

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





April 8, 2019
6:00 PM

1. CALL TO ORDER SCHOOL BOARD WORK SESSION AND ROLL CALL - VICE CHAIR TOMCZIK
2. PLEDGE OF ALLEGIANCE
3. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS
4. CONSIDERATION OF AGENDA AS PRESENTED
5. FIRST READING OF POLICIES
Presenter: Policy Committee Chair Kristi Peterson
Time: 10 minutes
 5. 1. School District Policies 533, 614, 614FRM, 722 and 722FRM; deletion of 909 Introduction of MSBA suggested policies and current policies being updated. Second reading schedule for April 22 School Board meeting. 4
6. DISCUSSION
 6. 1. Benchmark Survey
Superintendent Mike Redmond will provide an overview of a potential benchmark survey.
Presenter: Superintendent Mike Redmond
Time: 5 minutes
7. DISCUSSION AND POSSIBLE ACTION
8. INFORMATION
 8. 1. Presentation on Virtual Library Cards for Students 43
A new partnership between Shakopee Public Schools and Scott County Library. Students will receive a fine-free virtual library account that will provide access to digital resources from the Scott County Library system and allow for checkout of two physical items.
Presenter: Instructional Technology Director Bryan Drozd
Time: 15 minutes
 8. 2. Facilities Task Force 52
Presentation of the final plans for the start up of a Facilities Task Force. The task force will examine the use of existing space in the district and share recommendations for ways to use this existing space.
Presenter: Superintendent Mike Redmond

Time: 10 minutes

9. ACTION

9. 1. Consideration to Approve a Proposal to Change the Closing Date for Land Purchase Agreement with Trident Development, LLC 56

The timing of updates to the City of Shakopee's 10-year Comprehensive Plan and the Metropolitan Council's 2040 Comprehensive Plan have caused Trident Development, LLC to seek a delay in the closing date for the property on Lusitano Street. The proposed new closing date is December 31, 2019. Trident agrees to pay the district an additional \$10,000 in earnest money.

Presenter: Superintendent Mike Redmond

Time: 5 minutes

10. OTHER

11. UPCOMING MEETINGS AND IMPORTANT DATES

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April 8-26, 2019 Self-nomination period for Community Facilities Task Force

April 8, 2019 5:00PM Policy Committee Meeting District Office Room 202

April 17, 2019 7:30AM Communications Committee Meeting District Office Board Room

April 22, 2019 5:00PM Finance Committee Meeting District Office Room 202

April 22, 2019 6:00PM School Board Business Meeting District Office Board Room

April 24, 2019 5:00PM School Board Facilities Committee District Office Board Room

12. ADJOURNMENT OF SCHOOL BOARD WORK SESSION

Adopted: _____

MSBA/MASA Model Policy 533

Orig. 2005

Revised: 1st Reading 04-08-2019

Rev. 2016

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, 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.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote 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 service, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- 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.

III. WELLNESS GOALS

[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]

A. Nutrition 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.

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.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting 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.

IV. STANDARDS AND NUTRITION GUIDELINES

[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]

A. School Meals

[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 C.F.R. § 210.10 and the meal requirements for breakfasts set forth in 7 C.F.R. § 220.8.]

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. Foods and beverages sold a la carte in the cafeteria, from vending machines, and in school stores, outside of reimbursable meals, are considered “competitive foods.”
2. Competitive foods listed in IV.C.1 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.

[Note: Healthy party ideas are available from the USDA.]
 - b. Classroom snacks brought by parents.
2. Rewards and incentives. Schools will reduce 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.

E. Food and Beverage Marketing in Schools

1. Student wellness will be a consideration in school-based marketing of food and beverages.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]

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

[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]

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 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.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]

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.

[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]

B. Annual Reporting

[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]

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

[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]

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

[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]

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).

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. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
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
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: 1st Reading 04-08-2019

Rev. 2017

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]

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*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

- 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. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
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 (Pearson's Training Management System).
 - (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.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 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*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

- 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, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(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 the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) 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.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]

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. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. 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.

V. 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.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. 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.
7. 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.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. 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.

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)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 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)

ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE

Effective for school year: _____

The Minnesota Department of Education (MDE) is required by state statute to implement statewide testing programs. Test security must be maintained to provide an equal opportunity to all students to demonstrate their academic achievement and to ensure the validity of test scores and the integrity of state assessments. Failure to maintain test security jeopardizes district and state accountability requirements and the accuracy of student, school, district, and state data. Test scores are included in important decisions about students' future success, and it is essential that they reflect the truth about what students know and can do. This form must be signed prior to access to any secure test content or restricted material(s).

All test content and restricted material(s), whether in draft or final form, are considered secure, and only authorized persons are permitted to have access to them. Authorized persons:

- Are administrators, educators, staff, or other persons designated by the district who have a role in storing, distributing, coordinating, or administering tests.
- Have received appropriate training to fulfill their assigned roles.
- Have signed this agreement.

Responsibilities of authorized persons who may potentially interact with secure test content and data are outlined in the *Procