032 (Establishment and Adoption of School District Budget)	88
6. E-043 (Veteran's Preference)	91
7. E-058 (Waste Reduction and Recycling)	93
8. E-072 (Enrollment of Nonresident Students)	100
9. E-088 (Staff Development)	104
10. E-089 (Assessment of Student Achievement)	110
11. E-093 (School District Testing Plan and Procedure)	115
12. EM-020.17 (Protection & Privacy of Pupil Records)	127
13. EM-020.21 (Internet Acceptable Use)	153
14. EM-020.24 (Wellness)	161
15. EM-020.26 (Crisis Management)	168
16. EM-020.28 (School District System Accountability)	176
17. EM-020.29 (Instructional Curriculum)	183
18. EM-020.30 (Curriculum Development)	187
19. EM-020.33 (School District Curriculum & Instruction Goals)	190
20. E-098 (Unpaid Meal Charges)	194

## VII. Action Items

### A. Business Office

- |  |     |
|--|-----|
| 1. Acknowledgment of Contributions - <i>Yener</i>  | 197 |
| <i><u>*I recommend that the list of contributions, with a year to date total of \$87,781.30 be accepted with appreciation.</u></i>           |     |
| 2. 2016-2017 Budget Revision - <i>R. Anderson</i>  | 198 |
| <i>When the budget revisions were presented to the Board in May, the revenue side was inadvertently left off. The only revenue change is</i> |     |

*to the General Fund and it is a reduction in state aid.*

*\*I recommend that this final 2016-2017 budget revision be approved.*

3. Approval of the 2017-2018 Budget- R. Anderson 200

*The general fund numbers indicate a budget result that closely matches the projection used in the development of the budget plan.*

*- Enrollment projections have been updated to recognize trend and the decrease in enrollment due to Valley Crossing Community School and North Metro Flex Academy charter school.*

*- Projected revenues of \$149,060,822 will exceed projected expenses of \$145,392,517 which will increase overall fund balance by \$3,668,305. Of this amount, unassigned fund balance is projected to increase by \$2,834,259.*

*- Ending unassigned fund balance is projected to be 6.3% which is within the Board policy of 5 - 7%.*

*- According to legislation, the Long Term Facilities Maintenance (LTFM) - previously Alternative Facilities- is again included in the General Fund. That budget will have revenues of \$7,352,183 and expenditures of \$6,140,342 with an anticipated restricted fund balance of \$917,128.*

*- The general fund revenue includes the updated revenue of a 2% increase in the funding formula approved by the legislature in May.*

*- All other funds are balanced and within acceptable parameters.*

*\*I recommend that the 2017 - 2018 Budget be approved.*

4. District 916 Long Term Facilities Maintenance Revenue (LTFMR)- R. Anderson 230

*Intermediate Districts became eligible for Long Term Facility Maintenance Revenue in the fall of 2016. Northeast Metro 916 is filing for LTFMR again for Pay 18 (FY 2018-19). Here are the major*

*items to be aware of:*

- The allocation for 916 is separate and distinct from our District. This levy does not take away from our District's allocation amount or limit for LTFMR.*
- The LTFMR levy for the Intermediates replace the old Intermediate Health and Safety levy.*
- The only projects currently on the 10 year plan for Northeast Metro 916 are health and safety projects. There are currently no deferred maintenance projects identified. They expect that there will be some deferred maintenance projects for the South Campus showing up on their 10-year plan for future years.*
- The timing of the asbestos removal from Capitol View Center has changed since the original 10-year plan was submitted and approved last year. More of the abatement has to happen in FY18 in order for construction to stay on schedule. Therefore, they are levying for a catch up in abatement cost which should have been levied last year, and also the regular Pay 18 (FY 2018-19) need.*
- The next two schools years include the asbestos abatement of the Capitol View Center. After than work is done, the levy decreases substantially to be more reflective of our typical health and safety levy.*
- The allocation to member districts is based on the same formula that the Health and Safety levy has always been based on: 50% utilization by our district of 916 programs and 50% tax capacity, which is how the levy limit is set up by MDE.*

*Each member district of Northeast Metropolitan Intermediate School District 916 is required annually to approve a resolution authorizing this new LTFMR for the Intermediate District. The total amount that will be levied for 916 in Pay 18 is \$326,860.00 and School District 622's share of that amount will be \$53,904.26.*

*\*I recommend that the District 916 Long Term Facilities Maintenance Revenue be approved.*

5. Dissolution of the Tartan Joint Powers Agreement & the Purchase of Tartan Arena- R. Anderson 233

*In 1996, the cities of Maplewood and Oakdale entered into a Joint Powers Agreement with School District 622 to create a Joint Powers Board which would construct, operate, use, maintain and repair the Tartan Ice Arena, located on property that the school district owns. Each entity participated by contributing a one-third interest in the project both in constructing and maintaining the arena.*

*Maplewood and Oakdale do not wish to continue participating in the Joint Powers Agreement and we are interested in dissolving the Joint Powers Agreement and taking possession of the Tartan Arena on June 30, 2017.*

*The District will pay Maplewood and Oakdale one dollar (\$1) each and both cities will quit claim all of their rights, title, and interest with respect to the arena which will also include fixtures, furnishings, equipment, and other personal property and improvements.*

*\*I recommend that the Board approve the execution of the Tartan Arena Joint Powers Board Dissolution Agreement and Bill of Sale for each city.*

- B. Human Resources - Gray

1. Termination of Probationary Teachers 247

*Although the Board approved the termination of probationary teachers in April, six additional employees require action this month.*

*The first individual had a performance concern that was discovered in early June; the second individual is a reduction of FTE which*

*should have been included in the previous resolution.*

*The remaining four Title II teachers are being terminated due to the lack of funding for their program.*

*This resolution requires a roll call vote.*

*\*I recommend that the Termination of Probationary Teachers be approved as presented.*

C. School Board

1. Set Closed Session For Evaluation of the Superintendent

*Minnesota's Open Meeting Law 13D.05, Subdivision 3a, states that a public body may close a meeting to evaluate the performance of an individual who is subject to its authority.*

*\*I recommend that we set a closed session to evaluate the superintendent on July 18, 2017 in Room 202 immediately following the 4:30 p.m. board business meeting.*

VIII. Board Communications

IX. Future Board Meeting Dates

A. July 18, 2017 Business Meeting 4:30 p.m. (Board Room)

#### IV. 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, IV.A. through IV.G., 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**

**WORK STUDY SESSION  
SCHOOL BOARD  
May 23, 2017**

Chair Coborn called the meeting to order at 5:15 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Directors Anderson, Augé, Hunt, and Superintendent Osorio. Absent: Treasurer Livingston.

Others present were: Randy Anderson, Mike Boland, Kim Cavallaro, Troy Miller, and Joe Slavin.

In the audience: Jessica Cabak and Rory Sanders.

Osorio shared a facilities presentation with the group, focusing on the needs and opportunities of the district. She reviewed current facility challenges, building study and analysis process, elementary class sizes, financial opportunity, and facility option pros and cons.

Osorio led a conversation on her recommendation to move forward with the dissolution of the Tartan Joint Powers agreement.

The meeting adjourned at 5:53 p.m.

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Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, [www.isd622.org](http://www.isd622.org).

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

**REGULAR MEETING  
SCHOOL BOARD  
May 23, 2017**

Chair Coborn called the meeting to order at 6:02 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Directors Anderson, Augé, Hunt, and Superintendent Osorio. Absent: Treasurer Livingston, and Student Board Representatives Ato and Larsen.

Others present were: Randy Anderson, Director of Business Services; Troy Miller, Assistant Superintendent; Tricia Hughes, Director of Student Services; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance led by Julie Coffey.

Augé moved and Yener seconded the following motion, which carried on a 6 - 0 vote:

THAT the agenda be approved as presented.

During the Public Comment portion of the meeting, Bob Zick addressed the Board with concerns regarding fiber optics, education assistants and paraprofessionals.

The Consent Agenda was considered. Augé requested that Item IV.E., Bid Awards, be removed for discussion. Hunt moved and Neve seconded the following resolution, which carried on a 6 - 0 vote:

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

R. Anderson provided additional information on Item IV. E., Bid Awards; specifically, John Glenn tennis courts and how they are being primed for pickle ball use. Augé moved and Yener seconded the following resolution, which carried on a 6 - 0 vote:

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

Osorio recognized Tartan High senior Phoebe Ato for serving as Student Board Representative for the past two years and said that Ato will be presented with a service award.

Noting that the Board had taken action on the employment of two individuals and the status change of another; Osorio and Miller introduced Julie Coffey as the new Human Resources Director; Lynn Pham as the new Principal of Skyview Middle School; and Joe Slavin as Director of Technology & Innovation. All three of the employees will begin their new roles effective July 1. Coffey, Pham, and Slavin addressed the Board.

Director of Student Services, Tricia Hughes, along with Stephanie Lindekugel, Check and Connect Specialist, provided an overview of District 622’s Check and Connect programming at the elementary, middle, and high school levels.

Hunt moved and Anderson seconded the following resolution, which carried on a 6 - 0 vote:

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>
Sharon Marlow	\$56.25	Meals on Wheels
Michael Testa	\$50.00	Meals on Wheels
Truist	\$62.26	Meals on Wheels
Tom Mader	\$300.00	Tartan Trap Team
Pizza Ranch	7 pizzas	Community Education Excel Awards
Cub Foods	\$50.00 Gift Card	Community Education Excel Awards
Judith Rhode	\$50.00	John Glenn Middle School
Charleen & Rick Brennan	Hats, gloves, mittens, scarves	Castle Elementary
Terri Johnson	Marimba, sticks and method book	ISD 622 Instrumental Music Department
Craig Brown	10 cases of 3M Post It Notes	Eagle Point Elementary
Dr. Christa Waymire	\$75.00	John Glenn CREED Program
Leslie Snyder	\$200.00	Weaver - Leader in Me Fund
Laurie Shawki and Jessica Haster	\$174.00	Weaver - Leader in Me Fund

(Hunt left the meeting at 6:39 p.m.)

Yener moved and Anderson seconded the following resolution, which carried on a 5 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2016-17 District Budget be revised as presented.

Anderson moved and Augé seconded the following resolution, which carried on a 5 - 0 vote:

BE IT RESOLVED that the School Board of Independent School District #622 hereby adopt Policy E-097 (Uniform Grant Guidance Policy Regarding Federal Revenue Sources).

Yener moved and Neve seconded the following resolution, which carried on a 5 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following meal prices become effective September, 2017.

Elementary lunch	\$2.70
Secondary lunch	\$2.95
Adult lunch	\$4.00
Milk	\$ .40
Elementary breakfast	\$1.70
Secondary breakfast	\$1.70
Adult breakfast	\$2.00

Augé moved and Anderson seconded the following resolution, which carried on a 5 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 (North St. Paul-Maplewood-Oakdale), State of Minnesota (the "District"), as follows:

1. The District has received a proposal from Northeast Metropolitan Intermediate School District No. 916 to provide taxable lease-purchase financing to finance the acquisition of the additions to the John Glenn Middle School and the Oakdale Elementary School described in EXHIBITS A1 and A2 to the Lease Agreement and located on the Land (collectively, the "Leased Property"), to be used as educational spaces for the District. That proposal is hereby accepted. Bond counsel is directed to prepare a final Lease Agreement, and other necessary certificates and documents that reflect the transaction.

2. The District's Director of Business Services is hereby authorized to execute the Lease Agreement and any related documents thereto on behalf of the District, and to execute such other certificates, documents and agreements as may be necessary and appropriate to effectuate the transactions contemplated by the Lease Agreement and said related documents. The Lease Agreement and the related documents may contain such necessary and appropriate variations, omissions and insertions as the Director of Business

Services shall determine to be necessary, and the execution thereof shall be conclusive evidence of such determination and its approval by the Board.

3. The provisions of the Lease Agreement shall supersede any contrary provisions of the Joint Powers Agreements between the District and Northeast Metropolitan Intermediate School District No. 916 dated January 22, 1988 and July 1, 1990, and each as amended April 4, 2000. Said Joint Powers Agreements shall be terminated upon entry by the parties into the Lease Agreement. The Lease Agreement shall be the method determined by the District and the Intermediate District to accomplish the acquisition of the special education additions to John Glenn Middle School and Oakdale Elementary School by the District.

Coborn asked board members to set a work study session. Anderson moved and Neve seconded the following motion, which carried on a 5 - 0 vote:

THAT a work study session be held on June 27, 2017, at 4:15 p.m. in Room 202 of the District Education Center with the following agenda items: 1) Policy Review; and 2) Tartan Joint Powers.

Coborn asked board members to set the agenda and location for the June 27, 2017 reflection study session. Augé moved and Yener seconded the following motion, which carried on a 5- 0 vote:

THAT the June 27, 2017 reflection study session that begins at 5:00 p.m. be held in Room 202 of the District 622 Education Center and include the following agenda items: 1) Ice Breaker; 2) Superintendent Check In; 3) Reports; 4) Student Board Representatives.

Coborn asked board members to set a closed session to discuss negotiations. Anderson moved and Yener seconded the following motion, which carried on a 5- 0 vote:

THAT a closed session begins immediately following the June 27, 2017 business meeting in Room 201A of the District 622 Education Center for the purpose of discussing contract negotiations.

Yener moved and Neve seconded the following resolution, which carried on a 5 - 0 vote:

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 18, 2017  
August 22  
September 26  
October 24  
November 21  
December 12

January 23, 2018  
February 27  
March 20  
April 24  
May 22  
June 26

AND THAT THE School Board Work Study Session meeting dates will be as follows:

August 8, 2017  
October 10  
January 9, 2018  
February 6  
April 10

AND THAT THE School Board Reflection Study Session meeting dates will be as follows:

September 26, 2017  
December 12  
March 20, 2018  
June 26

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 18, 2017 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.

During Board Communications, the following items were shared:

- ✓ Anderson reported that he enjoyed the GED graduation, noting the large turnout of family members in the audience. He said that all graduates had a common theme of resilience as they had all excelled. Anderson acknowledged their hard work and congratulated them on their diplomas.
- ✓ Augé mentioned that Advisory had their last curriculum meeting of the year. She thanked Troy Miller, Joe Slavin, Peter Mau, Khrrislyn Goodman and many others for an exceptional year, adding her thanks to board colleagues for allowing her to serve on the committee.

- ✓ Coborn also spoke about the GED graduation, commenting on the pride of the graduates and their family members. Coborn said that all of the graduations will be compiled into videos which will be available on the District website. She thanked students and staff for a successful school year and shared her appreciation for the good work that has been done. Coborn reminded the audience that it is the time of year to celebrate graduations and asked everyone to stay safe as we come to the end of the school year and look toward summer.

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

THAT the meeting be adjourned.

The meeting adjourned at 7:10 p.m.

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Clerk

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

**SPECIAL MEETING  
SCHOOL BOARD  
May 30, 2017**

Chair Coborn called the meeting to order at 4:26 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, and Superintendent Osorio.

Others present were: Randy Anderson, Keith Gray, Tricia Hughes, and Troy Miller.

Hunt moved and Augé seconded the following resolution, which carried on a 7 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622. that the School Board accept the resignation of the following non-instructional employee:

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>
Ivan Lemberger	Driver/Maintenance	May 25, 2017

Anderson moved and Yener seconded the following motion, which carried on a 7 - 0 vote:

THAT the meeting be adjourned.

The meeting adjourned at 4:30 p.m.

\_\_\_\_\_  
Clerk

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

**CLOSED SESSION  
SCHOOL BOARD  
May 30, 2017**

A Closed Session was called to order by Chair Coborn at 4:30 p.m. for the purpose of strategizing for labor negotiations. Present were: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, and Superintendent Osorio.

Others present were: Randy Anderson, Keith Gray, Tricia Hughes, and Troy Miller.

The Closed Session adjourned at 5:05 p.m.

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Clerk

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# Employment

First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Christopher	Bauleke	Special Education Teacher	Tartan	8/28/17	\$49,867.00	year
Douglas	Berfeltd	Boys Baseball-Assistant Coach	Tartan	3/20/17	\$4,314.46	Assignment
Travis	Byrne	Accounting Coordinator	DEC	5/22/17	\$80,000.00	year
Melissa	Carey	Social Studies Teacher	John Glenn	8/28/17	\$63,070.00	year
Julie	Coffey	Director of Human Resources	DEC	7/1/17	\$141,000.00	year
Jenelle	Cox	.06 Lunch Monitor	Oakdale	5/10/17	\$15.02	Hour
Daniel	Daniels	STEM Teacher	Skyview Middle	8/28/17	\$49,747.00	year
Richard	Dickinson	Boys LaCrosse-Assistant Coach	Tartan	4/3/17	\$3,219.75	Assignment
Amy	Gaides	Math/Science Teacher	Skyview Middle	8/28/17	\$40,046.00	year
Mark	Gatzke	Boys Baseball-Assistant Coach	Tartan	3/20/17	\$3,799.30	Assignment
Daniel	Gray	Special Education Teacher	Skyview Elementary	8/28/17	\$52,063.00	year
Kristen	Graziano	Speech Language Clinician	Beaver Lake	8/28/17	\$26.81	hourly
Leah	Gustafson	Grade 3 Teacher	Weaver	8/28/17	\$39,399.00	year
Marah	Harings	Cultural Academic Support Specialist	Tartan	8/28/17	\$20.00	Hour
David	Harrigan	Boys Baseball-Assistant Coach	Tartan	3/20/17	\$3,380.73	Assignment
Christopher	Huntley	Science Teacher	North	8/28/17	\$29,261.40	year
Jessica	Jaworski	Language Arts Teacher	Tartan	8/28/17	\$30,479.20	year
Jennifer	Kim	Special Education Teacher	Next Step	8/28/17	\$64,802.00	year
Todd	Klingsporn	Boys Baseball-Assistant Coach	Tartan	3/20/17	\$750.00	Assignment
Stephen	Moore	Girls Softball-Assistant Coach	Tartan	3/20/17	\$2,500.00	Assignment
Kristin	Moore	Girls Softball-Assistant Coach	Tartan	3/20/17	\$3,928.09	Assignment
Jill	Muecke	Speech Language Clinician	District-wide	8/28/17	\$50,556.00	year
Bryan	Munter	Site Manager/Section Lacrosse	Tartan	6/1/17	\$150.00	Assignment
Meagan	Nishi	Work Based Learning Teacher	Next Step	8/28/17	\$52,343.00	year
Kalpana	Parsons	ECSE Teacher	Beaver Lake	8/28/17	\$42,502.00	year
John	Pontrelli	PT Custodian	District-wide	5/16/17	\$17.08	hour
Courtney	Rowan	Speech Language Clinician	District-wide	8/28/17	\$40,444.80	year
Autumn	Russell	Language Arts Teacher	Maplewood	8/28/17	\$38,099.00	year
Jerome	Scheidler	Special Education Resource Teacher	Oakdale	8/28/17	\$61,254.00	year
Kyle	Searls	Long Term Substitute - English Learner Teacher	Cowern	8/28/17	\$47,874.00	year
Jude	Vales	Spanish Teacher	North	8/28/17	\$37,842.00	year
Chee	Vang	Language Arts Teacher	John Glenn	8/28/17	\$38,750.00	year
Meredith	Weincouff	Math Teacher	John Glenn	8/28/17	\$36,798.00	year
Hannah	White-Mcginn	Resource Teacher	Oakdale	8/28/17	\$45,406.00	year
Karla	Wiza	5th Grade Teacher	Carver	8/28/17	\$49,747.00	year
Barclay	Woodbury	Social Studies/English Teacher	John Glenn	8/28/17	\$34,719.20	year

## Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Ashlee	Farrell	AC site manager	Preschool Instructor	8/23/17	\$44,000.00	year
Sadia	Hassan	.21 Building Education Assistant	.04 Building Education Assistant	6/9/17	\$13.47	Hour
Andrew	Haugen	.29 Hall Monitor Paraprofessional	.23 Hall Monitor Paraprofessional	6/9/17	\$16.36	Hour
Marco	Palacios-Media	Bicultural Liaison/Interpreter	Check and Connect Specialist	8/28/17	\$45,900.00	year
Meghan	Skarda	Building Paraprofessional	Special Education Resource Teacher	8/28/17	\$37,451.00	year
Jeanne	Skree	.25 Building Education Assistant	.16 Building Education Assistant	6/9/17	\$13.47	Hour
Sai	Thao	BIS/Homeless Liaison	Social Worker	8/28/17	\$39,399.00	year
Cia	Vang-Thao	.168 Building Education Assistant	.13 Building Education Assistant	6/9/17	\$14.72	Hour

## Leave of Absence

First Name	Last Name	Assignment	Building	Leave Type	Dates
Amy	Zabel	Polar Teacher	North	Child Care	8/28/17-11/0617

## Resignation

*	First Name	Last Name	Assignment	Building	Effective
	Caroline	Amrich	Music Teacher	Cowern	6/12/2017
	Sierra	Armien Funk	ECFE Parent Educator	Gladstone	6/5/2017
	Laura	Bull	.25 CREED Paraprofessional	Maplewood	6/9/2017
	Shawna	Campbell	LPN	John Glenn	6/9/2017
	Jahleel	Davis	.27 Building Paraprofessional	Webster	6/9/2017
	Leslie	Firkins	.25 Building Paraprofessional	John Glenn	6/9/2017
	Elizabeth	Geroy	ECSE Teacher B-2	Gladstone	6/30/2017
	Lesley	Heil	0.15 Education Assistant	Richardson	5/16/2017
	Pettit	Jill	Speech Language Pathologist	Castle/North/Oakdale	6/12/2017
	Kurt	Kirschling	Resource Teacher	Cowern	6/12/2017
	Ivan	Lemberger	Driver/Custodian	Bus Garage	5/25/2017
	Emily	Morley	English Learner Teacher	Oakdale/Skyview Elem	6/12/2017
*	Peggy	O'Leary	Grade 3 Teacher	Weaver	6/12/2017
	Anthony	Powers	Custodian	Skyview	6/14/2017
	Hope	Schirmer	Parent Volunteer Coordinator	Oakdale Elementary	6/9/2017

## Termination

First Name	Last Name	Assignment	Building	Effective
ZamZam	Abdirahman	Associate Demographic Analyst	DEC	6/2/17
Kristin	Brastad	.27 Intervention Education Assistant	Webster	6/9/2017
Catherine	Budzyn	School Liaison	Skyview	6/9/17

Julie	Cambronne	.25 Building Education Assistant	Carver	6/9/2017
Grant	Cameron	BIS	Cowern	6/12/17
Tanika	Cannedy	BIS	Webster	6/12/17
Robert	Carter	.27 EBD Paraprofessional	Harmony	6/9/2017
Paula	Cortez	.17 Building Education Assistant	Weaver	6/9/2017
Jenelle	Cox	.08 Hall Monitor Paraprofessional	Oakdale	6/9/2017
Maria	Craig	BIA	Tartan	6/9/2017
Joanne	Cullen	.096 Intervention Education Assistant	Cowern	6/9/2017
Krista	Drechsel	.11 Intervention Education Assistant	Oakdale	6/9/2017
Jennifer	Dunham	.27 CID Paraprofessional	Eagle Point	6/9/2017
Lamonte	Edwards	.13 CID Paraprofessional/.13 Building Paraprofessional	Tartan	4/18/2017
Laura	Fischer	.242 Classroom Education Assistant	Beaver Lake	4/19/2017
Maria	Fornos Mozas	.16 Intervention Education Assistant	Skyview Elem	6/9/2017
Samantha	Goers	0.27 1:1 SPED Paraprofessional	Oakdale	6/9/2017
Sharon	Hansen	.17 Intervention Education Assistant	Eagle Point	6/9/2017
Steven	Haverty	PT Custodian	District-Wide	5/24/2017
Jasmine	Jones	.25 Building Education Assistant	Carver	6/9/2017
Laura	Kaschmitter	.25 Intervention Education Assistant	Castle	6/9/2017
Kali	Kearns	.234 Building Education Assistant	Gladstone	6/9/2017
Lori	Kolberg	.04 Intervention Education Assistant	Webster	6/9/2017
Larondra	Lott	.14 Building Education Assistant	Webster	6/9/2017
Mary	Lutz	.158 Intervention Education Assistant	Carver	6/9/2017
Derrick	Mallett	.27 Classroom Education Assistant	Webster	6/9/2017
Diane	Pottratz	School Liaison	Skyview	6/9/2017
Jody	Rademaker	.17 Intervention Education Assistant	Carver	6/9/2017
Jacquelyn	Rothstein	BIS	Weaver	6/12/17
Jerome	Schwalbach	School Liaison	Skyview	6/9/2017
Pamela	Simanski	.13 Intervention Education Assistant	Cowern	6/9/2017
Joseph	Slavin	Middle School Principal	Skyview Middle	6/7/2017
Beth	Thibodeau	.13 Intervention Education Assistant	Cowern	6/9/2017
Jolene	Walker	.27 Building Paraprofessional	Webster	6/9/2017

## Lay-Off

First Name	Last Name	Assignment	Building	Effective
Michelle	Ciceron	.27 MN Paraprofessional	Oakdale	6/9/17
Karen	Fruci	.216 Building Education Assistant	Cowern	6/9/17
Gavin	Graham	.33 Creed Paraprofessional	John Glenn	6/9/17
Lindsey	Hajlo	.27 CID Paraprofessional	Castle	6/9/17
Kionna	Hampton	.27 CREED Paraprofessional	Richardson	6/9/17
Kendra	Harris	.27 Building Paraprofessional	Webster	6/9/17
Laura	Morris	.096 Music Assistant	John Glenn	6/9/17
Lisa	Pavel	.27 Building Paraprofessional	Cowern	6/9/17
Kalee	Stankee	.27 CREED Paraprofessional	Skyview Elementary	6/9/17

V. G. MINNESOTA STATE HIGH SCHOOL LEAGUE 2017-2018 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:

IV. G. 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	\$	1,450,456.00
Food Service		326,887.00
Community Service		45,987.00
Building		0.00
Debt Redemption		0.00
Trust		127,728.00
Internal Service Fund Health Insurance		27,820.00
OPEB Benefits Trust		15,047.00
		<hr/>
A/P Checks Disbursed (05-01-17 thru 05-31-17)	\$	1,993,925.00
Payroll Disbursed - Net (05-01-17 thru 05-31-17)	\$	10,207,921.00
Wire Transfers (05-01-17 thru 05-31-17)	\$	34,980,155.00
Investments on 06-16-17	\$	48,690,012.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	AMOUNT
MSDLAF OTHER FUNDS	MM	0.91%	(BALANCE AT 06-16-17)	\$225,606.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.82%	(BALANCE AT 06-16-17)	\$34,875,618.00
P M A SECURITIES OPEB BONDS	VARIOUS	2.05%	(BALANCE AT 06-16-17)	\$12,090,996.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.16%	(BALANCE AT 06-16-17)	\$1,497,792.00
				<u>\$48,690,012.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

05-01-17 thru 05-31-17

DATE	FROM	TO		REASON
05/01/17	P M A	HEALTH PARTNERS	\$234,386.00	MEDICAL CLAIM FEES
05/01/17	P M A	PREMIER BANK	\$5,500,000.00	A/P - P/R*
05/01/17	PREMIER BANK	DELTA DENTAL	\$131,308.00	MONTHLY PAYMENT
05/01/17	PREMIER BANK	HEALTH PARTNERS	\$311,377.00	HEALTH CLAIMS
05/01/17	PREMIER BANK	STATE OF MINN.	\$127,655.00	UC TAX
05/01/17	PREMIER BANK	ANNUITY COMPANIES	\$702,660.00	PAYROLL PAYABLES
05/04/17	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
05/08/17	PREMIER BANK	CORPORATE HEALTH	\$11,555.00	FLEX PROCESSING
05/08/17	PREMIER BANK	HEALTH PARTNERS	\$148,568.00	HEALTH CLAIMS
05/10/17	P M A	PREMIER BANK	\$3,150,000.00	A/P - P/R*
05/10/17	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
05/10/17	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
05/15/17	PREMIER BANK	I R S	\$824,275.00	PAYROLL TAX
05/15/17	PREMIER BANK	HEALTH PARTNERS	\$345,619.00	HEALTH CLAIMS
05/15/17	PREMIER BANK	CORPORATE HEALTH	\$12,155.00	FLEX PROCESSING
05/16/17	PREMIER BANK	STATE OF MINN.	\$128,989.00	PAYROLL TAX
05/16/17	PREMIER BANK	ANNUITY COMPANIES	\$37,105.00	PAYROLL PAYABLES
05/19/17	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
05/22/17	PREMIER BANK	HEALTH PARTNERS	\$238,456.00	HEALTH CLAIMS
05/22/17	PREMIER BANK	CORPORATE HEALTH	\$12,571.00	FLEX PROCESSING
05/22/17	PREMIER BANK	I R S	\$224.00	PAYROLL TAX
05/30/17	PREMIER BANK	HEALTH PARTNERS	\$319,476.00	HEALTH CLAIMS
05/30/17	P M A	PREMIER BANK	\$11,785,000.00	A/P - P/R*
05/30/17	P M A	PREMIER BANK	\$3,500,000.00	A/P - P/R*
05/31/17	PREMIER BANK	CORPORATE HEALTH	\$54,233.00	FLEX PROCESSING
05/31/17	PREMIER BANK	ANNUITY COMPANIES	\$741,512.00	PAYROLL PAYABLES
05/31/17	PREMIER BANK	I R S	\$3,153,228.00	PAYROLL TAX
05/31/17	PREMIER BANK	MISCELLANEOUS	\$6,803.00	MISCELLANEOUS
		TOTAL	<u>\$34,980,155.00</u>	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

# 2016-2017 Annual Review of Policies

June 27, 2017

<b>Policy Name &amp; Number</b>	<b>Recently Revised &amp; Why</b>
E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)	Proposed July 18, 2017: addition of sex trafficking to the definition of “sexual abuse”; June 28, 2016: addition to Definitions – “report”; revisions to the definition of “physical abuse” and the actions related to it; revisions to the reporting procedure to include tribal social services or tribal police department & the inclusive of the report’s name and address; addition and deletion of legal reference
E-022 (Mandated Reporting of Maltreatment of Vulnerable Adults)	June 28, 2016: minor language revision, revision to the definition “vulnerable adult” & services rendered; revision to the Reporting Procedures and the entity who receives the maltreatment report
E-031 (Fund Balance)	May 27, 2014: revised to change the minimum unassigned general fund balance percentage
EM-020.6 (Family & Medical Leave Policy)	June 28, 2016: addition to Definitions on the meaning of “spouse”
EM-020.7 (Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form)	June 28, 2016: minor language revision; addition of the word “gender” to the list of protected categories included throughout the policy in Rationale, General Statement of Policy, Definitions, & Reporting Procedures; legal reference additions
EM-020.15 (Student Discipline & Notice of Suspension)	June 28, 2016: revisions reflecting legislative change regarding medical cannabis; legal reference additions
EM-020.20 (Student Sex Nondiscrimination – Title IX - & Unlawful Sex Discrimination Towards a Student Report Form)	June 28, 2016: minor language revision; removal of Title of designated official as Title IX Coordinator & District Human Rights Officer for student issues; adds name and email of designated official as Title IX Coordinator & District Human Rights Officer for student issues
EM-020.21 (Internet Acceptable Use Policy & Internet Use Agreement)	Proposed July 18, 2017: legal reference deletion and addition, deletion of outdated language in the Internet Use Agreement portion of the policy due to implementation of Google; May 26, 2015: cross reference to the Bullying Prohibition Policy added within this policy & references
EM-020.26 (Crisis Management Policy, Plans & Procedures)	Proposed July 18, 2017: legal reference revision; May 26, 2015: Policy revisions reflect small sentence structure; additions on planning &

# 2016-2017 Annual Review of Policies

June 27, 2017

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	preparing for fire; additions on warning & notification systems; additions on behavioral health crisis intervention; additions on long-term recovery intervention procedures; additions to legal & cross references. Procedures were last updated 9/2014.
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<https://vimeo.com/221457540>



## 2017 E-12 Education Agreement

Issue	Agreement
Overall Increase	Increase over base: \$483 million
Budget Highlights	<ul style="list-style-type: none"> <li>• Formula:</li> <li>2% formula increase per year</li> <li>FY 2018: \$6,188 (\$121 increase)</li> <li>FY 2019 and later: \$6,312 (\$124 increase from proposed FY 2018 increase)</li> </ul> <ul style="list-style-type: none"> <li>• Voluntary Pre-Kindergarten/School Readiness Plus: One-time funding of \$50 million for 2018-19 and \$2.910 million (2020-21)</li> <li>• Early Learning Scholarships (Pathway I): \$20.650 million (2018-19) and \$21.650 (2020-21)</li> <li>• Parent-Child Home Program: \$1.1 million for 2018-19 (in the base)</li> <li>• Makes Compensatory Pilot Grants Permanent</li> <li>• African American Registry: \$200,000 for 2018-19 (not in the base)</li> <li>• Ag Educator Grants: \$500,000 for 2018-19 (in the base)</li> <li>• Alternative Teacher Prep: \$750,000 in FY 2018 (not in the base)</li> <li>• Collaborative Urban Educator: \$440,000 for 2018-19 (in the base)</li> <li>• Concurrent Enrollment Teacher Training Grants: \$750,000 for 2018-19 (in the base)</li> <li>• Grow Your Own Paraprofessionals: \$1 million for 2018-19 (in the base)</li> <li>• Intermediate School District Mental Health: \$4.900 for 2018-19 (not in the base)</li> <li>• Reading Corps: \$2.65 million FY 2018-19 and \$4.65 million for 2020-21 biennium</li> <li>• Math Corps: \$500,000 for 2018-19 (in the base)</li> <li>• Recovery Programs: \$500,000 for 2018-19 (in the base)</li> <li>• Principals Academy: \$100,000 for 2018-19 (in the base)</li> <li>• Rock and Read: \$500,000 in FY 2018 (not in the base)</li> <li>• Rural CTE: \$3 million for 2018-19 and \$6 million for 2020-21</li> <li>• Sanneh Foundation: \$1 million for FY 2018 (not in the base)</li> <li>• AP/IB STEM: \$500,000 for 2018-19 (in the base)</li> <li>• Teacher Shortage Loan Forgiveness: \$500,000 in FY 2018 (not in the base)</li> <li>• Education Partnerships (St. Paul): \$200,000 for 2018-19 (in the base)</li> <li>• Education Partnerships (Northside Achievement): \$200,000 for 2018-19 (in the base)</li> <li>• Education Partnerships (Expansion): \$960,000 for 2018-19 (in the base)</li> <li>• Cuts ACT reimbursements by \$3 million</li> <li>• MDE IT Upgrades: \$3.25 million for 2018-19 (not in the base)</li> <li>• Tribal Contract Schools: \$3.728 million for 2018-19 and \$211,000 for 2020-21.</li> </ul>

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## 2017 E-12 Education Agreement

Issue	Agreement
E-learning	<ul style="list-style-type: none"> <li>-Allows a school board's annual calendar to include plans for up to five days of instruction provided through an online instruction due to inclement weather.</li> <li>-Establishes definitions for E-learning days (an e-learning day is counted as a day of instruction and included in the hours of instruction).</li> <li>-A school board may adopt an e-learning plan after consulting with the exclusive bargaining representative of the teachers.</li> <li>-Plans must include accommodations for students without internet access.</li> <li>-The school's e-learning plan must provide accessible options for students with disabilities in accordance with chapter 125A.</li> <li>-A school district or charter school must notify students and families of the e-learning plan at the beginning of the school year.</li> <li>-Requires school districts and charters to notify parents and students at least two hours before school start time about following an e-learning plan for the day.</li> <li>-Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.</li> <li>-Allows e-learning days to be counted the same as days when schools are in session for purposes of calculating average daily membership.</li> </ul> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222), and HF 1421 Draskowski/SF 1421 Clausen.</p>
Asthma Inhalers Exclusion, Possession and Use	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Clarification of students' use of asthma inhalers compliance with the specific statute regarding possession and use of asthma inhalers. Statute clarification authorizing the use of asthma inhalers by students that is consistent with the general statute governing the administrative of drugs and medicine to students in terms of parental approval and written notice.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Textbook and Software or Other Educational Technology	<p>Expands the definition of textbooks to include annual subscription costs for online books, adds course registration fees for advanced placement courses to the definition of software or other educational technology.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 2145: Neu/SF 1558: Nelson.</p>
Pupil Transportation Shelter Care Facility	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Adds transportation of a student to and from a shelter care facility as a reimbursable expenditure under the special education pupil transportation formula.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Extended Time	<p>Authorizes extended time revenue for students in a summer education program in the Wilmar school district.</p> <p>Included in the House Omnibus Education Finance Bill, HF 890.</p> <p>HF 535: Baker/SF 494: Lang</p>
Compensatory	<p>Makes Compensatory Revenue Pilot Projects permanent.</p>

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## 2017 E-12 Education Agreement

Issue	Agreement
Revenue	A portion of compensatory revenue must now be used for extended time activities: 1.7 % for FY 2018, 3.5% for FY 2019, and for fiscal year 2020 and later, 3.5% plus the percentage change in the formula allowance from the previous year. Included in both Omnibus Education Finance Bills (HF 890/SF 718). SF 489: Nelson/HF 670: Scott
Referendum Notice First Class Mail	Removes the referendum notice requirement to send the notice by first class mail. Included in the Senate Omnibus Education Policy bill, SF 1222, the Senate Education Finance Bill, SF 718, and SF 1476: Pratt/HF 1549: Christensen.
Commissioner Audits	Not in previous bills. Allows the Commissioner to conduct audits that are not subject to chapter 14.
Payments to School Non-operating Funds	Original language from MDE's Policy Bill (HF 1376/SF 1222) Changes the metering schedule for the payment of school district nonoperating aids (nonoperating state aid includes debt service equalization aid) from 12 monthly payments to six monthly payments beginning in July. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).
Nevis School District Levy Adjustment	Authorization for Nevis school district to adjust their levy over three years instead of fixing the error in one year. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1220: Grossell/SF 1611: Utke.
Dissolution; Referendum Revenue	The treatment of referendum revenue of attaching districts is the same for voluntary or involuntary dissolutions. Repeals the statutory provision relating to the referendum revenue and authority for districts to which attached territory of a district is dissolved voluntarily. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and SF 1829: Gazelka/HF 2308: Poston.
Pupil Transportation Adjustment	For FY 2018 and 2019 creates a new funding component for pupil transportation services. Included in the House Omnibus Education Finance Bill, HF 890.
Economics and Citizenship	Changes required "curriculum" to "knowledge and skills" and adds economics and citizenship to social studies requirements. Included in the House Omnibus Education Finance Bill, HF 890 and the House Omnibus Education Policy bill, HF 1376. Similar language in HF 731: Erickson/SF 773: Kiffmeyer and HF 1602: Urdahl/SF 1061: Cwodzinski
SHAPE America	Original language from MDE's Policy Bill (HF 1376/SF 1222) Replaces National Association of Sport and Physical Education standards with Society of Health and Physical Educator (SHAPE) standards as the required physical education standards. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and included in Omnibus Education Policy bill, HF 1376.
Sexual Abuse Prevention Instruction and Training/ Erin's	-A school district may include sexual abuse prevention instruction in a health curriculum and may also provide parents information on the warning signs of sexual abuse. -Encourages districts to provide training to district staff and school board members on responding to a disclosure of a child sexual abuse and mandatory reporting requirements.



## 2017 E-12 Education Agreement

Issue	Agreement
Law	<ul style="list-style-type: none"> <li>-Allows school districts and charters to accept funds for child abuse prevention programs.</li> <li>-Names provision as Erin’s Law and establishes purpose, curriculum consultation, programs and requires the Commissioner to report on November 1, 2019 regarding child abuse programs developed by school districts.</li> <li>Included in the House Omnibus Education Finance Bill, HF 890 and HF 1680: Bennett/SF 1346: Ingebrigtsen.</li> </ul>
Rulemaking	<ul style="list-style-type: none"> <li>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</li> <li>Obsolete language removed for language arts, math, arts, science, and social studies.</li> <li>Included in House Education Finance Bill, HF 890 and the House Omnibus Education Policy bill, HF 1376.</li> </ul>
Bilingual and Multilingual Seals	<ul style="list-style-type: none"> <li>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</li> <li>Seals are recognized for high school students in any public, charter, or nonpublic school with required proficiency.</li> <li>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</li> </ul>
Reading Proficiently No Later than Third Grade/ Literacy	<ul style="list-style-type: none"> <li>-Requires a school district to identify students in grade 3 or higher who demonstrate a reading difficulty and report on efforts to identify students with dyslexia using screening tools identified by MDE.</li> <li>-Adds to the districts’ report by July 1, to the Commissioner, the screening tools used as recommended by the department’s dyslexia specialist.</li> <li>-Requires districts to report on a student’s progress for those students not reading at or above grade level. Prohibits a district from using the section to deny a student’s right to a special education evaluation.</li> <li>-If a student does not read at or above grade level by the end of grade 3, the district must continue to provide reading intervention until the student reads at grade level.</li> <li>-A district or charter school is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade 3.</li> <li>-The personal learning plan should be developed by the school in consultation with the student’s parent or guardian. The personal learning plan must address knowledge gaps and skill deficiencies through strategies that may include grade retention, if in the student’s best interests.</li> <li>-A student who is identified as being unable to read at grade level must be provided with alternate instruction that is multisensory, systematic, sequential, cumulative and explicit.</li> <li>-A school must maintain and regularly update and modify the learning plan until the student reads at grade level.</li> <li>-Requires that MDE employ a dyslexia specialist and outlines duties and qualifications.</li> <li>-Students who do not meet or exceed Minnesota academic standards, as measured by the MCAs that are administered during high school, shall be informed that admission to public school is free and available to any resident under 21.</li> <li>Included in both Omnibus Education Finance Bills (HF 890/SF 718), the Senate Omnibus Education Policy bill (SF 1222), SF 468: Utke/HF 538: Christensen, and SF 453: Chamberlain/ HF 668: Daniels.</li> </ul>
Raised Academic Achievement; Advanced	<ul style="list-style-type: none"> <li>Adds to the priority list for funding, an intent to increase the advanced placement and international baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students. Stipulates that the maximum award per district is \$150,000. Adds to the funding uses, activities expanding low-income or disadvantaged access</li> </ul>

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## 2017 E-12 Education Agreement

Issue	Agreement
Placement and International Baccalaureate Programs	and preparing and disseminating promotional materials to low-income, disadvantaged students and their families. A grant is available for three years from the date of the grant if the district meets the annual benchmarks in its plan. Included in the Senate Education Finance Bill (SF 718) and SF 1056: Nelson/HF 1289: Erickson.
Character Development Education	Adds language to character development education law regarding shared responsibility for character development education by parents, teachers, and members of the community. Also includes language that to the extent practicable, instruction should be integrated into positive behavioral intervention strategies. Included in the House Omnibus Education Finance Bills (HF 890), the Omnibus Education Policy bill, HF 1376 and HF 836: Erickson/SF 736: Pratt.
College Entrance Exam/ACT and Statewide Accountability Cultural Competency	-Removes the statement that “an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12” under students’ state graduation requirements. -To the extent funding is available, a district must pay the cost, one time, for an interested student in grade 11 or 12 who is eligible for a free or reduced-price meal to take a nationally recognized college entrance exam before graduating. -If a district administers only one of the tests (ACT or SAT) a free or reduced-price meal eligible student may opt to choose to take the other test and may take it at a different time or location and remains eligible for reimbursement. -A school district may require a student that is not eligible for a free or reduced-price meal to pay the costs of taking a nationally recognized college entrance exam. The district must waive the cost for a student unable to pay. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and SF 736: Pratt/ HF 836: Erickson.  -For statewide accountability, cultural competency is defined as the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds. Included in Omnibus Education Policy bill, HF 1376 and HF 341: Thissen/No SF.
Disaggregated Data Rollout Sites	Requires the Commissioner of Education to designate up to six school districts or charter schools as disaggregated data rollout sites by August 1, 2017. The sites should represent urban, suburban and nonurban and charter school districts. The Commissioner must consult stakeholders and review the American Community Survey to develop recommendations for best practices for disaggregated data. Requires the Commissioner to report to the education committees by February 1, 2018 on the best practices from other states that have disaggregated data. Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 2258: Moran/SF 1847: Kent.
Student Performance Disaggregated Data	Amends the student categories of ethnicity and race to include references to 120B.35, subdivision 3, paragraph (a), clause (2) regarding separate categories. Also removes immigrant and refugee status. Amended with new language as outlined in state growth target. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the House Education Policy bill (HF 1376).

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## 2017 E-12 Education Agreement

Issue	Agreement
Student Participation on MCAs	<p>New language not in previous bills.</p> <p>Requires the Commissioner to create and publish a form for parents and guardians that 1) explains the need for state academic standards; 2) identifies the state assessments that are aligned with state standards; 3) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments; 4) states that students who receive a college ready benchmark on the high school MCAs are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area; 5) summarizes the limits on local testing; and 6) notifies the parent of the right to not have the parent's child participate in the state and locally required academic assessments, and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.</p> <p>-A school district must post the form created by the commissioner on the district web page and include it in the district's student handbook.</p>
State Growth Target	<p>-Amends the separate categories of information for student categories that the Commissioner must analyze and report on. Adds, seven of the most populous Asian and Pacific Islander groups, three of the most populous Native groups, seven of the most populous Hispanic/Latino groups, and five of the most populous Black and African Heritage groups as determined by the total Minnesota population based on the most recent American Community Survey.</p> <p>-Requires the Commissioner to disaggregate data by student categories when reporting four and six-year graduation rates.</p> <p>-A school district must inform parents and guardians that volunteering information on student categories not required by the most recent reauthorization of ESSA but is optional and will not violate the privacy of students, their families, parents, or guardians. The notice must state the purpose for collecting the student data. Effective in 2018-19 school year and later for rollout sites and 2019-20 for all other schools.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the House Omnibus Education Policy bill (HF 1376).</p>
School Performance Reports and Public Reporting	<p>-The school performance report for a school site and a school district must include school performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.</p> <p>-Requires school districts to develop, update and post school performance reports to comply with WBWF.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), the House Omnibus Education Policy bill (HF 1376) and HF 1966: Peterson/SF 1748: Chamberlain.</p>
Unrequested Leave of Absence/LIFO	<p>Requires the school board and the exclusive representative of the teachers to negotiate an unrequested leave of absence plan. Effective for collective bargaining agreements effective July 1, 2019 and after.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1478: Loon/SF 2127 Housley.</p>
Alternative Teacher Professional Pay System	<p>Amends the alternative teacher professional pay system to allow for hiring bonuses, incentives, or funding to grow your own teacher initiative.</p> <p>\$750,000 transfer to Higher Education for FY 2018 only.</p> <p>Included in the Senate Education Finance Bill (SF 718).</p>
Alternative Teacher	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Allows St. Croix River Education District to receive alternative teacher compensation revenue (Q-comp).</p>

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## 2017 E-12 Education Agreement

Issue	Agreement	
Compensation Revenue	Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).	
Behavioral Interventions and Support	<p>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</p> <ul style="list-style-type: none"> <li>-Defines “positive behavioral interventions and supports” (PBIS) as an evidence-based framework for preventing problem behavior and outlines six key components of PBIS.</li> <li>-Amends special education statute to include cross-reference for new definition of PBIS.</li> </ul> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).</p>	
Enrollment Lotteries	<p>Changes lottery priorities for school district open enrollment and proposes a new fourth priority. The fourth priority establishes that students who do not reside in the school district receive priority if they reside in a municipality where the nonresident district operates a building, the resident district does not operate a building, and no other nonresident district operates a building.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), the House Omnibus Education Policy bill (HF 1376) and HF 1083: Anselmo/SF 1053: Franzen.</p>	
Concurrent Enrollment Definition, Language recodified, and Financial arrangement	<p>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</p> <ul style="list-style-type: none"> <li>-Defines concurrent enrollment as nonsectarian courses in which an eligible pupil enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid.</li> <li>-Recodifies language about 9th and 10th grade students.</li> <li>- Increases number of days the department has to pay postsecondary institutions for concurrent enrollment students from 30 to 45.</li> </ul> <p>Encourages schools, districts, and postsecondary institutions to develop and offer an “introduction to teaching or education” concurrent enrollment courses. Those institutions receiving grants must report to the Commissioner on student participation rates. \$375,000 each year (in the base).</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).</p>	
PSEO Access to Building and Technology	<ul style="list-style-type: none"> <li>-Requires a school to allow a student enrolled in a PSEO course to remain at the school site during the regular school day and requires the school to adopt a policy that provides reasonable access to computers and technology during the school day.</li> <li>- Requires a school board to adopt a policy regarding weighted grade point averages for students in dual enrollment courses. The policy must state whether the district offers weighted grades. A school board must annually publish on its Web page a list of courses for which a student may earn a weighted grade.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1906: Loon/SF 570: Nelson.</p>	

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## 2017 E-12 Education Agreement

Issue	Agreement
Innovative Delivery of Career and Technical Education Programs	<ul style="list-style-type: none"> <li>-Codifies the Innovation Pilot Projects provisions enacted in session laws in 2012 and 2014.</li> <li>-This proposal adds to the partnership plans to increase opportunities for diverse populations of students that are focused on employability skills and technical, job-specific skills related to a specific career pathway; or demonstrate efficiencies in delivering financial and other services needed to realize plan goals and objectives.</li> <li>-Requires the Commissioner to convene an advisory panel to advise on the applicants' qualifications to participate in the program.</li> <li>-Districts already approved for an innovation zone pilot may continue to operate.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890), Omnibus Education Policy bill (HF 1376) and HF 877: Erickson/SF 1070: Dahms.</p>
Eligible Pupils/Graduation Incentives	<p>Extends a onetime provision from 2016-17 to 2017 and 2018 that allows certain early middle college program participants to remain enrolled until the student turns 22 years old.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1661: Lee/SF 1489: Torres Ray</p>
Recovery Program Funding	<p>Expands the uses of approved recovery program funding to include unreimbursed transportation costs incurred by students attending approved recovery programs.</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 877: Relph/HF 1052: Theis.</p>
Charter Schools	<ul style="list-style-type: none"> <li>-Regulates placement of students in classroom of a teacher who is on performance plan or has not had summative evaluation.</li> <li>-Requires charter schools to comply with Pupil Fair Dismissal Act.</li> <li>-Includes language that authorizers must provide a letter to the school for distribution to families that explains withdrawal.</li> <li>-Clarifies that charter school admission requirements apply to charter schools offering preschool or prekindergarten program.</li> <li>-Allows a charter school to include students participating in PSEO in their pupil count for generating lease aid.</li> </ul>
Alternative Teacher Preparation Grant Program	<ul style="list-style-type: none"> <li>-Establishes grant program (\$750,000 in FY 2018, no funding in the tails).</li> <li>-Requires alternative teacher preparation programs to report to the Commissioner and BOT.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1663: Erickson/SF 1725: Nelson.</p>
Teacher Shortage Loan Forgiveness and Student Teachers in Shortage Areas	<ul style="list-style-type: none"> <li>- Adds economic development regions where there is a shortage of teachers of color to definition of "teacher shortage area."</li> <li>-A teacher is eligible for the program if the teacher is teaching in an identified teacher shortage area.</li> <li>-Requires the Commissioner to report on the number of persons who received loan forgiveness and their race or ethnicity.</li> </ul> <p>\$500,000 transfer to Higher Ed in FY 2018.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and in HF 1663: Erickson/SF 1725: Nelson</p>
Concurrent Enrollment Teaching Program	<p>Expands Northwest Regional Partnership Program to other voluntary associations and teachers throughout Minnesota.</p> <p>Requires a report by January 15, 2018 on the progress of its activities.</p> <p>\$375,000 each year and built into the base.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1663: Erickson/SF 1725: Nelson</p>

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## 2017 E-12 Education Agreement

Issue	Agreement	
Education Innovation Partners Cooperative Center	<p>Extends the time that the Education Innovation Partners Cooperative Center can spend up to \$310,000 of its remaining state grant during fiscal year 2018 and fiscal year 2019.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1324: Metsa/SF 1300: Eichorn.</p>	
Agricultural Educator Grants	<p>Establishes a grant program to support school districts in paying agricultural education teachers for work over the summer with high school students in extended programs.</p> <p>\$250,000 each year (in the base).</p>	
Innovation Zones	<ul style="list-style-type: none"> <li>-Establishes the innovation zone program to improve student and school outcomes consistent with WBWF requirements. Innovation zone partnerships allow school districts and charter schools to research and implement innovative education programming models.</li> <li>-One or more districts or charter schools may join together to form an innovation zone partnership.</li> <li>-An innovation zone partnership must research and implement innovative education programs and models that are based on proposed hypotheses.</li> <li>-Outlines examples of possible research, description requirements for the Commissioner, and approval, membership and application details.</li> <li>-Outlines the exemptions for an innovation zone with an approved plan.</li> <li>-Innovation Zones cannot be exempt from the Minnesota Comprehensive Assessments.</li> <li>-Plans may be submitted to the Commissioner in the form and manner outlined by the Commissioner. The Commissioner may approve or reject the application after reviewing the recommendations from the advisory panel.</li> <li>-Applications for grants must be submitted by April 1 of any year in the form and manner required by the Commissioner. The Commissioner must approve or reject the application by May 1.</li> <li>-Creates an Innovation Zone Advisory Panel that reviews plans submitted for approval and recommends grants for applicants.</li> <li>-Each innovation zone partnership must submit project data to the Commissioner in the form and manner provided for in the approved application. At least once every two years, the Commissioner must analyze each innovation zone's progress. Requires the Commissioner to submit a report every other year to the Legislature.</li> <li>-Allows the commissioner to approve up to three plans in the seven-county metropolitan area and up to three in greater Minnesota.</li> </ul> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1474: Eichorn/HF 1639: Peterson</p>	
Submit ESSA Plan to Legislature	<p>Requires the commissioner of education to submit the department's ESSA plan to the education committees of the legislature at least 30 days before submitting the plan to the US Department of Education.</p> <p>Requires the state plan to be consistent and aligned to the extent practicable, with the performance accountability measures required under section 120B.11, subdivision 1a (WBWF), to create a single accountability system for all public schools.</p>	
Educational Stability for	<p>Establishes a pilot project to provide incentives for school districts and county governments to develop partnership agreements and implement transportation plans to help keep foster care students enrolled in their school of origin when a</p>	

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## 2017 E-12 Education Agreement

Issue	Agreement
Students in Foster Care	<p>student is placed in a foster care setting outside the school of origin's boundaries. A school district must submit an application in the form and manner prescribed by the Commissioner of education to participate in the program. One or more school districts and the local child welfare agency must have a written interagency agreement that describes the local plan for ensuring educational stability for foster care students.</p> <p>By February 1, 2018, the Commissioner of Education shall report on the pilot project to the Legislature.</p> <p>\$1 million in 2018</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1397: Nelson/HF 1695: Kresha.</p>
Rural Career and Technical Education Consortium Grants	<p>Establishes a rural career and technical education (CTE) consortium, a voluntary collaboration of a service cooperative and other regional public and private partners including school districts and higher education institutions that work together to provide career and technical education opportunities within the service cooperative's multicounty service area.</p> <p>\$1.5 million each year and \$3 million each year in the base.</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 310: Weber/HF 417: Schomacker</p>
Mental Health Grants Intermediate School Districts	<p>Grant program to fund innovative projects to improve mental health outcomes for youth attending an intermediate school district or service cooperative that provides instruction to students in a setting of federal instructional level four or higher.</p> <p>\$2.450 million for FY 2018 and FY 2019 (no funding in tails).</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), HF 1255: Loon/SF 768: Clausen, and HF 2224: Loon/SF 2096: Clausen.</p>
Minnesota Center for the Book Programming Awards	<p>Grants for statewide programming for the Minnesota Book Awards. \$50,000 each year for FY 2018 and 2019 (no funding in the tails).</p>
Singing-based Pilot Project/ Rock 'n' Read	<p>Computer-based singing program to improve reading.</p> <p>\$500,000 in FY 2018.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), HF 429: Fischer/SF 13: Wiger and HF 2466: Loon.</p>
Starbase MN	<p>Extends the time that Starbase MN can spend up to \$398,000 of its remaining state grant during fiscal year 2018.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1476: Dettmer/SF 1227: Simonson</p>
Principals Academy	<p>Increase of \$50,000 in base funding to the Principals Academy each year. Requires \$50,000 to be used to pay the costs of attendance for principals and school leaders identified for intervention under ESSSA. Encourages MDE to use additional Title II funds as available.</p>
Race 2 Reduce	<p>Grants to support Race 2 Reduce water conservation programming in Minnesota schools, specifically, White Bear Lake and Mahtomedi. \$307,000 in 2018.</p>
Grow Your Own: Paraprofessionals	<p>Grants for school districts with more than 30 percent minority students for a Board of Teaching-approved nonconventional teacher residency pilot program.</p> <p>\$500,000 each year and funding is built into the tails.</p>

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## 2017 E-12 Education Agreement

Issue	Agreement
	Included in both Omnibus Education Finance Bills (HF 890/SF 718).
Collaborative Urban Educator Grants	Grants to Concordia, University of St. Thomas, Hamline University and Augsburg College. Increase of \$220,000 each year and built into the tails. Included in both Omnibus Education Finance Bills (HF 890/SF 718).
Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs STEM	Grants to schools to encourage participation in advanced placement and international baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students. \$250,000 each year and built into the base. Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1056: Nelson/HF 1289: Erickson.
African American Registry	The African American Registry must use the grant funds to establish partnerships with Metropolitan State University and the University of St. Thomas to improve the cultural competency of candidates seeking a first teaching license. The African American Registry shall report to the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared. \$100,000 each year, not built into the tails. Included in the Senate Omnibus Education Finance Bill (SF 718)
Sanneh Foundation	Academic and behavioral interventions for low-performing and chronically absent students. \$1 million for FY 2018.
<b>Teacher Licensure</b>	
Validity of Teacher Licenses	All teacher licenses in effect on January 1, 2018, shall remain valid for one additional year after the date the license is scheduled to expire.
Authority	PELSB is required to license teachers according to tiers. Adds to PELSB and MDE data sharing, STARS data for the purpose of managing and processing funding to school districts and other entities.
Support Personnel	Requires PELSB to issue licenses and credentials to support personnel.
Substitute Teachers	-References to five-year professional licenses have been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call or long-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach.
Temporary Military License	Requires the Board to provide candidates for a license under this subdivision with information regarding the tiered licensure system.
Background Checks	Background checks are removed from the Commissioner of Education and added to responsibilities of BOSA. Requires notification to the individual and the school district or charter school employing the individual.
Licensure Via	Language is recodified.

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## 2017 E-12 Education Agreement

Issue	Agreement
Portfolio	PELSB must adopt a process for licensure via portfolio.
Tier 1 License	
Term	One year.
Renewal	Not more than three times unless the requesting district can show good cause for additional renewals. A Tier 1 license issued to teach 1) a class or course in a career and technical education or career pathway course of study or 2) in a shortage area, may be renewed without limitation.
Requirements	<p>The Board must approve a request from a district or charter school to issue a Tier 1 license in a specified content area to a candidate if:</p> <ol style="list-style-type: none"> <li>1. The candidate meets professional requirements;</li> <li>2. The district or charter school affirms that the candidate has the necessary skills and knowledge to teach in the specified content area; and</li> <li>3. The district or charter school demonstrates that:               <ol style="list-style-type: none"> <li>a) a criminal background check has been completed on the candidate; and</li> <li>b) the district or charter has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position.</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• A candidate for a Tier 1 license must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A candidate for a Tier 1 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study:               <ol style="list-style-type: none"> <li>1) an associate's degree in the content area;</li> <li>2) a professional certification; or</li> </ol> </li> </ul> <p>five years of relevant work experience.</p>
Additional Notes	<ul style="list-style-type: none"> <li>• The board may submit written comments to the district or charter school that requested the renewal regarding the candidate. PELSB must renew a candidate if 1) the district or charter school requesting the renewal demonstrates that it has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position; 2) the teacher holding the Tier 1 license took a content examination and submitted the examination results to the teacher's employing district or charter school within one year of the board approving the request for the initial Tier 1 license (does not apply to a teacher that teaches in a class in a career and technical education or career pathways course of study); and 3) the teacher holding the Tier 1 license participated in cultural competency training within one year of the board approving the request for the initial Tier 1 license.</li> <li>• PELSB must accept applications for a Tier 1 license beginning July 1 of the school year for which the license is</li> </ul>

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## 2017 E-12 Education Agreement

Issue	Agreement
	<p>requested and must issue or deny the Tier 1 license within 30 days.</p> <ul style="list-style-type: none"> <li>• A Tier 1 license is limited to the content matter indicated on the application for the initial Tier 1 license.</li> <li>• A Tier 1 license does not bring an individual within the definition of a teacher.</li> <li>• A teacher holding a Tier 1 license must participate in the employing district or charter school's mentorship and professional development program.</li> <li>• A teacher holding a Tier 1 license must participate in an evaluation aligned to the extent practicable with 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Tier 2 License	
Term	Two years
Renewal	<p>Three times</p> <p>Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license must participate in cultural competency training. The board must issue rules setting forth the conditions for additional renewals after the initial license has been renewed three times.</p>
Requirements	<p>The Board must approve a request from a district or charter school to issue a Tier 2 license in a specified content area to a candidate if:</p> <ol style="list-style-type: none"> <li>1) The candidate meets the educational or professional requirements or</li> <li>2) The candidate: <ul style="list-style-type: none"> <li>• has completed the coursework required for a Tier 2 license;</li> <li>• is enrolled in a Minnesota-approved teacher preparation program; or</li> <li>• has a master's degree in the specified content area; and</li> </ul> </li> <li>3) The district or charter school demonstrates that a criminal background check has been completed on the candidate.</li> </ol> <ul style="list-style-type: none"> <li>• A candidate for a Tier 2 must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A Candidate for a Tier 2 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study: an associate's degree in the content area; a professional certification; or five years of relevant work experience.</li> </ul> <p><b>Coursework:</b> A candidate for a Tier 2 license must meet the coursework requirement by demonstrating completion of two of the following:</p> <ul style="list-style-type: none"> <li>• at least eight upper division credits in the relevant content area (upper division means classes normally taken at the</li> </ul>

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## 2017 E-12 Education Agreement

Issue	Agreement
	<p>junior or senior level of college which require substantial knowledge and skill in the field);</p> <ul style="list-style-type: none"> <li>• field-specific methods of training, including coursework;</li> <li>• at least two years of teaching experience in a similar content area in any state as determined by the Board;</li> <li>• a passing score on the pedagogy and content exams; or</li> <li>• completion of a state-approved teacher preparation program.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• PELSB must accept applications for a Tier 2 license beginning July 1 of the school year for which the license is requested and must issue or deny the Tier 2 license within 30 days.</li> <li>• A Tier 2 license is limited to the content matter indicated on the application for the initial Tier 2 license.</li> <li>• A Tier 2 license does not bring an individual within the definition of a teacher.</li> <li>• The time that a teacher with a Tier 2 license must be credited towards the three-year probationary period under section 122A.40, subdivision 5, or section 122A.41, subdivision 2. The time credited must not exceed two years. The three years of the probationary period, including any time credited under this section must run consecutively.</li> <li>• A teacher holding a Tier 2 license must participate in the employing district or charter school's mentorship and evaluation program.</li> <li>• A teacher holding a Tier 2 license must participate in an evaluation aligned to the extent practicable with 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Tier 3 License	
Term	Three years
Renewal	Every three years without limitation
Requirements	<p>The Board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> <li>• The candidate meets the educational or professional requirements;</li> <li>• the candidate has obtained a passing score on all required licensure exams; and</li> <li>• the candidate has completed the coursework required.</li> </ul> <ul style="list-style-type: none"> <li>• A candidate for a Tier 3 must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A Candidate for a Tier 3 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study: an associate's degree in the content area; a professional certification; or five years of relevant work experience.</li> </ul> <p>In consultation with the Governor's Workforce Development Council, the Board must establish a list of qualifying certifications,</p>

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## 2017 E-12 Education Agreement

Issue	Agreement
	<p>and may add additional professional certifications in consultation with school administrators, teachers and other stakeholders.</p> <p><b>Coursework:</b> A candidate for a Tier 3 license must meet the coursework requirement by demonstrating completion of one of the following:</p> <ul style="list-style-type: none"> <li>• a Minnesota-approved teacher preparation program;</li> <li>• a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to a candidate that has two years of teaching experience;</li> <li>• submission of a content-specific portfolio;</li> <li>• a professional teaching license from another state, evidence that the candidate's license is in good standing, and two years of teaching experience; or</li> <li>• three years of teaching experience under a Tier 2 license, and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• A teacher holding a Tier 3 license must participate in the employing district or charter school's mentorship and evaluation program, including an individual growth and development plan.</li> </ul>
<b>Tier 4 License</b>	
Term	Five years
Renewal	Every five years without limitation
Requirements	<p>The Board must issue a Tier 4 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> <li>• the candidate meets all the requirements for a Tier 3 license and has completed a teacher preparation program;</li> <li>• the candidate has at least three years of teaching experience in Minnesota;</li> <li>• the candidate has obtained a passing score on all required licensure exams; and</li> <li>• the candidate's most recent summative teacher evaluation did not result in placing or otherwise keeping the teacher in an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• A teacher holding a Tier 4 license must participate in the employing district or charter school's mentorship and evaluation program, including an individual growth and development plan.</li> <li>• A five year license issued by the Commissioner before the effective date of this section must be treated as Tier 4 license. An expired five-year license issued by the Commissioner before the effective date of this section fulfills the requirements of the subdivision 1 for purposes of future licensure by PELSB.</li> </ul>
Teacher Licensure Assessment	<ul style="list-style-type: none"> <li>-Consolidates teacher licensure provisions in other statutes.</li> <li>-PELSB must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted examination of skills in reading, writing, and mathematics before being granted a Tier 4 teaching license.</li> <li>-Allows Tier 1, Tier 2 and Tier 3 to meet other requirements than the board-adopted examination.</li> <li>-The Board must adopt rules requiring candidates for Tier 3 and Tier 4 pass an examination of general pedagogical knowledge</li> </ul>



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Issue	Agreement
	<p>and examinations of licensure-specific teaching skills.</p> <ul style="list-style-type: none"> <li>-Specifies that the requirements for teaching elementary students as candidates for initial license under (c) are for Tier 3 and Tier 4 license candidates.</li> <li>-Eliminates testing requirement for prekindergarten teachers.</li> <li>-The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who after meeting the content and pedagogy requirements, apply for a teaching license to provide a direct instruction in their native language or world language.</li> <li>-Requires PELSB to establish passing scores.</li> <li>-Requires testing accommodations.</li> <li>-Requires teacher preparation programs to make available on request, remedial assistance that includes a formal diagnostic component to persons enrolled who did not receive a qualifying score on a board-adopted skills examination, including those for whom English is a second language.</li> <li>-School districts may make available upon request similar, appropriate and timely assistance that includes a formal diagnostic component to those persons employed by the district who completed their teacher education program, who did not receive a qualifying score on a board-adopted skills examination who received a Tier 1, Tier 2, or Tier 3 license.</li> </ul>
License Expiration and Renewal	Consolidates existing language. Adds to the professional growth section, that a teacher may satisfy the requirements of this section by submitting the teacher's most recent summative evaluation or improvement plan under 122A.40, subdivision 8 or 122A.41, subdivision 5.
License Denial; Appeal	<p>Establishes a process to appeal licensure denial.</p> <ul style="list-style-type: none"> <li>-PELSB must inform a candidate within 30 days of receiving a completed application whether the candidate's application has been approved or denied. The denial letter must inform the candidate of the process for seeking review of the denial and the appeals process, including deadlines, and the licensure requirements the candidate failed to meet.</li> <li>- A candidate may seek a review of the denial by submitting a letter to the PELSB within 30 calendar days of receipt of the denial letter. The candidate may include any documentation necessary to demonstrate that the candidate meets the licensure requirements. The Board must review the denial within 60 days of receipt of the letter seeking review. If the denial is affirmed the Board must send the candidate a letter identifying each licensure requirement that the candidate failed to meet.</li> <li>-A candidate whose application for license or license renewal has been denied and has sought a review, may appeal the decision by filing a written request with the PELSB within 30 days of notice that the Board has affirmed the denial of the license. The Board must then initiate a contested case under the Administrative Procedure Act.</li> </ul>
Suspension or Revocation of Licenses	Requires both PELSB and BOSA to report suspensions, revocations, and agreements involving loss of licensure relating to sexual conduct with a minor to law enforcement authorities.
Alternative	Recodifies section with new provisions.

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Issue	Agreement
Teacher Preparation Program	-Includes new definitions for provider, program and unit. -PELSB must approve qualified teacher preparation and providers to acquire a Tier 2 and prepare for acquiring a Tier 3 license. -A school district, charter school or nonprofit corporation is eligible to participate.
Alternative Teacher Preparation Approval Criteria	Outlines new provider requirements and characteristics.
Alternative Teacher Preparation Licensure	A candidate that completes an approved program must apply for a license under the tiered licensure system according to section 122A.181.
Alternative Teacher Preparation Licensure Other States	A teacher candidate who has completed an alternative teacher preparation program in another state may apply for a Tier 3 teaching license.
Alternative Teacher Preparation Report	Requires a report by PELSB by January 15 of each odd-numbered year on the program.
Exemption for Technical Education Instructors	After June 30, 2020, part-time vocational or career and technical education program teachers may apply for a teacher license. Currently exempt from a teaching license.
Early Childhood Family Education Teachers	Eliminates language permitting a variance for licensure requirement.
Academies Teachers and administrators	Applies PELSB and BOSA standards to teachers and administrators.
Special Education License Review	PELSB must conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education. The Board must report its findings and draft legislation to the education committees by December 14, 2018.
Exemption for Technical	After June 30, 2020, part-time vocational or career and technical education program teachers may apply for a teacher license. Currently exempt from a teaching license.

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Issue	Agreement
Education Instructors	
Early Childhood Family Education Teachers	Eliminates language permitting a variance for licensure requirement.
Academies Teachers and administrators	Applies PELSB and BOSA standards to teachers and administrators.
Special Education License Review	PELSB must conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education. The Board must report its findings and draft legislation to the education committees by December 14, 2018.
Academic and Behavioral Strategist Licensure	No later than September 1, 2017, the Board of Teaching must amend Minnesota Rules, part 8710.5050, subpart 4, so that the academic and behavioral strategist continuing licenses under that part may be issued and renewed according to rules of the Board of Teaching governing continuing licenses and without requiring the candidate to hold or be recommended for licensure in any other licensure field.
Teacher Licenses Under Board of Teaching	-A one-year license will be treated as a Tier 1 license -A two-year license will be treated as a Tier 2 license -Removed three-year license will be treated as a Tier 3 license section. -A five-year license will be treated as a Tier 4 license
Permissions, Waivers, Exceptions and Variances	PELSB may grant an extension of up to one year for a permission, waiver, variance, or temporary limited license in effect on January 1, 2018.
Teachers of English as a Second Language	A teacher may provide content instruction in a district or charter school until the end of the 2018-19 school year if the teacher: <ol style="list-style-type: none"> <li>1) held a kindergarten through grade 12 English as a second language (ESL) license during the 2016-17 school year;</li> <li>2) provided content instruction as a highly qualified teacher under the No Child Left Behind Act to English language learners; and</li> <li>3) taught in the classroom where both state content standards and English language development standards were satisfied.</li> </ol> For the 2019-20 school year and later, a teacher with an ESL license must meet all applicable licensing requirements in chapter 122A and rules adopted by PELSB.
Non Resident Tuition/St. Francis	Restores the statutory authority for the commissioner of education to approve adding certain general education costs to the nonresident tuition bill amounts sent to the resident districts. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1428: Daudt/SF 1367: Benson

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Issue	Agreement
Third-Party Reimbursement Eligibility Special Education	<p>-Requires a school district to provide notice to the parent of a child enrolled in medical assistance (MA) or MinnesotaCare of its intent to seek reimbursement from the public health coverage plan for evaluations required as part of the individualized education program (IEP) or family service plan (FSP) process, and for health- related services provided by the district in accordance with the IEP or FSP.</p> <p>-Allows a district enrolled as a provider in the MA program to receive MA payments for covered evaluations.</p> <p>- Requires MA coverage for evaluations necessary in making a determination for eligibility for IEP and FSP services, and for medical services in an IEP or FSP.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1338: Thissen/SF 1207: Nelson</p>
Placement of Students On-Site Education Programs	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222).</p> <p>MDE is responsible for the approval of "on-site" education programs for facilities licensed by the Department of Human Services and the Department of Corrections.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Special Education Adjustments	<p>Requires the Department to establish procedures to adjust the prior year data and fiscal year 2016 old formula aid used in calculating special education aid to exclude costs that have been eliminated for districts where programs have closed or where a substantial portion of the program has been transferred to a cooperative unit. Included in the Senate Omnibus Education Finance Bill (SF 718).</p>
Southwest Minnesota State University Special Education Teacher Program	<p>Expands program participants beyond special education paraprofessionals to include persons who are teaching special education either under a variance or as a community expert.</p> <p>\$253,000 in FY 2018 (not in the base).</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 379: Swedzinski/SF 609: Dahms</p>
Special Education Assistive Technology Study	<p>Requires the Commissioner to examine the use of assistive technology in Minnesota school districts. Report due to the education committees of the Legislature by February 15, 2018.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Monticello Special Education Funding	<p>Not included in previous bills.</p> <p>Increases the special education aid payment to Monticello by \$800,000 to mitigate cash flow problems from a reduction in the district's special education aid.</p>
Online Special Education System	<p>Repeals 2014 legislation requiring the Commissioner to create an online system for special education-related data.</p>
Lead in Drinking Water	<p>-Requires the Commissioners of Health and Education to jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving Kindergarten through grade 12.</p> <p>-Requires school boards by July 1, 2018, to adopt the Commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and</p>

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	<p>students in Kindergarten through grade 12. The plan must include a testing schedule that requires testing for the presence of lead in water in all buildings serving school districts and charter school students where there is a source of water that may be consumed by students.</p> <ul style="list-style-type: none"> <li>-The testing schedule must require that each building be tested at least once every five years. A school district must begin testing school building by July 1, 2018 and complete testing all school buildings that serve students within five years.</li> <li>-A school district may include lead testing and remediation as a part of its ten-year facilities plan.</li> <li>-Requires school districts that has tested its building for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information. This section is effective July 1, 2017.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1698: Fenton/SF 1561: Nelson.</p>
School District Bonds Review and Comment	<p>In reviewing each proposal, the commissioner shall submit to the school board, within 60 days of receiving the proposal, the review and comment about the educational and economic advisability of the project. The Commissioner must include comments from citizens in the school district about the proposal in question. The school board must also hold a public meeting to go over the details of the commissioner's review and comment before the bond election is held. Adds to the definition of debt obligation that to be eligible for state payment, a debt obligation for a project requiring review and comment must only be spent on purposes consistent with 123B.71, subdivision 9, clause (4): a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for the major portions of the project; and the dates the project will begin and be completed. The proceeds of obligations issues by a school district under this section for a project requiring review and comment under 123B.71, subdivision 8 must only be spent on purposes consistent with information required under 123B.71, subdivision 9, clause (4). Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1362: Housley/HF 1963: Lohmer.</p>
Perpich and Crosswinds	<ul style="list-style-type: none"> <li>-Adds the Commissioner of Education to the board of the Perpich Center for Arts Education.</li> <li>-Requires the director of the Center to hold a superintendent license.</li> <li>-Requires all persons employed as teachers to hold Minnesota teaching licenses in their respective fields or be approved by the BOT.</li> <li>-Requires all board meetings to be published on the center's web page.</li> <li>-Requires an annual director's report to the legislature by January 15.</li> <li>-Allows the Crosswinds school to be conveyed for continued use as an east metropolitan area integration school. The Commissioner of Administration must determine that the property is no longer needed to carry out the governmental program for which it was acquired or constructed.</li> <li>-Includes \$162,000 for the Department of Administration for costs associated with the sale of Crosswinds. The conveyance of Crosswinds was included in both Omnibus Education Finance Bills (HF 890/SF 718) .</li> </ul>
Kelliher Early Repayment	<p>Amends 2016 laws to appropriate money for early repayment aid incentive for Kelliher school district. Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1580: Utke/HF 1886: Grossell.</p>
Food Service	<p>Provides exception for food service contracts, to the rule that school district contracts not exceed two years with an option on</p>

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Contracts	<p>the part of the district to renew for an additional two years. Allows a school board and a food service management company to renew a contract annually for not more than four additional years. Requires contracts to include a clause allowing termination by either party with 60-days notice.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 652: Kresha/SF 587: Dahms.</p>
Division of Library Services	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222) The Division of Library Services of MDE, upon request, may give advice and instruction to school district and charter school libraries.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Voluntary Pre-Kindergarten (VPK) and School Readiness Plus (SR+)	<p>-Creates a new School Readiness Plus program for FY 2018 and FY 2019 only. -Changes the VPK cap from a limit on the state total aid entitlement to a limit on number of participants.</p> <ul style="list-style-type: none"> <li>• For FY 2018, creates a combined cap of 6,160 participants for VPK and SR+</li> <li>• The cap of 6,160 covers the 3,160 FY 2017 VPK participants that have renewed their application for FY 2018, plus 3,000 new participants</li> <li>• For FY 2019, creates a combined cap of 7,160 participants for VPK and SR+.</li> <li>• For FY 2020 and later, SR+ sunsets and the cap for VPK is set at 3,160 participants.</li> </ul> <p>-Application Process:</p> <ul style="list-style-type: none"> <li>• All applications submitted in January to renew a FY 2017 VPK program will be funded first (3,160 slots)</li> <li>• Applications received in January 2017 for new or expanded VPK programs are still valid; however, these districts and charter schools may opt to apply for SR+ instead.</li> <li>• No <u>new</u> applications will be accepted for VPK for FY 2018.</li> <li>• New applications will be accepted for SR+ until July 1.</li> <li>• All applications received in January for new or expanded VPK programs and received by July 1 for SR+ will be combined into a single priority list for each group (Minneapolis / St Paul districts, suburban districts, nonmetro districts, charter schools)</li> <li>• All applications meeting program requirements will be rank-ordered based on three criteria:             <ul style="list-style-type: none"> <li>• Free and reduced lunch concentration of students in kindergarten at the site* as of October 1 of the previous fiscal year;</li> <li>• Proximity of a three- or four-star Parent Aware rated program; and</li> <li>• Whether the district has implemented a mixed delivery program.</li> </ul> </li> </ul> <p>*However, a school site may contract to partner with a community based provider or Head Start, or establish an early childhood center, and use the free and reduced lunch concentration of students in kindergarten at the school site as long as</p>

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53	<p>those eligible children are prioritized and guaranteed services at the mixed-delivery site or early education center.</p> <ul style="list-style-type: none"> <li>• The number of new participants in each program will depend entirely on how the applicants rank on these three criteria within their respective groups.</li> <li>• There is no set portion of new slots for VPK or SR+</li> <li>• MDE must notify applicants by August 1, 2017 whether they have been selected for participation.</li> <li>• For sites first qualifying in FY 2018 or 2019, under VPK or SR+, the new funding must be used to supplement not supplant existing spending for prekindergarten activities.</li> </ul> <p>A School Readiness Plus program provider must:</p> <ol style="list-style-type: none"> <li>(1) assess each child's cognitive and language skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to improve program planning and implementation, communicate with parents, and promote kindergarten readiness;</li> <li>(2) provide comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practice that is focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition kindergarten, including early literacy and language skills;</li> <li>(3) coordinate appropriate kindergarten transition with parents and kindergarten teachers;</li> <li>(4) involve parents in program planning and decision making;</li> <li>(5) coordinate with relevant community-based services;</li> <li>(6) cooperate with adult basic education programs and other adult literacy programs;</li> <li>(7) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20 children with at least one licensed teacher;</li> <li>(8) have teachers knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction; and</li> <li>(9) provide instructional content and activities that are of sufficient length and intensity to address learning needs including offering a program with at least 350 hours of instruction per school year.</li> </ol> <p>Establishes the School Readiness Plus program. A district, a charter school, or a group of districts and charter schools may establish a school readiness plus program for children age four to kindergarten entrance. The purpose of a school readiness plus program is to prepare children for success as they enter kindergarten in the following year.</p> <p>-A district or charter school may contract with a charter school, Head Start or child care center, family child care program</p>	



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Issue	Agreement
	<p>licensed under Minnesota Statutes section 245A.03, or a community-based organization to provide eligible children with developmentally appropriate services that meet the program requirements.</p> <p>A child who is four years of age as of September 1 in the calendar year in which the school year commences and has one or more risk factors is eligible to participate in a school readiness plus program free of charge. A child who is four years of age as of September 1 in the calendar year in which the school year commences and does not have one or more of the eligible risk factors may participate on a fee-for-service basis. A district must adopt a sliding fee schedule based on a family's income but must waive a fee for a participant unable to pay. School districts and charter schools must use school readiness plus aid for eligible children. Each eligible child must complete a health and developmental screening within 90 days of program enrollment.</p>
Early Learning Scholarships	<ul style="list-style-type: none"> <li>-Changes the purpose of the early learning scholarship to close the opportunity gap by increasing access to high quality early childhood programs.</li> <li>-Eligible children are not yet in Kindergarten and is between the ages of three and five; a sibling from birth to age five; a child of a parent under age 21 who is pursuing a high school degree or a course of study for a high school equivalency test; or homeless, in foster care, or in need of child protective services.</li> <li>-Allows the Commissioner to set the target for the average scholarship amount per child.</li> <li>-Freezes Pathway II scholarships amount.</li> <li>-Requires Commissioner to give highest priority for scholarships to children who have a parent under age 21 who is pursuing a high school diploma or a course of study for a high school equivalency test; are in foster care or otherwise in need of protection or services; or have experienced homelessness in the last 24 months, as defined by McKinney-Vento Homeless Assistance Act. The Commissioner may prioritize additional factors.</li> <li>-Delays until 2020, the date by which eligible programs must be rated with a three or four-star rating (date in statute was July 1, 2016).</li> </ul>
Education Partnerships Coalition Fund	<p>Establishes a grant program for education partnerships in communities designed to close opportunity gaps to improve educational and developmental outcomes of children and their families. Establishes Tier 1 (sustaining grant for the ongoing operations and expansion of existing education partnership) and Tier 2 (implementation grant for expanding activity in education partnership program). Requires the Commissioner to report on the educational partnership program by December 15 of each odd-numbered year. Included in the House Omnibus Education Finance Bill (HF 890).</p>
Data Collection and Performance Tracking ABE	<p>Original MDE Policy language included.            Clarifies data collection procedures for ABE.            Included in the Senate Omnibus Education Finance Bill (SF 718) and the Senate Omnibus Education Policy bill (SF 1222).</p>
Commissioner-	<p>-Allows Commissioner in consultation with adult basic education stakeholders to select a high school equivalency test</p>

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Selected High School Equivalency	<p>including a test other than the GED test. The Commissioner may issue a high school equivalency diploma to a MN resident 19 years of age or older who has not earned a high school diploma and who has not previously been issued a GED and who has exceeded or achieved a minimum passing score on the equivalency test. The Commissioner may waive age requirement.</p> <ul style="list-style-type: none"> <li>-Replaces GED test with commissioner-selected equivalency test in provision relating to test fees.</li> <li>-Makes changes to replace GED test with Commissioner-selected equivalency test in provision relating to definition of “full-time student” in chapter on Minnesota Family Investment Program.</li> <li>-Replaces GED test with commissioner-selected equivalency test in chapter on Minnesota Family Investment Program.</li> <li>-Repeals the administrative rule establishing minimum standard scores on the GED.</li> </ul> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 1398: Jessup/SF 953: Nelson.</p>
Teacher Licensure Governance	
Definitions	<p>Adds definitions and references to PELSB for teacher, field/subject area, teacher shortage, teacher preparation program, and teacher preparation program provider in statute.</p> <p>Of note, shortage is defined as 1) licensure fields and economic development regions reported by the commissioner of education or the PELSB as experiencing a teacher shortage; and 2) economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region.</p>
PELSB Membership	<ul style="list-style-type: none"> <li>-11 members appointed by the Governor with the advice and consent of the Senate (current process and number).</li> <li>-One member from board-approved teacher preparation program.</li> <li>-Six teachers. Changes requirements for teachers serving on the Board. Currently, a teacher representative must be currently teaching in a Minnesota school, fully licensed, and have five years of teaching experience in Minnesota including two years immediately preceding their appointment. This proposal changes the teacher membership on PELSB to a person that must have at least five years of teaching experience, and were not serving in an administrative function at a school district or school when appointed.</li> <li>-Specifies that one of the six teachers serving on PELSB must be a teacher in a charter school, one teacher from the seven-county metro area, one teacher from outside the metro area, one teacher from a related service category licensed by the board, one special education teacher; and one teacher from a teacher preparation program.</li> <li>-One superintendent, who alternates each term between a superintendent from the seven-county metro area and a superintendent from outside the seven-county metro area.</li> <li>-One district human resources director.</li> <li>-One administrator of an intermediate school district or service cooperative.</li> <li>-One elementary or secondary school principal (alternate terms).</li> <li>-One member of the public that may be a current or former school board member.</li> <li>-Members shall be appointed in staggered terms (2019, 2020, 2021, and 2022).</li> </ul>

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Issue	Agreement
	<ul style="list-style-type: none"> <li>-Current members of the Board of Teaching as of January 1, 2017 are ineligible for first appointments to PELSB for four years from September 1, 2017. Except that two members of the Board of Teaching as of January 1, 2017, are eligible for appointment.</li> <li>-Requires PELSB to have an executive director who is not a member of the Board.</li> <li>-The board must review the performance of the executive director and set the salary of the executive director.</li> </ul>
PELSB First Appointments and Transition	<ul style="list-style-type: none"> <li>-The governor shall make the appointments to PELSB by September 1, 2017 for terms that begin January 1, 2018.</li> <li>-The governor shall designate one member of the board to convene the first meeting by February 1, 2018, and to act as chair until the board elects a chair at its first meeting.</li> <li>-The first superintendent appointed must be from outside the metropolitan area. The Governor is encouraged to consider eligible candidates that have previously served on the Board of Teaching for appointment to PELSB.</li> <li>-Initial terms do not count towards the term limit if the term applies before 2022.</li> </ul> <p>Beginning October 2, 2017, the board members appointed by the Governor, may informally organize and prepare for their term. The superintendent member must convene the first meeting. At the first meeting the appointees must select a chairperson to lead the transition meetings. Between October 2 and January 1, 2018, the board members must begin the selection process for the executive director. The meetings are subject to the open meeting law.</p>
PELSB Executive Director	<ul style="list-style-type: none"> <li>-The executive director of PELSB is the chief administrative officer for the board but shall not be a member of the board. The executive director shall maintain the records of the board, account for all fees received by the board, supervise and direct employees servicing the board, and perform other services as directed by the board.</li> </ul>
Licensing Duties	<p>Requires PELSB to license teachers. Prohibits the Board from delegating its authority to make licensing decisions. The Board's authority to adopt teacher licensure rules is removed. The board must evaluate candidates for compliance with statutory or rule requirements for licensure and develop licensure verification requirements.</p> <p>Transfers all responsibilities for licensing and credentialing of teachers and school personnel from BOT and MDE to PELSB.</p>
PELSB Reports	<ul style="list-style-type: none"> <li>-Requires PELSB to provide reports.</li> <li>-Consolidates teacher and administrator preparation and performance data-related reports.</li> <li>-PELSB shall report annually starting December 31, 2018, on its web page the cumulative summary results of at least three consecutive years of data reported to the board.</li> <li>-Requires the PELSB to survey the state's school districts and teacher prep programs with a report to the legislature by February 1, 2019 (Teacher Supply and Demand Report that is currently produced by MDE)</li> <li>-Requires the PELSB to report to the legislature on the implementation of the teacher licensure system by January 1, 2019.</li> <li>-Transfers Staff Automated Reporting (STAR) system to PELSB.</li> </ul>
PELSB Funding and Support	<ul style="list-style-type: none"> <li>-Requires all money received by PELSB to be paid into the state treasury.</li> <li>-Appropriates funds to PELSB for teacher and support personnel licensure and credentialing activities.</li> <li>-Requires the Department of Administration to provide the Board with administrative support. Requires MDE to provide space and support at reasonable cost until January 1, 2020.</li> </ul>

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Issue	Agreement
	-Eliminates the requirement that the Commissioner of Education provide the Board with offices and other space.
PELSB Rule Adoption	<ul style="list-style-type: none"> <li>-Requires PELSB to adopt rules and adds sections of law including rules related to licensure, including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher’s field of licensure, and rules related to the grade levels that a licensed teacher may teach.</li> <li>-If a rule adopted by the board is in conflict session law or statute, the law or statute prevails. Terms adopted in rule must be clearly defined and must not be construed to conflict with terms adopted in statute or session law.</li> <li>-The Board must include a description of a proposed rule’s probable effect on teacher supply and demand in the board’s statement of need and reasonableness.</li> <li>-The Board must adopt rules only under the specific statutory authority.</li> </ul>
Permissions	<ul style="list-style-type: none"> <li>-Candidates who have obtained career and technical education certification may apply for a Tier 1 license.</li> <li>-The Board must strongly encourage approved college or university-based teacher preparation programs throughout Minnesota to develop alternative pathways for certifying and licensing high school career and technical education instructors and teachers.</li> </ul>
School District Reports to PELSB	<p>Current school district reports are consolidated into a new section. Current school district reports:</p> <ul style="list-style-type: none"> <li>-Requires school districts to report to PELSB annually by October 1, information for all teachers who finished the probationary period and accepted a continuing contract position with the district from Sept. 1 of the previous year through August 31 of the current year: 1) effectiveness category or rating of the teacher on the summative evaluation; 2) the licensure area in which the teacher primarily taught during the three-year evaluation cycle; and 3) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</li> <li>-Requires school districts to report to PELSB annually by October 1, information for all probationary teachers in the district who were released or whose contracts were not renewed from Sept. 1 of the previous year through August 31 of the current year: 1) the licensure area in which the teacher primarily taught; and 2) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</li> <li>-Requires school districts to report to BOSA annually by October 1, the following information for all school principals and assistant principals who finished the probationary period and accepted a continuing contract position with the district from September 1 of the previous year through August 31 of the current year: 1) the effectiveness category or rating of the principal or assistant principal on the summative evaluation; 2) the principal preparation program providing instruction to the principal or assistant principal.</li> <li>-Requires school districts to report to BOSA annually by October 1, all probationary school principals and assistant principals in the district who were released or whose contracts were not renewed from September 1 of the previous year through August 31.</li> </ul>
Teacher Preparation Programs	<p>Consolidates teacher preparation programs into a new section.</p> <ul style="list-style-type: none"> <li>-Requires PELSB to adopt rules to approve teacher preparation programs including alternative teacher preparation programs.</li> <li>-Provides requirements for program approval. Eliminates requirement for content-specific, board-approved, performance-</li> </ul>

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## 2017 E-12 Education Agreement

Issue	Agreement	
	<p>based assessment that measures teacher candidates in three areas.</p> <ul style="list-style-type: none"> <li>-Requires PELSB to adopt specialized credentials creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation.</li> <li>-Requires PELSB to adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain exposure to these teaching environments.</li> <li>-Requires teacher preparation programs to include instruction in reading strategies.</li> <li>-Requires teacher preparation programs to include instruction in using technology.</li> <li>-Allows programs to provide a one-year student teaching program that combines clinical opportunities with academic coursework.</li> <li>-Provides that programs approved by BOT before the effective date of this section must remain in effect unless and until the PELSB denies or reapproves the program.</li> </ul>	
Gross Misdemeanor	Recodifies language that makes it a gross misdemeanor to claim to be a licensed teacher without a valid license or to use fraud or deception in license application.	

DRAFT

## Q Comp Annual Report 2016-17

This template, which may be changed as needed, is designed to help formulate the Q Comp Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15<sup>th</sup> of each year and include findings and recommendations for the program. It is also recommended that the report include a summary of what was implemented for the year to help provide context for the findings and recommendations.

**Date Presented to the School Board:** June 27, 2017

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.

### Core Component: Career Advancement Options

#### 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 lead site level trainings in response to identified needs at each site, led teaching teams through the process of collaborative inquiry, and conducted teacher peer observations focused on individual growth and development goals for each teacher.
3. How did the work of teacher leaders impact student achievement?
  - Teacher leaders supported teacher individual professional learning aligned to site improvement plans which are each focused to student achievement goals. ported implementation of strategies to get better learning

#### 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?
  - Teacher leader training was focused on improving the capacity of for each leader to

conduct reflective conversations, lead meetings, facilitate job-embedded professional development in support of student learning.

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?

-These results are inconsistent, some sites indicate that the evaluations were strongly linked to improvement in teacher effectiveness, while other sites indicated a need to improved training for teacher leaders and deeper understanding of using the rubric to provide effective feedback for teachers.

## Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership?

-The model used this year, site-based teacher leadership training, did not have the desired impact of improved consistency. District-wide training for all teacher leaders will be reinstated in the next school year.

## Core Component: 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?

-Each site focused professional learning on key, high-leverage strategies from learning sessions and measured the impact as part of each cycle of collaborative inquiry.
3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

-Sites measured the impact as part of the ongoing process of site improvement throughout the school year and ensured strategies implemented were tied to learning goals.

### Review Findings

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

-Sites completed data review as part of QComp professional learning days. Data was disaggregated and analyzed using several data protocols. Inquiry processes were used to identify key strategies to implement based on identified student need and teacher learning.
5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

-At key points throughout the school year, teams reviewed summative assessment data from site teams and district teams to review effectiveness of implementation. Teams also analyzed summary data from teacher observations; used staff, parent, and student survey data; and conducted staff surveys.

## Recommendations

6. How will the district use the review findings to improve the effectiveness of job-embedded professional development?  
-The district and teams have identified the need to clarify key data points tied to student learning goals, including the addition of student growth goals tied to compensation; ensure sufficient time is allotted to teams to analyze data and collaborate; and continue to utilize the Advisory Staff Development Committee as a key leadership team in implementation and evaluation of collaborative team processes.

## Core Component: Teacher Evaluation

### Implementation

1. Are licensed staff members observed/evaluated 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?  
-Reflective conversations were identified as a key strategy for strengthening, improving, and ensuring effective implementation of new instructional strategies.
3. What impact did the observation/evaluation process, including coaching, have on student achievement?  
-With better implementation and support of new teaching strategies aligned with student need, student achievement results were improved.

### Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?  
-Each cycle of teacher observation includes opportunities for teachers to improve their practice through personal reflection and peer coaching.
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?  
-Inter-rater reliability is an area for growth to ensure ongoing training that is more effective. Although initial training was identified as helpful, ongoing professional learning in this area for peer observers is a need.

## Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher evaluation?  
-The QComp teacher rubric and summative rubric are different which is perceived as an area of confusion and weakness. During the 17-18 school year, the QComp Governance Board will review a consideration to use one rubric. Additional trainings for returning teachers will be implemented including may be a mid-year refresher to improve inter-rater reliability.

## Core Component: Performance Pay and Alternative Salary Schedule

### 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?
2. 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

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?  
-Due to unavailability of MCA data, this information is not yet available.
4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 98.6%
  - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 98.8%
  - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 96.5%
5. Is performance pay awarded for another area (besides school wide 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? 96.9%
6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 99.0%
  - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?  
-98.8%
  - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?  
-100%

### Recommendations

5. How will the district use the data to improve the effectiveness of this core component? Student achievement data must be more tightly linked to earning a portion of the teacher stipend, and this is a plan change that will occur next year. In addition, improving clarity of teacher observation rubrics for peer observers may show a stronger link between student achievement and earned movement on the salary schedule.

## 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?
  - Teaching practices have been improved based on data, practices and improvements are more coherent due to clarity of alignment with site improvement plants.
2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?
  - Results are inconsistent. Some teams and sites have observed strong ties to improvement in student learning while others have not.
3. How will the district use the review findings to improve the overall effectiveness of the program?
  - The district will continue to train collaborative team leaders and all teachers, maintain the and protect time for teacher collaboration and add student learning goal tied to compensation.

# QComp Annual Report 2016-2017

Compiled by: Penny Baker



## Report Summary:

- Background
- Key Findings
- Implications for 2017-2018



# Background

- Annual MDE required report change
- Site review process mandated
- Snapshot of compliance and impact - four sites reviewed by peer teams
- Reports synthesized by Curriculum and Staff Development



# Key Findings

- Strengths

- Teacher collaboration
- Teacher leadership
- Job-embedded professional development
- Site goals, School Improvement Plan, and processes at sites



# Key Findings

- Suggestions

- Student growth goals tied to compensation
- Increased training for teacher leaders
- Differentiation for non-classroom teaching staff
- Teacher evaluation rubrics



# Implications for 2017-2018 School Year

- **Priority** - Addition of student growth goal and change to compensation structure for stipend
- Continue strong inclusion of ASDC in processes and changes
- 69 ● Redesign of School Improvement Plans
- Collect additional information about concerns related to teacher evaluation rubrics
- New approach for teacher leader training



**MSBA Model Policy Revisions for the 2016 Legislative Session  
(received May 2017) and One Policy Addition(received June 2017)**

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<b>Responsible Individual</b>	<b>Policy Number</b>	<b>Policy Title</b>	<b>Summary of Changes (Policies with changes that affect the substance)</b>
Christine	E-000	Mission, Vision, and Beliefs	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Revisions reflect newly adopted Strategic Plan</li> <li>• Update to policy name</li> </ul>
Peter	E-012	Student Promotion, Retention, and Program Design	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Language added to reflect procedures are required for program assignment, gifted and talented programs, acceleration of gifted and talented students, and early admission to first grade or kindergarten</li> </ul>
Peter	E-014	Graduation Requirements	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Covers broad requirements for school districts</li> <li>• Legal reference revision</li> <li>• Minor language revision</li> <li>• This policy will have a first formal reading in July; followed by proposed action in August</li> <li>• An addendum with more detailed District 622 credit requirements will be proposed this summer</li> </ul>
Peter, Troy, Terri	E-019	Organization of School Calendar and School Day	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Note not included in policy: If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year</li> <li>• Legal reference addition</li> </ul>
Tricia/Troy	E-021	Mandated Reporting of Child Neglect or Physical or Sexual Abuse	<ul style="list-style-type: none"> <li>• MSBA</li> </ul>

**MSBA Model Policy Revisions for the 2016 Legislative Session  
(received May 2017) and One Policy Addition(received June 2017)**

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			<ul style="list-style-type: none"> <li>• Addition of sex trafficking to the definition of “sexual abuse”</li> </ul>
Randy	E-032	Establishment and Adoption of School District Budget	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Legal reference deletion</li> </ul>
Keith	E-043	Veteran’s Preference	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Adds the requirement that notice of a misconduct hearing includes the charges</li> </ul>
Randy	E-058	Waste Reduction and Recycling	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Revisions reflect legislative changes</li> <li>• Addition to Procurement of Recycled Commodities and Materials regarding the purchase of printer or duplication cartridges</li> </ul>
Troy	E-072	Enrollment of Nonresident Students	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Adds children of school district staff to those who receive priority status in a lottery if a school district has more open enrollment applications than available space</li> </ul>
Peter	E-088	Staff Development	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Change to reflect that the staff development report for the Commissioner should be part of the World’s Best Workforce report</li> </ul>
Peter	E-089	Assessment of Student Achievement	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Legal reference revision</li> </ul>
Peter	E-093	School District Testing Plan and Procedure	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Legal reference revision</li> </ul>
Christine	EM-020.17	Protection & Privacy of Pupil Records	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Minor revisions – replacement of “No Child Left Behind” with “Every Student Succeeds”</li> <li>• Legal reference revision</li> </ul>

**MSBA Model Policy Revisions for the 2016 Legislative Session  
(received May 2017) and One Policy Addition(received June 2017)**

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<b>Christine</b>	<b>EM-020.21</b>	<b>Internet Acceptable Use Policy</b>	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Legal reference deletion and addition</li> <li>• Removal of outdated language from Section 8, Subsection d</li> </ul>
<b>Randy</b>	<b>EM-020.24</b>	<b>Wellness</b>	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Many revisions throughout reflect legislative changes</li> <li>• New Standard &amp; Nutrition Guidelines</li> <li>• New requirement of Wellness Leadership and Community Involvement</li> <li>• Revised Policy Implementation and Monitoring</li> <li>• All current procedures incorporated into policy</li> </ul>
<b>Troy</b>	<b>EM-020.26</b>	<b>Crisis Management</b>	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Legal reference revision</li> </ul>
<b>Peter</b>	<b>EM-020.28</b>	<b>School District System Accountability</b>	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Revisions reflect legislative changes</li> <li>• Replacement of “No Child Left Behind Act” to “federal law”</li> <li>• Addition of “literacy by grade 3” to the Evaluation of Student Progress Committee as well as efforts to equitably distribute teachers in the Reporting section</li> <li>• Legal reference revision</li> </ul>
<b>Peter</b>	<b>EM-020.29</b>	<b>Instructional Curriculum</b>	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Revisions reflect legislative changes</li> <li>• Addition of a section requiring students correctly answering at least 30 or 50 civics test questions (effective for students enrolling in grade 9 in the</li> </ul>

**MSBA Model Policy Revisions for the 2016 Legislative Session  
(received May 2017) and One Policy Addition(received June 2017)**

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			<b>2017-2018 school year and later)</b>
<b>Peter</b>	<b>EM-020.30</b>	<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• MSBA</li> <li>• Revisions reflect legislative changes</li> <li>• Addition to requirements of the responsibility of the district advisory committee</li> <li>• Addition to the requirements of the responsibility to develop a local literacy plan</li> <li>• Legal reference addition and revision</li> </ul>
<b>Peter</b>	<b>EM-020.33</b>	<b>School District Curriculum and Instruction Goals</b>	<ul style="list-style-type: none"> <li>• 622 language</li> <li>• Many revisions throughout reflect legislative changes</li> <li>• Additions to the process regarding Long –Term Strategic Plan and gifted/talented students; student access to effective teachers; every child reading at or above grade level no later than the end of grade 3 with reading intervention provided for those who are not</li> <li>• Legal reference addition and revision</li> </ul>
<b>Randy</b>	<b>E-098</b>	<b>Unpaid Meal Charges</b>	<ul style="list-style-type: none"> <li>• MSBA – items indicated in <b>red</b> are district specific following the option prompts in the model policy</li> <li>• Schools accepting money from the federal school lunch program are required to adopt a written policy or procedure to address this issue by July 1 (MSBA model policy received June 2)</li> </ul>
<b>Policy Addition</b>			

## Ends

Policy Title	Policy Level	Date Approved/Revised
<del>Mission, Vision, and Beliefs</del> <b>Mission, Mission Outcomes, Core Values, and Strategies</b>	E-000	4/22/08 Revised:

Independent School District 622 - North St. Paul-Maplewood-Oakdale shall provide for a comprehensive educational program for all students. All District operations and resources will be directed toward fulfilling the District ~~Mission and Mission Outcomes, Core Values, and Strategies~~ **Mission, and Beliefs** in word, action, policy and decision-making.

**The Mission:** The mission of Independent School District 622 - North St. Paul-Maplewood-Oakdale -- A community collaborative dedicated to educating and empowering all learners to excel in our changing world. **We commit each day to develop and empower lifelong learners who thrive in diverse communities.**

### Mission Outcomes:

1. **Each learner will use creativity, critical thinking, and intercultural competence to address real world challenges.**
2. **Each learner will develop and embrace their identity, strengths, interests, and self-advocacy skills to actively navigate their learning pathway.**
3. **All students are ready for Kindergarten.**
4. **All third grade students are proficient readers.**
5. **All eighth grade students are proficient mathematicians.**
6. **All students attain college and career readiness.**
7. **Close achievement gaps for all student groups.**

### Our Core Values:

- ~~1. Accountability – Accept personal and shared accountability for the results of our work with learners~~
- ~~2. Integrity – Demonstrate the core values of openness, honesty and integrity in every interaction~~
- ~~3. Excellence – Seek excellence and attain high levels of achievement in every endeavor~~
- ~~4. Achievement – Focus on the results of action (learning) and not the action itself (teaching)~~
- ~~5. Courage – Do what needs to be done because it is the right thing to do~~
- ~~6. Teamwork – Willingly collaborate~~
- ~~7. Respect – Respect every individual and provide high levels of service for internal and external customers~~
1. **Strong communities are inclusive and value diversity.**
2. **Trust and transparency are essential to healthy and enduring relationships.**
3. **Continuous learning and service to others are imperative to individual and community progress.**
4. **Individuals learn and thrive through connections in a safe, caring, and supportive environment.**
5. **Every individual has incredible potential and equal intrinsic value.**
6. **High expectations with appropriate supports result in growth.**
7. **School, family, and community partnerships enhance and support learning.**

### Our Vision:

~~Learners who are academically engaged, challenged and “world-ready” to succeed beyond their expectations and beyond that of comparable districts. This will be demonstrated by:~~

- ~~● Consistent high student achievement across all programs~~
- ~~● Achievement and recognition for excellence in education by our peers~~

Adult accountability and leadership that assures sustainable programs, systems, structures and results, consistent high student learning and performance and the development of lifetime pride for our students and community. This will be demonstrated by:

- Acceptance of accountability for student learning and outcomes for all students
- Systematically identifying, measuring, refining, achieving and communicating results

Strategic deployment of financial resources to address current and future learner educational needs. This will be demonstrated by:

- Attaining and sustaining a solid financial condition
- Strategically planning for future resource deployment

Values based and safe environment for learning and working defined by superior stewardship and strong partnerships among people and resources. This will be demonstrated by:

- Meeting our public obligations to all learners and staff guided by our Core Values, collaboration and operation.

**Strategies:**

1. We will engage our internal and external community to help us achieve our mission and mission outcomes.
2. We will develop and enhance community partnerships that support our mission and align with our core values.
3. We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.
4. We will build competitive 622 E-12 pathways that prepare all students for post-secondary.

**Rationale:** ~~A clear Mission, Vision and Beliefs Statement~~ **The mission, mission outcomes, core values and strategies** guides all the work of Independent School District 622 - North St. Paul-Maplewood-Oakdale.

Adoption and Revision History	Incorporated Policies
E-000 MISSION, VISION AND BELIEFS This Policy Adopted: April 22, 2008 E-000 MISSION, CORE VALUES AND STRATEGIES This Policy Revised:	

ENDS

Policy Title	Policy Level	Date Approved/Revised
Student Promotion, Retention, and Program Design	E-012	3/27/12 Revised:

1) General Statement of Policy

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. ~~A procedure for screening and identifying~~ **process to assess and evaluate** students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district may also be developed as additional options. **All programs will be aligned with creating the world's best workforce.**

2. **The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:**

a. **Multiple objective criteria; and**

b. **Assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.**

- 2.3.** The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
- a. assess a student’s readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
- 4.** **The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child’s ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to under-represented groups.**

**Rationale:** *The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, and program design.*

Adoption and Revision History	Incorporated Policies
Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN This Policy Adopted: January 14, 1997, Rescinded: March 27, 2012	MSBA 513
Policy E-012 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN This Policy Adopted: March 27, 2012; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)  
 Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: 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 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 620 (Credit for Learning)

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Organization of School Calendar and School Day</b>	<b>E-019</b>	<b>11/22/11</b> <b>Revised: 7/23/13</b> <b>Revised:</b>

1) General Statement of Policy

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

2) Calendar Responsibility

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, holidays, workshop days for staff, make-up days to compensate for emergency closings and information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section 2)B.1., 2)B.2., or 2)B.3. Days devoted to teacher's workshops may be held before Labor Day.
  - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section 2)B.1.
  - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

3) School Day Responsibility

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

**Rationale:** *The purpose of this policy is to provide for a timely determination of the school calendar and school day.*

Adoption and Revision History	Incorporated Policies
Policy 601 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY This Policy Adopted: January 13, 1998; Revised: January 25, 2005; Rescinded: November 22, 2011	MSBA 602
Policy E-019 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY This Policy Adopted: November 22, 2011; Revised: July 23, 2013; Revised:	

**Administrative Rule, Regulation and Procedure: NA**

- Legal References:**
- Minn. Stat. § 120A.40 (School Calendar)
  - Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
  - Minn. Stat. § 120A.415 (Extended School Calendar)
  - Minn. Stat. § 120A.42 (Holidays)
  - Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
  - Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
  - Minn. Stat. § 123A.30 (Agreements for Secondary Education)
  - Minn. Stat. § 123A.32 (Interdistrict Cooperation)
  - Minn. Stat. § 123A.35 (Cooperation and Combination)
  - Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
  - Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
  - Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
  - Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)**

- Cross References:**
- MSBA/MASA Model Policy 425 (Staff Development)



**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Mandated Reporting of Child Neglect or Physical or Sexual Abuse</b>	<b>E-021</b>	<b>7/22/08</b> <b>Revised: 11/22/11</b> <b>Revised: 7/23/13</b> <b>Revised: 5/27/14</b> <b>Revised: 6/28/16</b> <b>Revised:</b> <b>Reviewed Annually</b>

1) General Statement of Policy

- a) It is the policy of the school district to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- b) A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

2) Definitions

- a) “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- b) “Child” means one under age 18 and, for purpose of Minn. Stat. Ch. 260C (Child Protection), and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- c) “Immediately” means as soon as possible but in no event longer than 24 hours.
- d) “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- e) “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
  - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental

neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- f) "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- g) "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a

parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- h) "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- i) "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- j) "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. **Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking.** Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- k) "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- l) "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- m) "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to,

exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

### 3) Reporting Procedures

- a) A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- b) If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- c) Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- d) A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- e) With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- f) A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- g) Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- h) Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

### 4) Investigation

- a) The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for

assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- b) When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- c) Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- d) Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- e) Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

#### 5) Maintenance of School Records Concerning Abuse or Potential Abuse

- a) When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- b) All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

6) Physical or Sexual Abuse as Sexual Harassment or Violence

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

7) Dissemination of Policy and Training

- a) This policy shall appear in school personnel handbooks.
- b) The school district will develop a method of discussing this policy with school personnel.
- c) This policy shall be reviewed at least annually for compliance with state law.

**Rationale:** *The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.*

Adoption and Revision History	Incorporated Policies
414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE (This Policy Adopted: June 24, 1997; Rescinded: August 19, 2008)	MSBA 414
E-021 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE (This Policy Adopted: July 22, 2008, Revised: November 22, 2011; Revised: July 23, 2013; Revised: May 27, 2014); Revised: June 28, 2016; Revised:	

**Administrative Rule, Regulation and Procedure: NA**

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 121A.58 (Corporal Punishment)
  - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
  - Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
  - Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
  - Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
  - Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
  - Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
  - Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
  - Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
  - Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
  - Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
  - Minn. Stat. § 609.379 (Reasonable Force)
  - Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
  - Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
  - U.S.C. § 1232g (Family Educational Rights and Privacy Act)

- Cross References:** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<b>Establishment and Adoption of School District Budget</b>	<b>E-032</b>	<b>6/23/09</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised:</b>

1) General Statement of Policy

The policy of this school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of education program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

2) Requirement

- a) The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- b) The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- c) Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- d) Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- e) At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- f) The school district must also post the materials specified in Paragraph 2.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

3) Implementation

- a) The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- b) The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- c) The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- d) Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- e) The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

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

Adoption and Revision History	Incorporated Policies
701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET (see policy history at right) This Policy Adopted: February 10, 1998; Rescinded: June 23, 2009	Replaced Policy: DBA (Budgeting System) adopted June 28, 1979; DBAA (Capital Outlay Program) adopted June 28, 1979; DBD (Budget Planning) adopted June 28, 1979; DBE (Determining Budget Priorities) adopted June 28, 1979; DBF (Dissemination of Budget Recommendations) adopted June 28, 1979; DBG (Budget Hearing and Reviews) adopted June 28, 1979; DBL (Budget Publication) adopted June 28, 1979.
E-032 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET This Policy Adopted: June 23, 2009; Revised: November 22, 2011 Revised: September 25, 2012; Revised:	MSBA 701

**Administrative Rule, Regulation and Procedure: NA**

Legal References:           Minn. Stat. § 123B.10 (Publication of Financial Information)  
                                  Minn. Stat. § 123B.76 (Expenditures; Reporting)  
                                  Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)  
                                  ~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References:           MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
                                  MSBA/MASA Model Policy 702 (Accounting)  
                                  MSBA Service Manual, Chapter 7, Education Funding

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<b>Veteran's Preference</b>	<b>E-043</b>	<b>12/14/10</b> <b>Revised: 11/22/11</b> <b>Revised: 7/23/13</b> <b>Revised:</b>

1) General Statement of Policy

- a) The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- b) The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, **upon stated charges**, and in writing. This paragraph does not apply to the position of a teacher.
- c) Veteran's preference points will be applied pursuant to applicable law as follows:
  - 1. A credit of ten points shall be added to the competitive open examination rating of a non - disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
  - 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- d) Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- e) When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- f) The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

- g) If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for rejection and file the notice with the school district's personnel officer.
- h) In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
  - 1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
  - 2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- i) The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph f, above.

**Rationale:** *The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.*

Adoption and Revision History	Incorporated Policies
Policy 405 VETERAN'S PREFERENCE IN HIRING This Policy Adopted: May 13, 1997 Rescinded: December 14, 2010	MSBA 405
E-043 VETERAN'S PREFERENCE This Policy Adopted: Dec. 14, 2010 Revised: November 22, 2011; Revised: July 23, 2013; Revised:	

**Administrative Rule, Regulation and Procedure: NA**

**Legal References:** Minn. Stat. § 43A.11 (Veteran's Preference)  
 Minn. Stat. § 197.455 (Veteran's Preference Applied)  
 Minn. Stat. § 197.46 (Veterans Preference Act)  
*Hall v. City of Champlin*, 463 N.W.2d 502 (Minn. 1990)  
*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

**Cross References:** MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Waste Reduction and Recycling</b>	<b>E-058</b>	<b>6/22/10</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised: 5/26/15</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

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, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. 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 rejects 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 shall also collect at least three 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 10 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. 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. 16C.073, Subd. 3(b))
- c) Whenever practicable, the school district will:
  1. purchase uncoated copy paper, office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
  2. purchase recycled copy content paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
  3. purchase paper which has not been dyed with colors, excluding pastel colors;
  4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
  5. use reusable binding materials or staples and bind documents by methods that do not use glue;

- 6. use soy-based inks;
- 7. **purchase printer or duplication cartridges that:**
  - a. **Have 10 percent post-consumer material; or**
  - b. **Are purchased as remanufactured; or**
  - c. **Are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § 115A.03, Subd. 25b;**
- 7.8. produce reports, publications, and periodicals that are readily recyclable;
- 8.9. purchase paper which has been made on a paper machine located in Minnesota; and
- 9.10. print documents on both sides of the paper where commonly accepted publishing practices allow.

(M.S. 16C.073, Subd. 2)

- d) 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. 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. 16C.073, Subd. 3(b))

#### 5. Other

- a) 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: May 26, 2015; Revised: June 28, 2016; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 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
<b>Enrollment of Nonresident Students</b>	<b>E-072</b>	<b>11/22/11</b> <b>Revised: 3/27/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/27/14</b> <b>Revised: 5/26/15</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

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, **and children of the school district's staff** 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.
- 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 **or designee** determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent **or designee** determines that the applicant should be excluded, the superintendent **or designee** 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.

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 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a 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 in a school year 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 17 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.
  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.
- 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: May 26, 2015; Revised: June 28, 2016; 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**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Staff Development</b>	<b>E-088</b>	<b>3/27/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/26/15</b> <b>Revised:</b>

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 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. 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~~ **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)~~ **as part of the school district's world's best workforce report.**
  - 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: May 26, 2015; 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
<b>Assessment of Student Achievement</b>	<b>E-089</b>	<b>3/27/12</b> <b>Revised: 9/25/12</b> <b>Revised: 11/26/13</b> <b>Revised: 5/26/15</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

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.
- 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.
- H. “Elective standard” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “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, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.
- K. “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.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English 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 aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading and mathematics and a high school writing test, when it becomes available; and
  - c. 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. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. 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. All students, except those eligible for alternative assessments, must be given the opportunity to participate on a nationally normed college entrance exam in grade 11 or 12. 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.

- D. 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.
- E. 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: May 26, 2015; Revised: June 28, 2016; 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~~ **Every Student Succeeds** 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**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>School District Testing Plan and Procedure</b>	<b>E-093</b>	<b>3/27/12 Revised: 9/25/12 Rescinded: 11/26/13 Re-Adopted: 6/28/16 Revised:</b>

1) General Statement of Policy

The policy of the school district is to implement procedures for testing, test security, documentation, and student record keeping.

2) Duties of School District Personnel Regarding Test Administration

A. Superintendent

1. Responsibilities before testing.
  - a. Designate a district assessment coordinator and district technology coordinator.
  - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
  - c. Annually review and recertify staff who have access to MDE secure systems.
  - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - e. Establish a culture of academic integrity.
  - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
  - g. Ensure student information is current and accurate.
  - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
  - i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
  - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
  - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
  - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
  - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
  - f. Discuss assessment results with the district assessment coordinator and school administrators.
- B. District Assessment Coordinator
1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
    - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
  - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
  - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
  - h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
    - (1) Provide training on proper test administration and test security.
    - (2) Verify staff complete any and all test-specific training.
  - i. Maintain security of test content, test materials, and record of all staff involved.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
    - d. Address invalidations and test or accountability codes.
  - 3. Responsibilities after testing.
    - a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
    - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
    - c. Return secure test materials as outlined in applicable manuals and resources.
    - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
    - e. Review student assessment data and resolve any issues.
    - f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
    - g. Enter Graduation Requirements Records in the GRR system.
- C. School Principal
  - 1. Responsibilities before testing.
    - a. Designate a school assessment coordinator and technology coordinator for the building.
    - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
    - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
    - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
    - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
    - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

- g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
2. Responsibilities on testing day(s).
- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
  - b. Ensure requirements for embargoed final assessment results are followed.
- D. School Assessment Coordinator
1. Responsibilities before testing.
- a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.
  - f. Report security breaches to the district assessment coordinator as soon as possible.
3. Responsibilities after testing.
- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
  - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
  - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
  - d. Return secure test materials as outlined in applicable manuals and resources.
  - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
  - f. Ensure requirements for embargoed final assessment results are followed.
- E. Technology Coordinator
- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
  - 2. Acquire all necessary user identifications and passwords.
  - 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - 5. Attend district training and any service provider technology training.
  - 6. Review, use, and be familiar with all service provider technical documentation.
  - 7. Prepare computers and devices for online testing.
  - 8. Confirm site readiness.
  - 9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.
- F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
  
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
    - (4) Verify student testing tickets and appropriate allowable materials.
    - (5) Assign numbered test books to individual students.
    - (6) Complete information as directed.
    - (7) Record extra test materials.
  
  - b. During test.
    - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
    - (2) Follow all directions and scripts exactly.
    - (3) Follow procedures for restricting student access to cell phones and other electronic devices.
    - (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (10) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

- (1) Maintain security of materials.

- (2) Confirm appropriate MTAS materials are available and prepared for student.
- b. During the test.
  - (1) Administer each task to each student and record the score.
  - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
  - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - (4) Document and report and unusual circumstances to district or school assessment coordinator.
- c. After the test.
  - (1) Keep materials secure.
  - (2) Return all materials.
  - (3) Return objects and manipulatives to classroom.
  - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

3) Test Security

- A. Test Security Procedures will be adopted by school district administration.
- B. Students will be informed of the following:
  - 1. The importance of test security;
  - 2. Expectation that students will keep test content secure;
  - 3. Expectation that students will act with honesty and integrity during test administration;
  - 4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
  - 1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
  - 2. Other contact information and options for reporting security concerns.

4) Required Documentation for Program Audit

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
  - 1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
  - 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
  - 3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
  - 4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
  - 5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

**Rationale:** *The purpose of this policy is to set forth the school district's testing plan and procedure.*

Adoption and Revision History	Incorporated Policies
Policy E-093 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE This Policy Adopted: March 27, 2012; Revised: September 25, 2012; Rescinded: November 26, 2013; Re-Adopted: June 28, 2016; Revised:	MSBA 614

**Administrative Rule, Regulation and Procedure: NA**

**Legal References:**

- Minn. Stat. § 13.34 (Examination Data)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
- Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- 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~~ **Every Student Succeeds** Act)

**Cross References:**

- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- 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**  
**(Required by Minnesota Statute)**

Policy Title	Policy Level	Date Approved/Revised
<b>Protection &amp; Privacy of Pupil Records &amp; Public Notice &amp; Juvenile Justice System Request for Information</b>	<b>EM-020.17</b>	<b>5/20/08</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/27/14</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

1) General Statement of Policy

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. §1232g, *et seq.*, Family Educational Rights and Privacy Act (FERPA) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

2) Definitions

a) Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

b) Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

c) Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information”, means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

d) Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, grade level, participation in officially recognized activities and

sports, weight and height of members of athletic teams, photographs used in yearbooks or school district publications, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

1. a student's social security number;
2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student.
4. personally identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

e) Education Records

1. What constitutes "education records". Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.
2. What does not constitute an education record. The term "education records" does not include:
  - a. Records of instructional, supervisory, administrative and educational personnel and educational ancillary personnel thereto which:
    - i. are in the sole possession of the maker of the record; and
    - ii. are not accessible or revealed to any other individual except a substitute teacher; and
    - iii. are destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - i. maintained separately from education records;
    - ii. maintained solely for law enforcement purposes; and
    - iii. disclosed only to law enforcement officials of the same jurisdiction.

- c. Records relating to an individual, including a student, who is employed by the school district which:
  - i. are made and maintained in the normal course of business;
  - ii. relate exclusively to the individual in that individual's capacity as an employee; and
  - iii. are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
  - i. made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
  - ii. made, maintained, or used only in connection with the provision of treatment to the student; and
  - iii. disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records that only contain information about an individual after he or she is no longer a student at the school district.

f) Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

g) Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

h) Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
4. Perform a task directly related to responding to a request for data.

i) Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

j) Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

k) Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

l) Responsible Authority

"Responsible authority" means the Assistant Superintendent, Troy Miller.

m) Student

"Student" includes any individual who is or has been in attendance, enrolled or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

n) School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, as public information officer or data practices compliance official, an attorney or an auditor for the period of his or her performance as an employee or contractor; and (e) police liaison officer contracted by the school board.

o) Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

p) Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

3) General Classification

State law provides that all data collected, created, received or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

4) Statement of Rights

a) Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in the COPIES OF POLICY section of this policy.

b) Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31 (a).

c) Disabled Students

The school district shall follow 34 C.F.R. §§ 300.610 - 300.617 with regard to the confidentiality of information related to students with a disability.

5) Disclosure of Education Records

a) Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person’s approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual’s informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall

not be deemed to have been given unless the statement is:

- a. in plain language;
- b. dated;
- c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

b) Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. Performs an institutional service or function for which the school district would otherwise use employees;
  - b. Is under the direct control of the school district with respect to the use and maintenance of education records; and

- c. Will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools or school districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See Section 18) suspension and expulsion information pursuant to section 4155 7917 of the federal ~~No Child Left Behind~~ **Every Student Succeeds** Act and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
  4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
  5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
    - a. determine eligibility for the aid;
    - b. determine the amount of the aid;
    - c. determine conditions for the aid; or
    - d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home

address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five years.
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B) an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.
11. To appropriate parties, including parents of an eligible student, in connection with an

emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health and safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district make take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section 12E of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;
14. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; or
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2)

assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's educational record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher

administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

c) Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

6) Release of Directory Information

a) Classification

Directory information is public except as provided herein.

b) Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

c) Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
  - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
  - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section 5A of this policy if a or in combination with other data elements to identify or help identify the student or the student's records.

d) Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

e) Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

7) Disclosure of Private Records

a) Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

b) Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this

determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

c) Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

8) Disclosure of Confidential Records

a) Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

b) Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

c) Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

d) Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

9) Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

10) Disclosure of Data to Military Recruitment Officers

- a) The School District will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within

sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

- b) Data released to military recruiting officers under this provision:
  - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
  - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
  
- c) A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary institutions. To refuse the release of the above information to military recruiting officers and post-secondary institutions, a parent or eligible student must notify the responsible authority, (building principal), in writing, by October 15<sup>th</sup> each year. The written request must include the following information:
  - 1. Name of student and parent, as appropriate;
  - 2. Home address;
  - 3. Student's grade level;
  - 4. School presently attended by student;
  - 5. Parent's legal relationship to student, if applicable;
  - 6. Specific category or categories of information which are not to be released to military recruiters and post-secondary educational institutions; and
  - 7. Specific category or categories of information which are not to be released to the public, including military recruiters and post-secondary educational institutions.
  
- d) Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
  
- e) A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

#### 11) Limits on Redislosure

- a) Redislosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

b) Redisclosure Not Prohibited

1. Subdivision A. of this section does not preclude the school district from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
  - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
  - b. The school district has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school district must provide the notification in Section 11D of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

c) Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

d) Notification

The school district shall, inform the party to whom a disclosure is made of the requirements set forth in this section except for disclosures made pursuant to court orders or lawfully issued subpoenas; disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy; disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31 (a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31 (a)(3), or a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

12) Responsible Authority, Record Security; and Record Keeping

a) Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

b) Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

c) Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

d) Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

e) Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student; and
  - b. the legitimate interests these parties had in requesting or obtaining the information;
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section 5B4 of this policy, that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; and

- b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section 5B4 of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
- 3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.
- 4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school district.
- 5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
- 6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

13) Right to Inspect and Review Education Records

a) Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

b) Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

c) Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

d) Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

e) Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

f) Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

g) Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

h) Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

14) Request to Amend Records; Procedure to Challenge Data

a) Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in

accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

b) Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

c) Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

d) Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.

15) Problems Accessing Data

- a) The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- b) Data practices compliance official means Robert Biddick, the Director of Technology.
- c) Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

16) Complaints for Noncompliance With FERPA

a) Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

b) Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

17) Waiver

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

18) Annual Notification of Rights

a) Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal ~~No Child Left Behind~~ **Every Student Succeeds** Act and, if applicable, a student's history of violent behavior.

b) Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

c) Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

19) Destruction and Retention of Records

Destruction and retention of records by the school district shall be controlled by state and federal law.

20) Copies of Policy

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent.

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.*

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
515 PROTECTION & PRIVACY OF PUPIL RECORDS (This Policy Adopted: March 24, 1998; Revised: April 25, 2006; Rescinded: August 19, 2008)	MSBA 515
EM-020.17 PROTECTION & PRIVACY OF PUPIL RECORDS & PUBLIC NOTICE & JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION (This Policy Adopted:	

May 20, 2008); Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised: June 28, 2016; Revised:	
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Administrative Rule, Regulation and Procedure: NA

- Legal References:
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. Ch. 14 (Administrative Procedures Act)
  - Minn. Stat. § 120A.22 (Compulsory Instruction)
  - Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)
  - Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
  - Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
  - Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
  - Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
  - Minn. Stat. § 363A.42 (Public Records; Accessibility)
  - Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
  - Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
  - 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
  - 18 U.S.C. § 2331 (Definitions)
  - 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
  - 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
  - 20 U.S.C. § 6301 *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds Act**)
  - 20 U.S.C. § 7908 (Armed Forces Recruiting Information)
  - 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
  - 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
  - 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
  - 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
  - Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
- Cross References:
- SBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
  - MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
  - MSBA/MASA Model Policy 506 (Student Discipline)
  - MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
  - MSBA/MASA Model Policy 520 (Student Surveys)
  - MSBA/MASA Model Policy 711 (Videotaping on School Buses)
  - MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
  - 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
<b>Internet Acceptable Use Policy &amp; Internet Use Agreement</b>	<b>EM-020.21</b>	<b>5/20/08</b> <b>Revised: 5/22/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/26/15</b> <b>Revised:</b> <b>Reviewed Annually</b>

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 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: May 26, 2015; Revised:

**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. § 121A.031 (School Student Bullying Policy)**  
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 (2<sup>nd</sup> 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 (8<sup>th</sup> Cir. 2012)  
*Kowalski V. Berkeley County Sch.*, 652 F. 3d 656 (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> 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
Wellness	EM-020.24	5/20/08 Revised: 6/23/09 Revised: 11/22/11 Revised: 9/25/12 Revised: 7/23/13 Revised:

1) General Statement of Policy

- a) The school board recognizes that nutrition **promotion and** education, and physical **activity, and other school-based activities that promote student wellness** education are essential components of the educational process and that good health fosters student attendance and **learning** education.
- b) The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- c) The school district encourages the involvement of **parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public** students, parents, teachers, food service staff, and other interested persons in **the development, implementation, and periodic review and update of the** implementing, monitoring, and reviewing school district's **wellness policy** nutrition and physical activity policies.
- d) Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- e) All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- f) Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

2) Wellness Goals Guidelines

a) Foods and Beverages

- 1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
- 2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.

~~3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.~~

~~4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.~~

~~5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.~~

~~6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.~~

~~7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.~~

~~b) School Food Service Program/Personnel~~

~~1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.~~

~~2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.~~

~~3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.~~

~~e a) Nutrition Education and Promotion and Education~~

~~1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:~~

~~a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;~~

~~b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and~~

~~c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.~~

~~2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/ {snack} lines, vending machines, fundraising events, concession stands, and student stores.~~

- ~~3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.~~

**d b)** Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health **and physical** education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**e c)** Communications with Parents

1. The school district recognizes that parents and guardians have a primary ~~and fundamental~~ role in promoting ~~and protecting~~ their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

### **3) Standards and Nutrition Guidelines**

**a) School Meals**

- 1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.**
- 2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.**
- 3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.**
- 4. Food service personnel will provide clean, safe and pleasant settings and adequate time for students to eat.**
- 5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.**

6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

**b) School Food Service Program/Personnel**

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

**c) Competitive Foods and Beverages**

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

**d) Other Foods and Beverages Made Available to Students**

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

- a) **Celebrations and parties.** The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- b) **Classroom snacks brought by parents.** The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
- 2. **Rewards and incentives.** Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
- 3. **Fundraising.** The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.
- e) **Food and Beverage Marketing in Schools**
  - 1. School-based marketing will be consistent with nutrition education and health promotion.
  - 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

#### 4. Wellness Leadership and Community Involvement

- a) **Wellness Coordinator**
  - 1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
  - 2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.
- b) **Public Involvement**
  - 1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
  - 2. The Wellness Coordinator will hold all meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

#### 5. Policy Implementation and Monitoring

- a) **Implementation and Publication**

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

b) Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

c) Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
  - a) the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
  - b) the extent to which the school district's wellness policy compares to model local wellness policies; and
  - c) a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

d) Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

~~3) Implementation and Monitoring~~

- ~~a) After approval by the school board, the wellness policy will be implemented throughout the school district.~~

- ~~b) School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.~~
- ~~c) The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.~~
- ~~d) The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.~~
- ~~e) The school district will post this wellness policy on its website, to the extent it maintains a website.~~

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall **set forth methods** assure a school environment that promotes **student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.** and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.*

Adoption and Revision History	Incorporated Policies
533 WELLNESS (This policy adopted: April 25, 2006; Rescinded: August 5, 2008)	MSBA 533
EM-020.24 WELLNESS This policy adopted: May 20, 2008; Revised: June 23, 2009; Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised:	

**Administrative Rule, Regulation and Procedure: NA**

**Legal References:** Minn. Stat. § 121A.215 (Local School District Wellness Policy)  
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
 42 U.S.C. § 1758b (Local School Wellness Policy)  
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
 7 C.F.R. § 210.10 (School Lunch Program Regulations)  
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
 Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
 County Health Departments  
 Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
 United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)

**ENDS**  
**(Required by Minnesota Statute)**

Policy Title	Policy Level	Date Approved/Revised
<b>Crisis Management Policy, Plans and Procedures</b>	<b>EM-020.26</b>	<b>5/20/08</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/26/15</b> <b>Revised:</b> <b>Reviewed Annually</b>

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 Comprehensive School Safety Guide (most current Edition) to assist in the development of building-specific crisis management plans. 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 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.

The building administrator shall be responsible for 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) Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. 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 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 emergency responders and other relevant community organizations. The school district will ensure that relevant 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;	MSBA 806

Rescinded: August 5, 2008	
EM-020.26 CRISIS MANAGEMENT POLICY, PLANS AND PROCEDURES This policy adopted: May 20, 2008; revised: September 25, 2012; Revised: July 23, 2013; Revised: May 26, 2015; Revised:	

**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~~ **Every Student Succeeds** Act)  
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
<b>School District System Accountability</b>	<b>EM-020.28</b>	<b>7/20/10</b> <b>Revised: 11/22/11</b> <b>Revised: 11/27/12</b> <b>Revised: 11/26/13</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

1) General Statement of Policy

- a) Implementation of the Minnesota Academic Standards and ~~No Child Left Behind Act~~ **federal law** will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

2) Definitions

- a) "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter as determined by the school district.
- b) "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- c) "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.

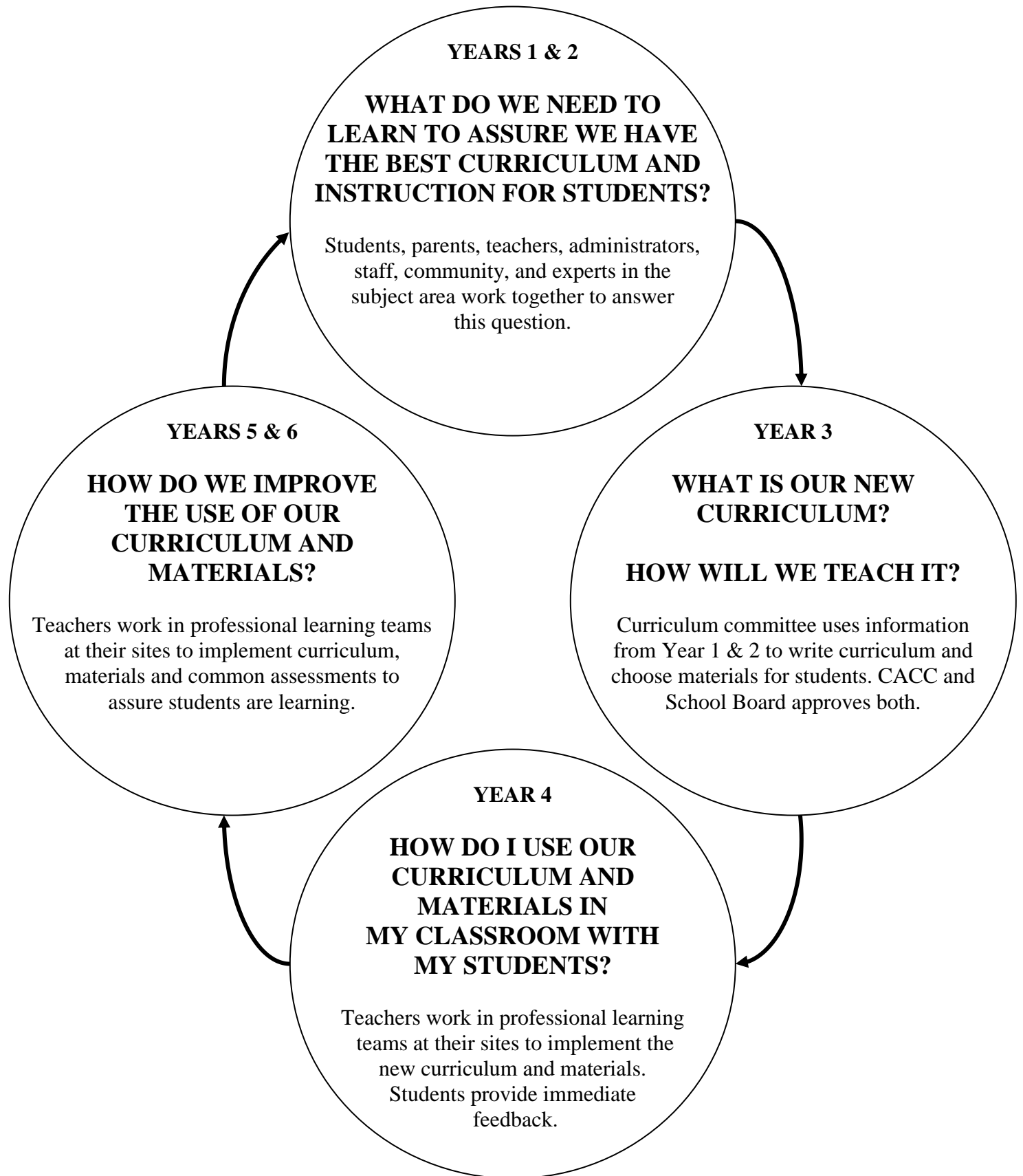
3) Establishment of Goals; Implementation; Evaluation and Reporting

a) School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ **federal law**. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Advisory Committee").
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- b) System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

# District 622 Curriculum Improvement Cycle



c) Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet state expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The Graduations Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or district-wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

d) Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October 1st of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

- d. Advising the school board about development of the annual budget for Curriculum, Staff Development, and Instructional Technology.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. District Curriculum Coordinator
  - b. Principal
  - c. School Board Member
  - d. Student Representative
  - e. One teacher from each instructional level
  - f. Two parents from each instructional level
  - g. Two residents without school-aged children, non-representative of local business or industry
  - h. Two residents representative of local business or industry
  - i. District Assessment Coordinator

5. Translation services should be provided to the extent appropriate and practicable.
  6. The Advisory Committee shall meet the following timeline each year:
    - September Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
    - Sept.–June Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
    - Sept – June Review evaluation results and prepare recommendations.
    - Sept – June as applicable
      - Present recommendations to the school board for its input and approval.
- e) Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward **Literacy by Grade 3**, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.
- f) Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency **and efforts to equitably distribute diverse, effective, experienced, and in-field teachers**, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit and electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

**Rationale:** *The district shall focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ **federal law.***

Adoption and Revision History	Incorporated Policies
EM-020.28 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY This Policy Adopted: July 20, 2010 Revised: November 22, 2011; Revised: November 27, 2012; Revised: November 26, 2013; Revised: June 28, 2016; Revised:	MSBA 616

**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.11 (School District Process)
- Minn. Stat. § 120B.35 (Student Achievement Levels)
- Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
- 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.04 (Site Decision Making Agreement)
- Minn. Stat. § 123B.147, Subd. 3 (Principals)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0505-3501.0745 (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 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
- 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)

**ENDS**  
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
<b>Instructional Curriculum</b>	<b>EM-020.29</b>	<b>7/20/10</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised: 11/26/13</b> <b>Revised: 5/26/15</b> <b>Revised:</b>

1) General Statement of Policy

- 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 **that includes civics (see i.1.);**
  - d. Health and physical education;
  - e. The arts;
  - f. Career and technical education; and
  - g. World languages.
- b) The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (**MDE**) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- 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.
- d) The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- 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.

- f) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- 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.
- 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:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking and good work habits.
  - 2. emphasize academic rigor and high expectations;
  - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  - 5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial 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.

- i) **A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.**

1. **"Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative**

**Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.**

- 2. A school or district may exempt a student with disabilities from this requirement if the student’s individualized education program team determines the requirement is inappropriate and establishes an alternative requirement.**
- 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.**
- 4. Schools and districts may administer civics test questions as part of the social studies curriculum.**
- 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.**
- 6. The school district cannot charge a fee related to this requirement.**

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

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
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 on May 26, 2015; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:           Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References:           MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

**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: 5/26/15 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, **and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other committee residents shall comprise at least two-thirds of advisory committee members.**
- 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. **Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.**
  - 6.7. Integrate required and elective course standards in the scope and sequence of the district curriculum.

7.8. Meet all applicable requirements of the Minnesota Department of Education and the ~~No Child Left Behind Act~~ **federal law.**

- 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: May 26, 2015; 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. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)**  
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~~ **Every Student Succeeds** 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	5/26/15 Revised:

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 Assessment of Educational Progress where applicable;~~
  - 2.1.** 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~~ **rigorous** courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  - ~~3.2.~~ **2.** student performance on the Minnesota Comprehensive Assessments;
  - 4.3.** high school graduation rates; and
  - ~~5.4.~~ **3.** 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~~ **to assess and evaluate** each student's progress toward meeting state and local academic standards, **assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,** 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, **students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2),** 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. **a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.**
  - ~~5.6.~~ education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
  - ~~6.7.~~ 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.
- c) **Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs.**
  - 1. **The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students’ areas of academic need related to literacy. The school district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.**
  - 2. **At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:**
    - a. **Student’s reading proficiency as measured by a locally adopted assessment;**
    - b. **Reading-related services currently being provided to the student; and**
    - c. **Strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.**
  - 3. **For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students’ cultural connections.**

**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~~ law 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 on May 26, 2015; Revised:	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.12 (Reading Proficiently no Later than the End of Grade 3)**  
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~~ **Every Student Succeeds** Act)

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 618 (Assessment of Student Achievement)

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Unpaid Meal Charges</b>	<b>E-098</b>	<b>Approved:</b>

1) Payment of Meals

- A. Students have use of a meal account. When the balance reaches zero, a student may charge no more than **\$25.00** to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid **via cash, check or online payment.**
- B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.
- D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. **An alternative/courtesy meal (peanut butter & jelly or cheese sandwich, fruit and/or vegetable, and milk) which meets the required meal pattern will be provided at no charge to elementary students and offered to secondary students only after communication has occurred with student, social worker, or principal.**
- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts.

2) Low or Negative Account Balances – Notification

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance reaches **below zero.** Families will be notified via **BlackBoard email and phone.**

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

3) Unpaid Meal Charges

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$**10.00**, not paid prior to **end of the school year**, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

3) Communication of Policy

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
  - 1. all households at or before the start of each school year;
  - 2. students and families who transfer into the school district, at the time of enrollment;  
and
  - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

**Rationale:** *The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. This policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.*

Adoption and Revision History	Incorporated Policies
Policy E-098 UNPAID MEAL CHARGES This Policy Adopted:	MSBA 534

**Administrative Rule, Regulation and Procedure: NA**

**Legal References:**

- Minn. Stat. § 124D.111, Subd. 4
- 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
- 7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
- USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
- USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
- USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

VII. A. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS - *presented by Yener*

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>
Theresa Augé	Poster board & copy paper	ISD 622 school use
Sue Bartling	Wii game system with 5 games and balance board	Harmony K-12 gym incentive use
Sara Martinez	Pizza	North High College Fair
Gene and Jan Ostertag	\$1,000.00	North High Scholarship for AVID student
Mary Flipp	7 Prom dresses	North students in need of a Prom dress
Matthew Garcia	2001 Pontiac car	North Industrial Tech Department
Sheri Runtsch	\$100.00	Community Bridge
Patti & Amy Pechacek	\$100.00	Community Bridge in memory of Dennis Pechacek
Ron Sushak	T-shirts	Community Bridge T-ball/Softball Teams
Cynthia Paslawski	\$10.00	Community Bridge
Bruce Gill	\$24.85	Meals on Wheels
Polar Plumbing/Lance Swanson	\$300.00	Cowern Elementary field trips
Christa Waymire	\$75.00	John Glenn CREED program
Tartan Soccer Booster Club	Nets and Boys uniforms	Tartan High boys and girls soccer
Alicia Waeffler & Khrysslyn Goodman	80 lanyards	ISD 622 Datapalooza

MOTION:  
SECOND:

Total fiscal year 2016-2017 monetary contributions: \$87,781.30

VII. A. 2. RESOLUTION FOR THE ADOPTION OF THE 2016-2017 JUNE BUDGET REVISION

General Fund 01

Revenues: A revenue adjustment is outlined on the attached document and amounts to a decrease of \$(307,059) which is due to enrollment fluctuation.

THEREFORE, the Director of Business Services recommends that the following resolution be approved:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2016-17 District Budget be revised as per the attached document.

MOTION:

SECOND:

Fund	2016-2017 May Budget Revisions	Revenue	Expense
<b>General Fund 01</b>	<b>2016-2017 Revised Budget January, 2017</b>	<b>\$140,145,776</b>	<b>\$141,460,779</b>
01 R 000 000 000 000 211	BASIC STATE AID	(\$307,059.00)	
	<b>2016-2017 Revised Budget May, 2017</b>	<b>\$139,838,717</b>	<b>\$143,118,112</b>

VII. A. 3. RESOLUTION ADOPTING THE 2017-2018 BUDGET

M.S. 123B.77 requires that “Prior to July 1 of each year, the school board of each district must approve and adopt its revenue and expenditure budgets for the next year.”

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

BE IT RESOLVED by the School Board of Independent School District 622 that the 2017-18 preliminary budgets be approved as follows:

<u>Fund</u>	<u>Revenue</u>	<u>Expenditures</u>
01 General Fund	\$149,060,822	\$145,392,517
02 Food Service Fund	\$6,401,300	\$6,391,666
04 Community Education Fund	\$9,285,112	\$9,131,026
07 Debt Service Fund	\$11,060,338	\$11,478,481
09 Trust and Agency Fund	\$1,400,000	\$1,400,000
20 Self-Insured Health Fund	\$16,195,000	\$15,100,000
45 OPEB Trust Fund	\$950,000	2,205,000
47 OPEB Debt Service Fund	\$2,643,278	\$2,675,702
<b>GRAND TOTAL ALL FUNDS</b>	<b><u>\$196,995,850</u></b>	<b><u>\$193,774,392</u></b>

MOTION:

SECOND:



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# ISD 622

# Proposed Budget 2017-18

**Randy Anderson**  
**Director of Business Services**

**June 27, 2017**



- ❖ General Fund
- ❖ Food Service Fund
- ❖ Community Education Fund
- ❖ Debt Service Fund
- ❖ Trust & Agency Funds
- ❖ Self-Insured Health Fund
- ❖ OPEB Funds



# 2017-2018 General Fund Budget Assumptions

- ❖ Enrollment will see a decrease of 99 weighted pupil units
- ❖ Revenue includes the updated 2% increase in funding formula
- ❖ Revenue includes \$6.7 million in additional operating levy funds
- ❖ Compensatory revenue increase of \$480,000
- ❖ SPED revenue is increased by the per pupil increase – a 3% increase
- ❖ District is at the SPED revenue growth cap & will not generate additional revenue for any increased added cost



# 2017-2018 General Fund Budget Assumptions

- ❖ Salaries adjusted to reflect retirements, step movement and shows an average cost of living increase
- ❖ Health insurance employer contribution projected no increase in 2017-18
- ❖ Transportation cost for SPED and homeless reflect a 10% increase
- ❖ Long-Term Facilities revenue & expenses included in General Fund
- ❖ The District implemented \$1 million in budget “right sizing”
- ❖ The 2017-18 budget is aligned to the new strategic plan



# Actual & Projected Enrollment Average Daily Membership - ADM

ADM'S	Actual	Actual	Actual	Projected	Projected	Projected
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ECSE	100	105.20	127.71	127.73	137.34	148.73
Handicap (K)	106	96.58	93.41	96.34	104.28	104.39
GRADE K	644.50	641.20	625.10	579.27	569.86	559.58
GRADE 1	780.85	762.35	744.84	698.15	682.31	684.10
GRADE 2	774.41	760.98	773.07	715.22	690.43	674.74
GRADE 3	688.35	766.91	777.79	754.18	714.99	691.41
GRADE 4	758.32	703.32	772.68	766.35	768.49	728.45
GRADE 5	745.55	764.43	705.90	753.09	757.52	775.10
GRADE 6	751.74	738.70	759.80	714.98	760.75	750.18
GRADE 7	744.48	783.11	766.91	786.71	740.55	792.05
GRADE 8	793.19	774.36	800.68	778.99	805.86	758.43
GRADE 9	901.23	897.04	855.10	893.26	872.48	897.60
GRADE 10	938.75	905.97	902.05	879.09	896.32	872.19
GRADE 11	965.37	946.12	897.06	894.76	874.41	890.60
GRADE 12	1,033.73	1,068.39	1,066.84	1,034.84	1,011.24	978.87
K - 12 ADM'S	10,626.87	10,609.46	10,541.23	10,345.22	10,249.49	10,157.69
		-0.16%	-0.64%	-1.86%	-0.93%	-0.90%
ECSE - 12 ADM'S	10,727.06	10,714.66	10,668.94	10,472.95	10,386.83	10,306.41
		-0.12%	-0.43%	-1.84%	-0.82%	-0.77%
WEIGHTED ADM'S	11,802.41	11,789.66	11,726.67	11,526.48	11,427.01	11,344.36
		-0.11%	-0.53%	-1.71%	-0.86%	-0.72%



## General Fund

<b>Total Revenue</b>	<b>\$149,060,822</b>
<b>Total Expenditures</b>	<b><u>\$145,392,517</u></b>
<b>Net Change in Funds</b>	<b>\$3,668,305</b>
<b>Ending Fund Balance</b>	<b>\$13,372,828</b>



## Long-Term Facilities Maintenance

<b>Total Revenues</b>	<b>\$7,351,183</b>
<b>Total Expenditures</b>	<b><u>\$6,140,342</u></b>
<b>Net Change in Funds</b>	<b>\$1,210,841</b>
<b>Ending Fund Balance</b>	<b>\$917,128</b>



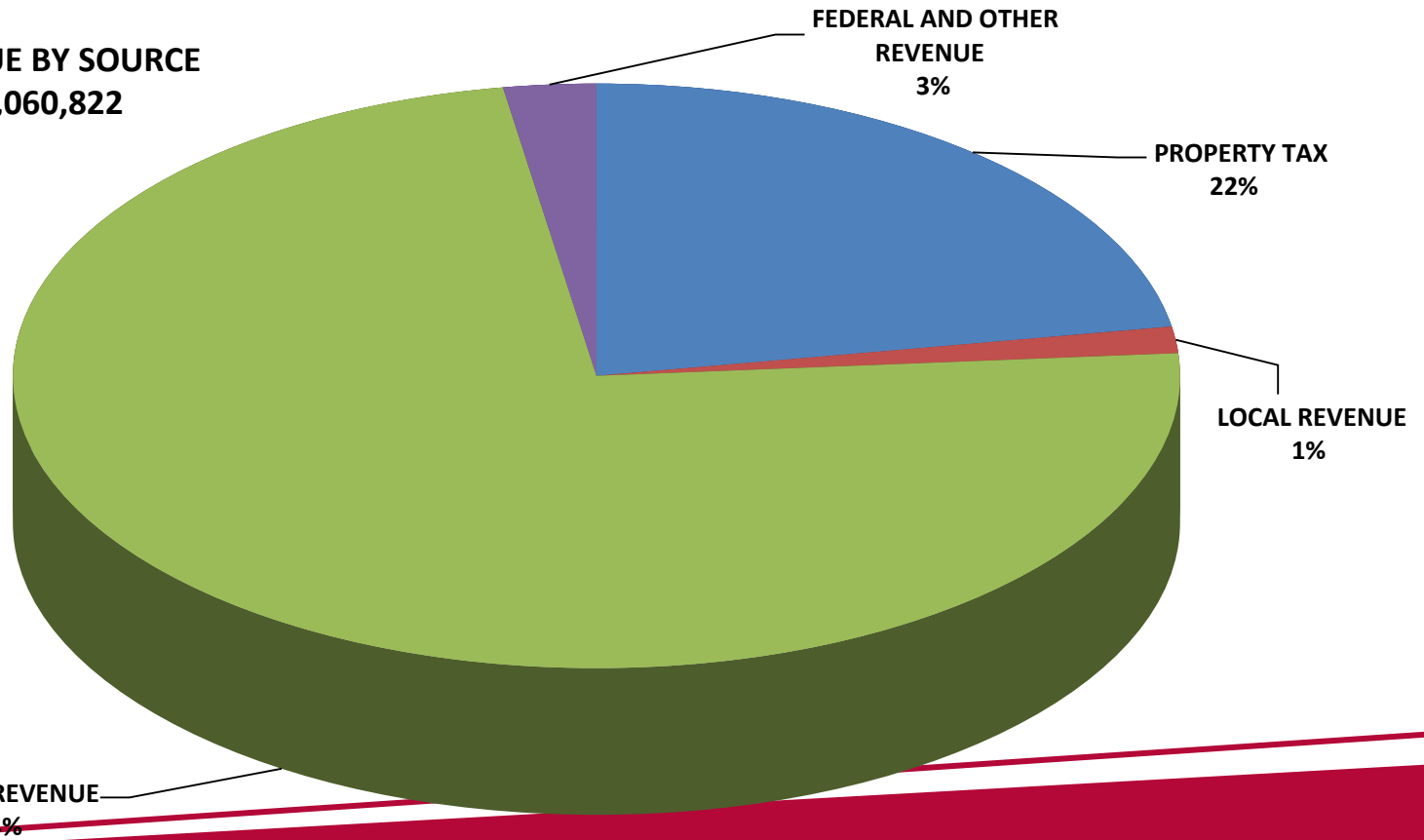
## General Fund Revenues

<b>Property Taxes</b>	<b>\$33,241,086</b>
<b>State Revenue</b>	<b>\$109,825,286</b>
<b>Federal and Other Revenue</b>	<b>\$3,820,500</b>
<b>Local Revenue</b>	<b><u>\$2,173,950</u></b>
<b>TOTAL REVENUE</b>	<b>\$149,060,822</b>



## 2017-2018 General Fund Revenue

REVENUE BY SOURCE  
\$149,060,822



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## General Fund Expenditures

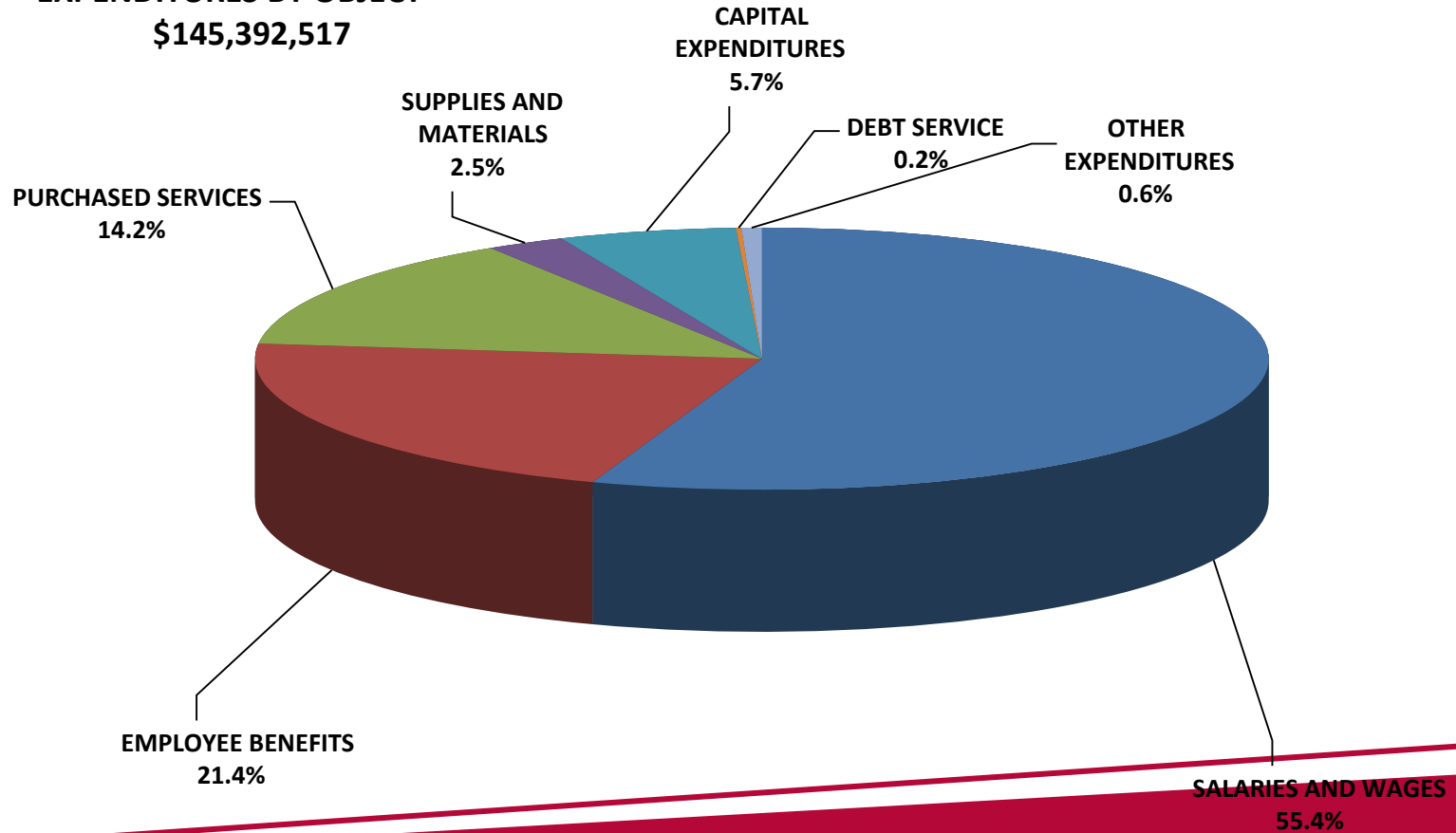
<b>Salaries &amp; Wages</b>	<b>\$80,459,799</b>
<b>Employee Benefits</b>	<b>\$31,238,467</b>
<b>Purchased Services</b>	<b>\$20,632,789</b>
<b>Supplies &amp; Materials</b>	<b>\$3,657,175</b>
<b>Capital Expenditures</b>	<b>\$8,214,098</b>
<b>Debt Service Expenditures</b>	<b>\$256,000</b>
<b>Other Expenditures</b>	<b><u>\$934,189</u></b>
<b>TOTAL EXPENSES</b>	<b>\$145,392,517</b>



## 2017-2018 General Fund Expenditures

### EXPENDITURES BY OBJECT

\$145,392,517





# Fund Balance

<b>Restricted for Capital</b>	<b>\$228,304</b>
<b>Restricted for Capital - VC</b>	<b>\$3,186,500</b>
<b>Restricted for Safe Schools</b>	<b>\$398,431</b>
<b>Restricted for Health &amp; Safety</b>	<b>\$80,871</b>
<b>Assigned for Prepaid/Inventory</b>	<b>\$123,613</b>
<b>Restricted for Long-Term Facilities</b>	<b>\$917,128</b>
<b>Unassigned</b>	<b><u>\$8,437,981</u></b>
<b>Ending Fund Balance</b>	<b><u>\$13,372,82</u></b>



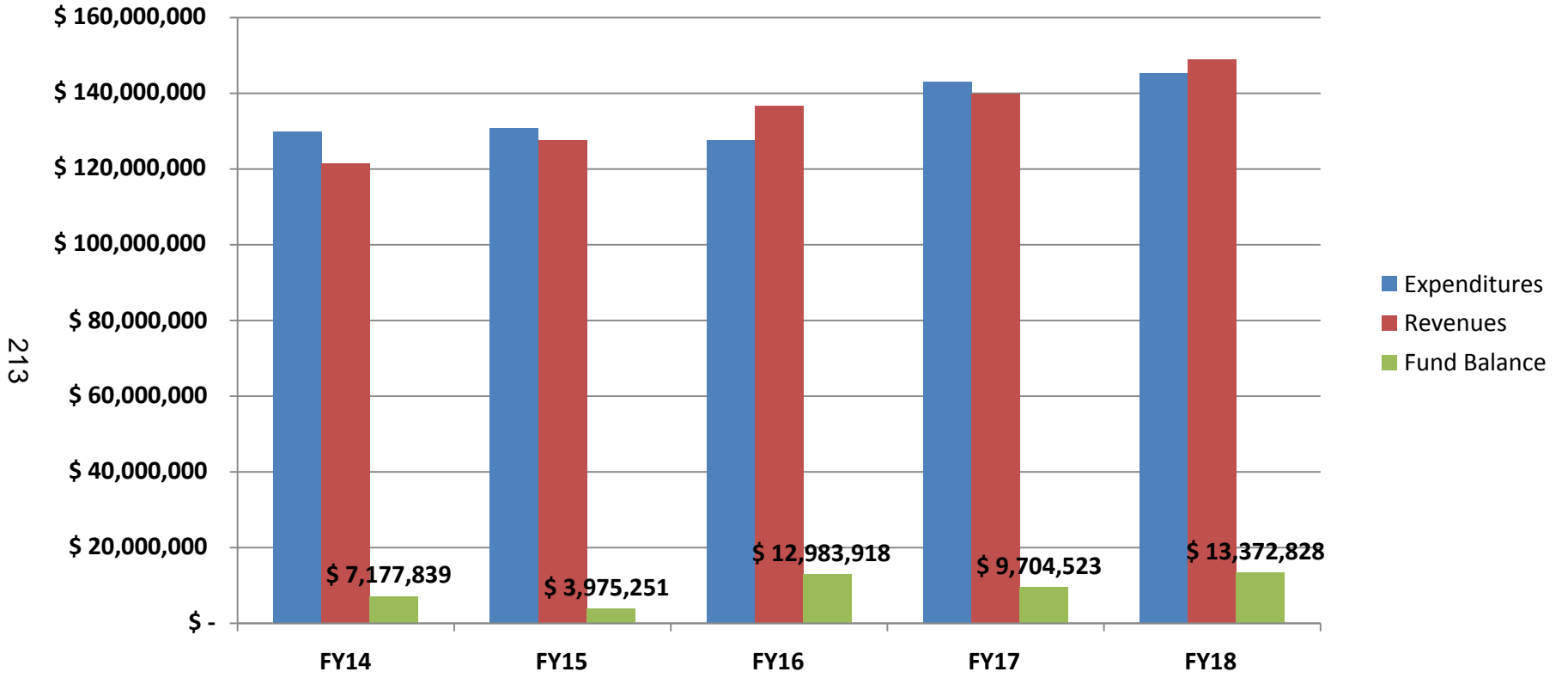
School District 622

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# 2017-2018 Budget

## Revenues, Expenditures, Fund Balance



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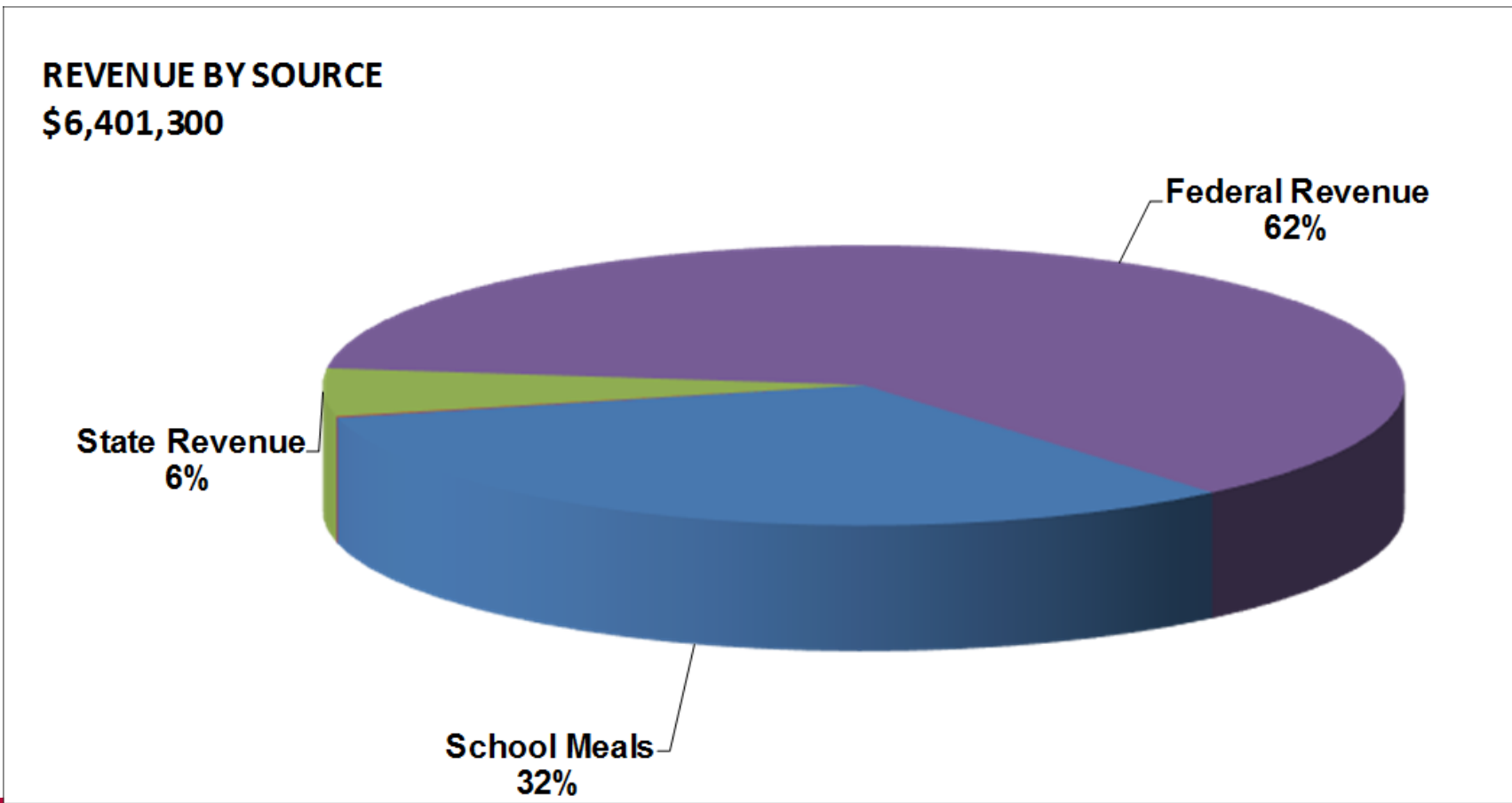


## Food Service

Total Revenues	\$6,401,300
Total Expenditures	\$6,391,666
Net Change in Funds	\$9,634
Ending Fund Balance	\$1,252,730



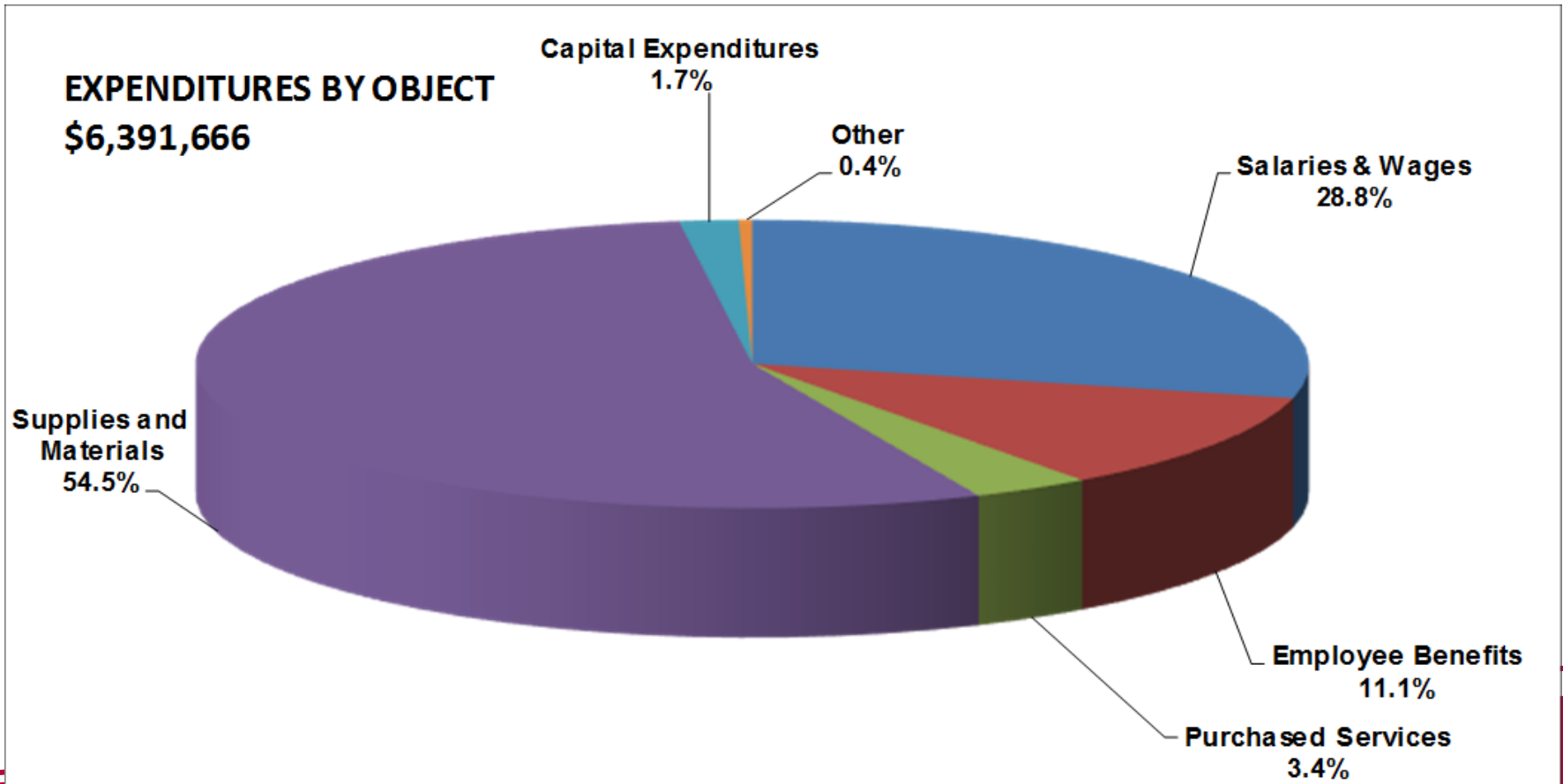
## 2017-18 Food Service Revenue





## 2017-18 Food Service Expenditures

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## Food Service Revenues, Expenditures & Fund Balance





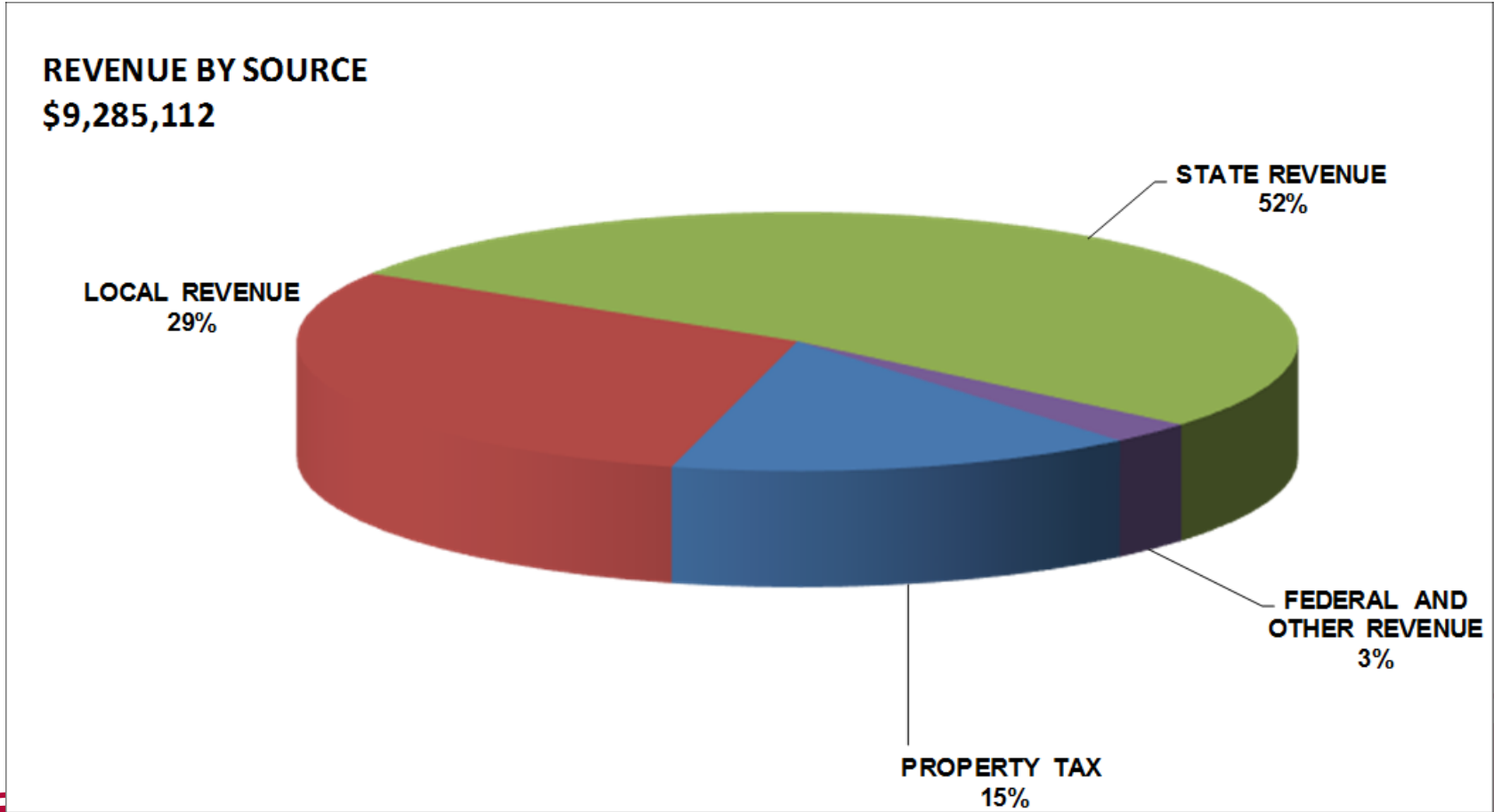
## Community Education

Total Revenues	\$9,285,112
Total Expenditures	\$9,131,026
Net Change in Funds	\$154,086
Ending Fund Balance	\$2,389,385



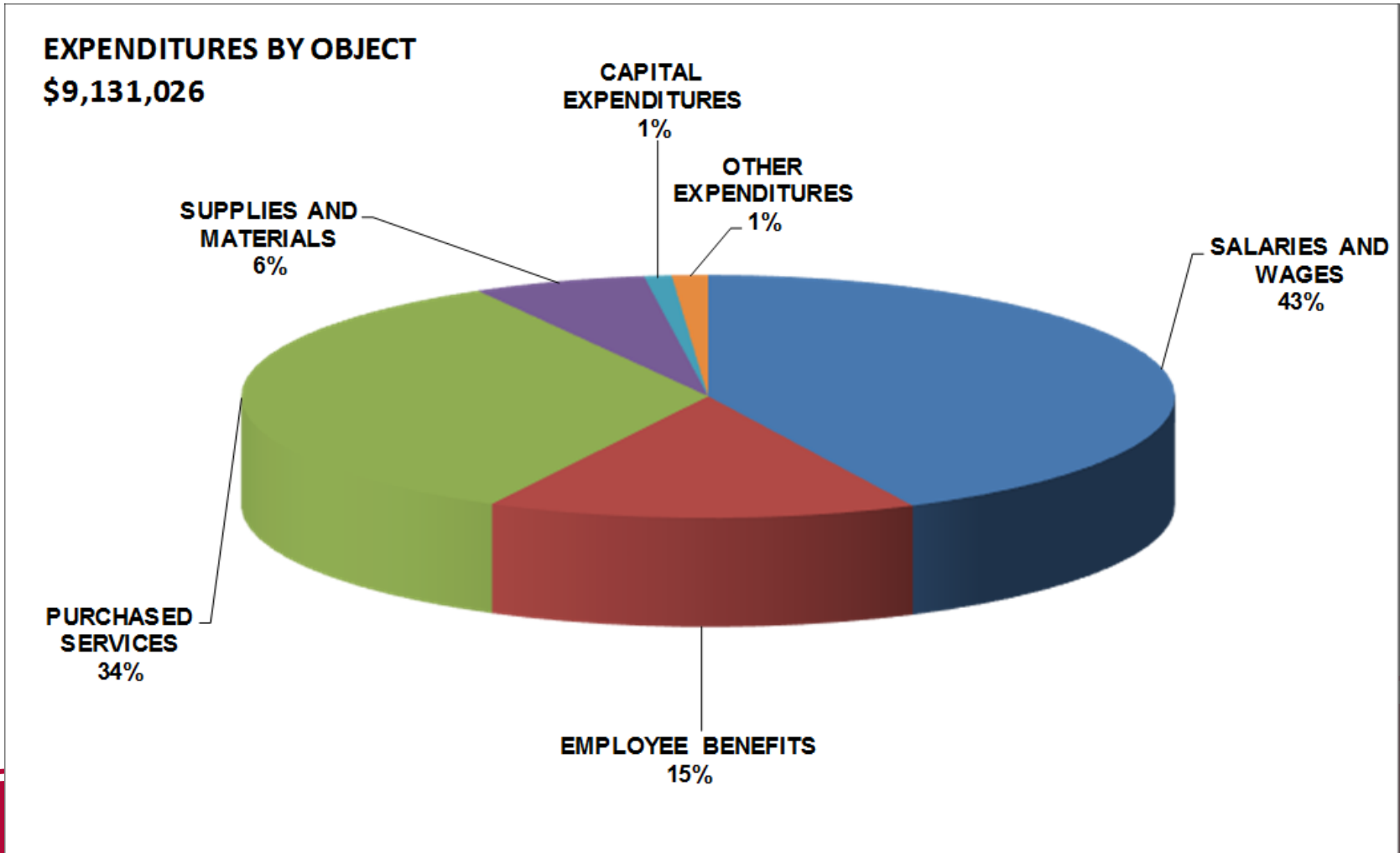
## 2017-18 Community Education Revenue

219





## 2017-18 Community Education Expenditures





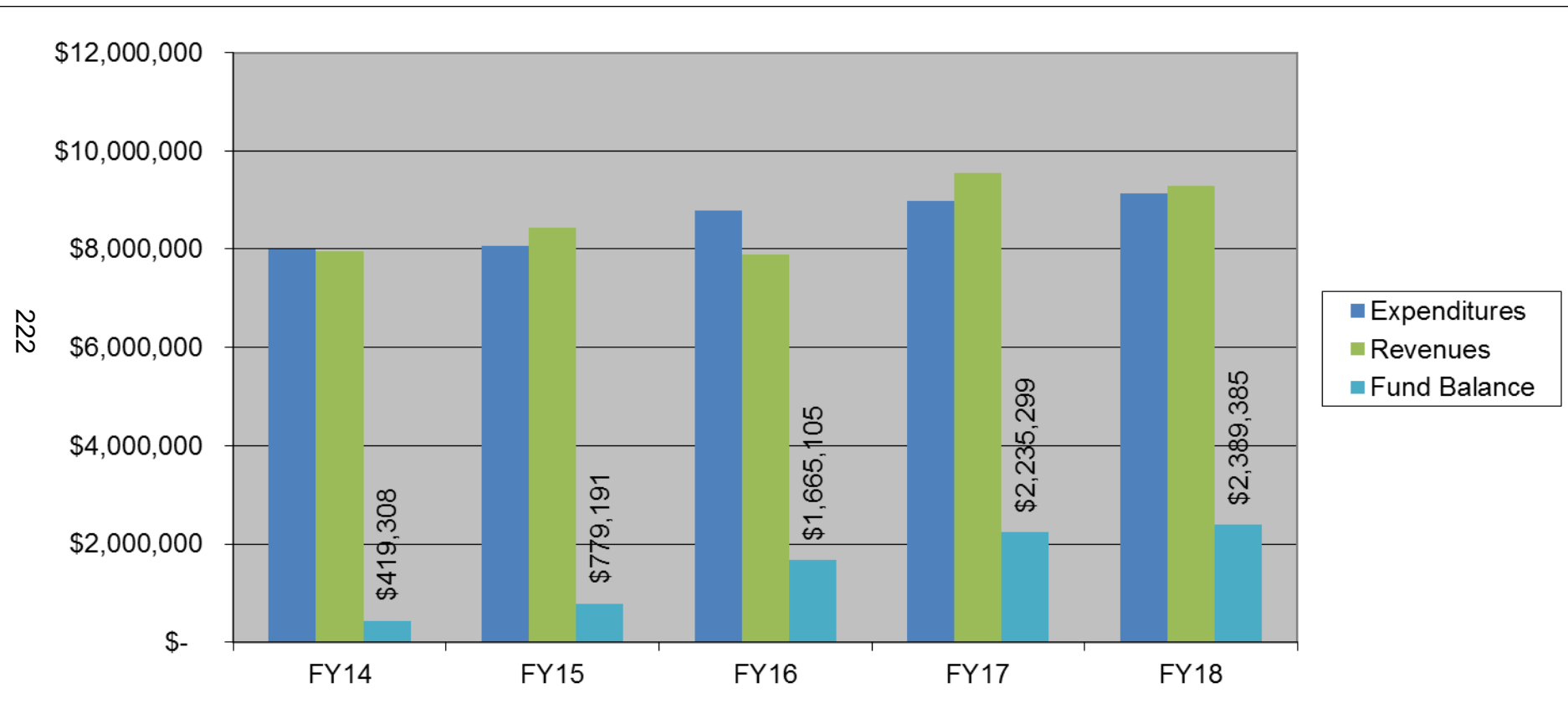
## Fund Balance

Assigned	\$1,656
Community Education	\$909,740
Designated for Levy Adjustment	\$482,196
ECFE	\$462,193
School Readiness	\$264,518
Restricted	\$1,223
Adult Basic Education	<u>\$267,859</u>
Ending Fund Balance	\$2,389,385



# 2017-2018 Budget

## Community Education Revenues, Expenditures & Fund Balance





## Debt Service Fund

Total Revenues	\$11,060,338
Total Expenditures	\$11,478,481
Net Change in Funds	<b>\$(418,143)</b>
Ending Fund Balance	\$2,559,095



## Trust & Agency Fund

Total Revenues	\$1,400,000
Total Expenditures	\$1,400,000
Net Change in Funds	\$0
Ending Fund Balance	\$1,147,925



## Self-Insured Health Fund

Total Revenues	\$16,195,000
Total Expenditures	\$15,100,000
Net Change in Funds	\$1,095,000
Ending Fund Balance	\$5,930,322



## OPEB Trust Fund

Total Revenues	\$950,000
Total Expenditures	\$2,205,000
Net Change in Funds	<b>\$(1,255,000)</b>
Ending Fund Balance	\$10,934,976



## OPEB Debt Service Fund

Total Revenues	\$2,643,278
Total Expenditures	\$2,675,702
Net Change in Funds	<b>\$(32,424)</b>
Ending Fund Balance	\$577,431



# 2017-2018 Fund Summary

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FUND	REVENUE	EXPENSE
	E	RES
<b>General 01</b>	\$149,060,822	\$145,392,517
<b>Food Service 02</b>	\$6,401,300	\$6,391,666
<b>Community Education 04</b>	\$9,285,112	\$9,131,026
<b>Debt Service 07</b>	\$11,060,338	\$11,478,481
<b>Trust &amp; Agency 09</b>	\$1,400,000	\$1,400,000
<b>Self-Insured Health Fund 20</b>	\$16,195,000	\$15,100,000
<b>OPEB Trust 45</b>	\$950,000	\$2,205,000
<b>OPEB Debt Service 47</b>	\$2,643,278	\$2,675,702
<b>TOTAL ALL FUNDS</b>	<u>\$196,995,850</u>	<u>\$193,774,392</u>



School District 622

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# Questions and Comments

VII. A. 4. Resolution Approving 916's Long Term Facilities Maintenance Revenue (LTFMR)

Each member district of Northeast Metropolitan Intermediate School District 916 is required annually to approve a resolution authorizing this new LTFMR for the Intermediate District. The total amount that will be levied for 916 in Pay18 is \$326,860 and School District 622's share of that amount will be \$51,002.53.

Therefore, the Director of Business recommends the following resolution:

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT #622  
(North St. Paul Maplewood Oakdale)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a \_\_\_\_\_ meeting of School Board of Independent School District No. 622, State of Minnesota, was held on \_\_\_\_\_, 2017, at \_\_\_\_\_-o'clock \_\_m., for the purpose, in part, of approving the Northeast Metropolitan Intermediate School District No. 916's long term facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long term facility maintenance projects in the district's application for long term facility maintenance revenue.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING NORTHEAST METROPOLITAN INTERMEDIATE SCHOOL DISTRICT NO. 916'S LONG TERM FACILITY MAINTENANCE BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG TERM FACILITY MAINTENANCE REVENUE**

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

1. The school board of Northeast Metropolitan Intermediate School District No. 916 has approved a long term facility maintenance budget for its facilities for the 2017-2018 and 2018-2019 school year in the amount of \$326,860. The various components of this program budget are attached as EXHIBIT A hereto and are incorporated herein by reference. Said budget is hereby approved.
2. Minnesota Statutes, Section 6223B.53, Subdivision 1, as amended, provides that if an intermediate school district's o budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where half of the rate is

determined by multiplying the total cost of the intermediate school district long term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and half of the rate is determined by multiplying the total cost of the intermediate school district long term facility maintenance times the ratio of ADM utilization by district to the total ADM utilization.

The inclusion of this proportionate share in the district's long term facility maintenance revenue application for fiscal year 2018 is hereby approved, subject to approval by the Commissioner of the Minnesota Department of Education.

4. Upon receipt of the proportionate share of long term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

Northeast Metro 916  
 Long Term Facility Maintenance Levy Allocation  
 Combined 2017-2018 and 2018-2019

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ISD #	District	Fy17 ADM Utilization	Allocate via ADM	Tax Capacity Alloc.	Weighted Ave Alloc.
12	Centennial	46.04	\$ 14,618.41	21,141.50	\$ 17,879.96
13	Columbia Heights	88.63	\$ 28,141.40	11,084.06	\$ 19,612.73
14	Fridley	34.33	\$ 10,900.31	10,207.67	\$ 10,553.99
831	Forest Lake	30.74	\$ 9,760.43	21,307.54	\$ 15,533.98
832	Mahtomedi	37.96	\$ 12,052.89	11,064.59	\$ 11,558.74
621	Mounds View	71.23	\$ 22,616.63	38,256.26	\$ 30,436.44
622	North St. Paul	230.08	\$ 73,053.97	34,754.55	\$ 53,904.26
623	Roseville	97.02	\$ 30,805.36	24,895.79	\$ 27,850.57
833	South Washington County	129.73	\$ 41,191.29	59,465.27	\$ 50,328.28
16	Spring Lake Park	114.85	\$ 36,466.66	18,958.75	\$ 27,712.70
282	St. Anthony	13.23	\$ 4,200.73	5,982.65	\$ 5,091.69
15	St. Francis	13.67	\$ 4,340.44	14,497.15	\$ 9,418.80
834	Stillwater	43.35	\$ 13,764.30	27,598.54	\$ 20,681.42
624	White Bear Lake	78.57	\$ 24,947.19	27,645.67	\$ 26,296.43
		1029.43	\$ 326,860.00	326,860.00	\$ 326,860.00

Replaces the former health and safety tax levy.  
 Two years combined due to Capitol View Center facility abatement  
 Allocation based on 50% utilization and 50% tax capacity

VII. A. 5. RESOLUTION ADOPTING THE JOINT POWERS DISSOLUTION AGREEMENT AND THE PURCHASE OF TARTAN ARENA

Maplewood and Oakdale do not wish to continue participating in the Joint Powers Agreement and District 622 is interested in dissolving the Joint Powers Agreement and taking possession of the Tartan Arena on June 30, 2017.

The District will pay Maplewood and Oakdale one dollar (\$1) each and both cities will quit claim all of their rights, title, and interest with respect to the arena which will also include fixtures, furnishings, equipment, and other personal property and improvements.

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

BE IT RESOLVED by the School Board of Independent School District 622 that the Joint Powers Dissolution Agreement and Bill of Sale agreements for Tartan Arena are approved as exhibited, and further, that the School Board Chair and Clerk are authorized to sign the documents attesting the documents.

MOTION:

SECOND:

**TARTAN ARENA JOINT POWERS BOARD  
DISSOLUTION AGREEMENT**

This Agreement is made among and between the City of Oakdale, a Minnesota municipal corporation (“Oakdale”), the City of Maplewood, a Minnesota municipal corporation (“Maplewood”), and Independent School District No. 622, a Minnesota public school corporation (“School District), collectively referenced as “the Parties”.

**RECITALS**

WHEREAS, the Parties entered into a Joint Powers Agreement (“JPA”) with an effective date of January 1, 1996, thereby creating a Joint Powers Board to construct, operate, use, maintain and repair a Joint Ice Arena; and

WHEREAS, the JPA provided for Oakdale to issue bonds in an amount not to exceed \$1,200,000 to finance the construction of a Joint Ice Arena (“Tartan Arena”) on School District real property; and

WHEREAS, the JPA provided for Oakdale and Maplewood to obtain a one-third undivided interest in the real property owned by the School District and upon which the Tartan Arena was constructed; and

WHEREAS, the JPA was amended by the Parties on or about April 11, 1996 to provide for the School District rather than Oakdale to issue bonds and authorize the School District to issue \$1,950,000 General Obligation Recreational Facility Revenue Bonds to finance the construction of Tartan Arena; and

WHEREAS, all other provisions of the April 11, 1996 amended JPA remained in full force and effect; and

WHEREAS, the School District issued \$1,950,000 General Obligation Recreational Facility Revenue Bonds, Series 1996B to finance the construction of Tartan Arena on or about July 30, 1996; and

WHEREAS, the JPA provided for the creation of a Joint Powers Board (“Joint Powers Board”) to exercise all powers which were common to Oakdale, Maplewood and the School District and which were necessary and appropriate for the construction, operation, use, maintenance and repair of Tartan Arena; and

WHEREAS, the Joint Powers Board consisted of two members of the Oakdale City Council, two members of the Maplewood City Council and two members of the School Board of the School District; and

WHEREAS, the Joint Powers Board's Bylaws provide that the Joint Powers Board shall exist in accordance with the JPA; and

WHEREAS, the Joint Powers Board entered into a Management Agreement for the Tartan Arena ("Management Agreement") with the School District on or about November 10, 2010; and

WHEREAS, under the Management Agreement, the School District performed all of the duties associated with the operation of Tartan Arena at no charge to the Joint Powers Board, with the exception of emergency, unforeseen, or extraordinary costs; and

WHEREAS, the Management Agreement provides that it shall terminate upon the dissolution of the JPA; and

WHEREAS, since inception, the costs of all fixtures, furnishings, equipment and other personal property and improvements located in or on the real property upon which Tartan Arena is situated have been shared equally among the School District, Oakdale and Maplewood; and

WHEREAS, the \$1,950,000 General Obligation Recreational Facility Revenue Bonds, Series 1996B, were fully paid in February 2017;

WHEREAS, Tartan Arena is in need of significant repairs and upgrades to align it with ice arenas in the Twin Cities Metro Area; and

WHEREAS, Oakdale and Maplewood do not wish to continue participating in the JPA; and

WHEREAS, the School District desires to take possession of Tartan Arena; and

WHEREAS, for the price of \$1.00 Oakdale will quit claim all of its right, title and interest with respect to its individual one-third interest in the real property described in Exhibit A attached hereto, which includes the real property upon which Tartan Arena is situated; and

WHEREAS, for the price of \$1.00 Maplewood will quit claim all of its right, title and interest with respect to its individual one-third interest in the real property described in Exhibit A attached hereto, which includes the real property upon which Tartan Arena is situated; and

WHEREAS, for the price of \$1.00 Oakdale will sell to the School District all of its individual right, title and interest in all fixtures, furnishings, equipment and other personal property and improvements presently in and on the real property upon which Tartan Arena is situated; and

WHEREAS, for the price of \$1.00 Maplewood will sell to the School District all of its individual right, title and interest in all fixtures, furnishings, equipment and other personal property and improvements presently in and on the real property upon which Tartan Arena is situated; and

WHEREAS, the only issue that will remain following dissolution on June 30, 2017 will be the operational costs and expenses of Tartan Arena still owed and unpaid as of that date;

WHEREAS, a financial audit of the JPA books and records will be conducted in approximately October 2017; and

WHEREAS, the Parties wish to terminate the JPA, as amended, on the terms set forth herein.

**NOW THEREFORE**, in consideration of the mutual promises and covenants contained herein and other good and valuable consideration, it is agreed by and between the parties hereto as follows:

1. Termination. The JPA, as amended, is hereby terminated as of June 30, 2017.
2. Records and Accounts of JPA. The Joint Powers Board and its designees are directed to take all reasonably necessary steps to transfer records and accounts of the Joint Powers Board to the School District.
3. Distribution of Real Property. For the price of \$1.00, Oakdale will quit claim all right, title and interest in its respective one-third undivided interest in the real property described in Exhibit A attached hereto, including Tartan Arena situated thereon, to the School District effective June 30, 2017.

For the price of \$1.00, Maplewood will quit claim all right, title and interest in its respective one-third undivided interest in the real property described in Exhibit A

attached hereto, including Tartan Arena situated thereon, to the School District effective June 30, 2017.

4. Distribution of Physical Assets. For the price of \$1.00, Oakdale will sell all of its right, title and interest in its respective one-third interest in all fixtures, furnishings, equipment and other personal property, and improvements presently on located in or on the real property upon which Tartan Arena is situated.

For the price of \$1.00, Maplewood will sell all of its right, title and interest in its respective one-third interest in all fixtures, furnishings, equipment and other personal property, and improvements presently on located in or on the real property upon which Tartan Arena is situated.

5. Operating Fund Balances. The School District has served as the fiscal agent for the JPA and will continue to separately retain and administer the current account balances to pay outstanding obligations related to the JPA incurred through June 30, 2017, notwithstanding that the invoice or billing statement is received after June 30, 2017.
6. Residual Financial Responsibility. Each of the Parties shall remain liable for expenses and liabilities incurred through June 30, 2017. The regular annual audit will occur in October 2017. Following completion of the annual audit, each of the Parties will be invoiced on December 31, 2017 for one-third (1/3) of any outstanding expenses and liabilities incurred through June 30, 2017 that remain unpaid and outstanding, or were paid in full by the School District, as a result of the funds maintained for the operation of Tartan Arena having been exhausted.
7. Closing. Closing on the transfer of the real property shall occur on or before June 30, 2017. At closing, Oakdale and Maplewood shall quitclaim any and all interest in the real property to the School District for the price of \$1.00. Oakdale and Maplewood shall be responsible for any deed tax on the quitclaim deeds conveying their interests to the School District to the extent it is determined to be due.
8. Joint Powers Board. In accordance with the By-Laws of the Ice Arena Joint Powers Board, Article VIII, Section 1, the Joint Powers Board will expire and no longer exist upon termination of the JPA as provided by this Agreement.
9. Management Agreement. The Management Agreement for the Tartan Arena provides at Section 6 that it will terminate upon the dissolution of the JPA.

10. Counterparts. This Agreement may be executed in counterparts.
11. Judicial Amendment. If any one or more of the terms of this Agreement are deemed to be invalid or unenforceable by a court of law, the validity, enforceability, and legality of the remaining provisions will not, in any way, be affected or impaired thereby.
12. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.
13. Entire Agreement. This Agreement contains the entire understanding between and among the parties and supersedes any prior understandings and agreements among them respecting the subject matter of this Agreement. Any amendments to this Agreement must be made in writing and signed by the party against whom enforcement of that amendment is sought.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the date set forth below:

[signatures appear on next page]

Dated: \_\_\_\_\_

**CITY OF OAKDALE**

By \_\_\_\_\_  
Its: Mayor

By \_\_\_\_\_  
Its: City Administrator

Dated: \_\_\_\_\_

**CITY OF MAPLEWOOD**

By \_\_\_\_\_  
Its: Mayor

By \_\_\_\_\_  
Its: City Manager

Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT NO.  
622, NORTH ST. PAUL, MINNESOTA**

By \_\_\_\_\_  
Its: Chair

By \_\_\_\_\_  
Its: Clerk

# EXHIBIT A

## Legal Description of Real Property

Property situated in the County of Washington, State of Minnesota, described as follows:

### **Parcel 1**

THE NORTHWEST QUARTER OF THE NORTHEAST QUARTER (NW 1/4 OF NE 1/4) OF SECTION THIRTY-ONE (31), TOWNSHIP TWENTY-NINE (29) NORTH, RANGE TWENTY-ONE (21) WEST, ACCORDING TO THE UNITED STATES SURVEY THEREOF, EXCEPTING THEREFROM THE NORTH THREE HUNDRED SEVENTY (370) FEET OF THE WEST FOUR HUNDRED SIXTY-EIGHT (468) FEET THEREOF.

### **Parcel 2**

PT NE 1/4 OF NW 1/4 BEG AT SE COR SD 1/4 1/4 SEC & RUN THEN N ALONG E LIN THEREOF 661.65 FT TO A PT 661.65 FT S OF NE COR SD 1/4 1/4 SEC THEN W PAR WITH N LINE SD 1/2 1/4 SEC 329.18 FT THEN N PAR WITH SD E LINE 331.65 FT TO A PT 330 FT S OF SD N LINE THEN W PAR WITH SD N LINE 990.7 FT TO W LINE OF SD 1/4 1/4 SEC THEN S ALONG SD W LINE 528.6 FT TO A PT 466.4 FT N OF SW COR SD 1/4 1/4 SEC THEN E PAR WITH S LINE SD 1/4 1/4 SEC 466.4 FT THEN S PAR WITH SD W LINE TO SD S LINE THEN E ALONG SD S LINE 833 FT TO PT OF BEG SUBJECT TO & TOGETHER WITH EASEMENTS SECTION 31 TOWNSHIP 029 RANGE 021.

**BILL OF SALE**

In consideration of the sum of one dollar (\$1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged, the City of Maplewood, a Minnesota municipal corporation (“Seller”) sells and delivers to Independent School District No. 622, a public corporation (“Purchaser”), its interest in all fixtures, furnishings, equipment and other personal property, and improvements presently on the real estate (collectively, the “Property”) located in the Tartan Arena and/or on the School District property legally described as follows:

**Parcel 1**

THE NORTHWEST QUARTER OF THE NORTHEAST QUARTER (NW 1/4 OF NE 1/4) OF SECTION THIRTY-ONE (31), TOWNSHIP TWENTY-NINE (29) NORTH, RANGE TWENTY-ONE (21) WEST, ACCORDING TO THE UNITED STATES SURVEY THEREOF, EXCEPTING THEREFROM THE NORTH THREE HUNDRED SEVENTY (370) FEET OF THE WEST FOUR HUNDRED SIXTY-EIGHT (468) FEET THEREOF.

**Parcel 2**

PT NE 1/4 OF NW 1/4 BEG AT SE COR SD 1/4 1/4 SEC & RUN THEN N ALONG E LIN THEREOF 661.65 FT TO A PT 661.65 FT S OF NE COR SD 1/4 1/4 SEC THEN W PAR WITH N LINE SD 1/2 1/4 SEC 329.18 FT THEN N PAR WITH SD E LINE 331.65 FT TO A PT 330 FT S OF SD N LINE THEN W PAR WITH SD N LINE 990.7 FT TO W LINE OF SD 1/4 1/4 SEC THEN S ALONG SD W LINE 528.6 FT TO A PT 466.4 FT N OF SW COR SD 1/4 1/4 SEC THEN E PAR WITH S LINE SD 1/4 1/4 SEC 466.4 FT THEN S PAR WITH SD W LINE TO SD S LINE THEN E ALONG SD S LINE 833 FT TO PT OF BEG SUBJECT TO & TOGETHER WITH EASEMENTS SECTION 31 TOWNSHIP 029 RANGE 021.

The Property is being sold as-is and with-all-faults, and the Seller disclaims any and all warranties, whether expressed or implied as to the condition, merchantability of, or fitness for a particular purpose.

The Purchaser, by executing this Bill of Sale, agrees that it has had the opportunity to inspect the Property and accepts it in its present condition.

SELLER  
CITY OF OAKDALE, MINNESOTA

PURCHASER  
INDEPENDENT SCHOOL DISTRICT NO. 622  
NORTH ST. PAUL-OAKDALE-  
MAPLEWOOD

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**BILL OF SALE**

In consideration of the sum of one dollar (\$1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged, the City of Maplewood, a Minnesota municipal corporation (“Seller”) sells and delivers to Independent School District No. 622, a public corporation (“Purchaser”), its interest in all fixtures, furnishings, equipment and other personal property, and improvements presently on the real estate (collectively, the “Property”) located in the Tartan Arena and/or on the School District property legally described as follows:

**Parcel 1**

THE NORTHWEST QUARTER OF THE NORTHEAST QUARTER (NW 1/4 OF NE 1/4) OF SECTION THIRTY-ONE (31), TOWNSHIP TWENTY-NINE (29) NORTH, RANGE TWENTY-ONE (21) WEST, ACCORDING TO THE UNITED STATES SURVEY THEREOF, EXCEPTING THEREFROM THE NORTH THREE HUNDRED SEVENTY (370) FEET OF THE WEST FOUR HUNDRED SIXTY-EIGHT (468) FEET THEREOF.

**Parcel 2**

PT NE 1/4 OF NW 1/4 BEG AT SE COR SD 1/4 1/4 SEC & RUN THEN N ALONG E LIN THEREOF 661.65 FT TO A PT 661.65 FT S OF NE COR SD 1/4 1/4 SEC THEN W PAR WITH N LINE SD 1/2 1/4 SEC 329.18 FT THEN N PAR WITH SD E LINE 331.65 FT TO A PT 330 FT S OF SD N LINE THEN W PAR WITH SD N LINE 990.7 FT TO W LINE OF SD 1/4 1/4 SEC THEN S ALONG SD W LINE 528.6 FT TO A PT 466.4 FT N OF SW COR SD 1/4 1/4 SEC THEN E PAR WITH S LINE SD 1/4 1/4 SEC 466.4 FT THEN S PAR WITH SD W LINE TO SD S LINE THEN E ALONG SD S LINE 833 FT TO PT OF BEG SUBJECT TO & TOGETHER WITH EASEMENTS SECTION 31 TOWNSHIP 029 RANGE 021.

The Property is being sold as-is and with-all-faults, and the Seller disclaims any and all warranties, whether expressed or implied as to the condition, merchantability of, or fitness for a particular purpose.

The Purchaser, by executing this Bill of Sale, agrees that it has had the opportunity to inspect the Property and accepts it in its present condition.

SELLER  
CITY OF MAPLEWOOD,  
MINNESOTA

PURCHASER  
INDEPENDENT SCHOOL DISTRICT NO. 622  
NORTH ST. PAUL-OAKDALE-  
MAPLEWOOD

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

(Top 3 inches reserved for recording data)

**QUIT CLAIM DEED**  
**Business Entity to Business Entity**

**Minnesota Uniform Conveyancing Blanks**  
**Form 10.3.5 (2013)**

eCRV number: \_\_\_\_\_

DEED TAX DUE: \$ \_\_\_\_\_

DATE: June \_\_\_\_\_, 2017  
(month/day/year)

FOR VALUABLE CONSIDERATION, City of Maplewood  
(insert name of Grantor)

a municipal corporation under the laws of Minnesota ("Grantor"),  
hereby conveys and quitclaims to Independent School District No. 622, North St. Paul-Maplewood-Oakdale,  
(insert name of Grantee)

a public school corporation under the laws of Minnesota ("Grantee"),  
real property in Washington County, Minnesota, legally described as follows:  
See Exhibit A attached hereto and made a part hereof.

Check here if all or part of the described real property is Registered (Torrens)

together with all hereditaments and appurtenances belonging thereto.

Check applicable box:

- The Seller certifies that the Seller does not know of any wells on the described real property.
- A well disclosure certificate accompanies this document or has been electronically filed. (If electronically filed, insert WDC number: \_\_\_\_\_.)
- I am familiar with the property described in this instrument and I certify that the status and number of wells on the described real property have not changed since the last previously filed well disclosure certificate.

Grantor

City of Maplewood  
(name of Grantor)

By: \_\_\_\_\_  
(signature)

Its: \_\_\_\_\_  
(type of authority)

By: \_\_\_\_\_  
(signature)

Its: \_\_\_\_\_  
(type of authority)

State of Minnesota, County of \_\_\_\_\_

This instrument was acknowledged before me on \_\_\_\_\_, by \_\_\_\_\_  
*(month/day/year)* *(name of authorized signer)*

\_\_\_\_\_ as \_\_\_\_\_  
*(type of authority)*

and by \_\_\_\_\_  
*(name of authorized signer)*

as \_\_\_\_\_ of \_\_\_\_\_  
*(type of authority)* *(name of Grantor)*

(Stamp)

\_\_\_\_\_  
*(signature of notarial officer)*

Title (and Rank): \_\_\_\_\_

My commission expires: \_\_\_\_\_  
*(month/day/year)*

THIS INSTRUMENT WAS DRAFTED BY:  
*(insert name and address)*

Michelle Kenney  
Knutson, Flynn & Deans, P.A.  
1155 Centre Pointe Drive, Suite 10  
Mendota Heights, MN 55120

TAX STATEMENTS FOR THE REAL PROPERTY DESCRIBED IN THIS  
INSTRUMENT SHOULD BE SENT TO:  
*(insert legal name and residential or business address of Grantee)*

Independent School District No. 622  
ATTN: Director of Business Services  
2520 East 12th Avenue  
North St. Paul, MN 55109

(Top 3 inches reserved for recording data)

**QUIT CLAIM DEED**  
**Business Entity to Business Entity**

**Minnesota Uniform Conveyancing Blanks**  
**Form 10.3.5 (2013)**

eCRV number: \_\_\_\_\_

DEED TAX DUE: \$ \_\_\_\_\_

DATE: June, 2017  
(month/day/year)

FOR VALUABLE CONSIDERATION, City of Oakdale  
(insert name of Grantor)

a municipal corporation under the laws of Minnesota ("Grantor"),  
hereby conveys and quitclaims to Independent School District No. 622, North St. Paul-Maplewood-Oakdale,  
(insert name of Grantee)

a public school corporation under the laws of Minnesota ("Grantee"),  
real property in Washington County, Minnesota, legally described as follows:  
See Exhibit A attached hereto and made a part hereof.

Check here if all or part of the described real property is Registered (Torrens)

together with all hereditaments and appurtenances belonging thereto.

Check applicable box:

- The Seller certifies that the Seller does not know of any wells on the described real property.
- A well disclosure certificate accompanies this document or has been electronically filed. (If electronically filed, insert WDC number: \_\_\_\_\_.)
- I am familiar with the property described in this instrument and I certify that the status and number of wells on the described real property have not changed since the last previously filed well disclosure certificate.

Grantor

City of Oakdale  
(name of Grantor)

By: \_\_\_\_\_  
(signature)

Its: \_\_\_\_\_  
(type of authority)

By: \_\_\_\_\_  
(signature)

Its: \_\_\_\_\_  
(type of authority)

State of Minnesota, County of \_\_\_\_\_

This instrument was acknowledged before me on \_\_\_\_\_, by \_\_\_\_\_  
(month/day/year) (name of authorized signer)

\_\_\_\_\_ as \_\_\_\_\_  
(type of authority)

and by \_\_\_\_\_  
(name of authorized signer)

as \_\_\_\_\_ of \_\_\_\_\_  
(type of authority) (name of Grantor)

(Stamp)

\_\_\_\_\_  
(signature of notarial officer)

Title (and Rank): \_\_\_\_\_

My commission expires: \_\_\_\_\_  
(month/day/year)

THIS INSTRUMENT WAS DRAFTED BY:  
(insert name and address)

Michelle Kenney  
Knutson, Flynn & Deans, P.A.  
1155 Centre Pointe Drive, Suite 10  
Mendota Heights, MN 55120

TAX STATEMENTS FOR THE REAL PROPERTY DESCRIBED IN THIS  
INSTRUMENT SHOULD BE SENT TO:  
(insert legal name and residential or business address of Grantee)

Independent School District No. 622  
ATTN: Director of Business Services  
2520 East 12th Avenue  
North St. Paul, MN 55109

VII. B. 1. TERMINATION OF PROBATIONARY TEACHERS

The individuals named in the following resolution are teachers who have probationary status in the district and who are proposed for termination for the 2017-2018 school year. Approval of this resolution requires a majority roll call vote.

Therefore, the Director of Human Resources recommends the following resolution:

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 2016-2017 school year and are not renewed for the 2017-2018 school year:

<b>K-5</b>	<b>Teacher/FTE</b>
	Berkley, Julie - .50
	Davis, Matthew - 1.0
	Peterson, Amy - .49
	Rademaker, Jody - .20
	<b>Total FTE: 2.19</b>

<b>6-12</b>	<b>Teacher/FTE</b>
	Collins, Erin - .20
	<b>Total FTE: .20</b>

<b>Student Services</b>	<b>Teacher/FTE</b>
	Trexel, Brian 1.0
	<b>Total FTE: 1.0</b>

MOTION:

SECOND: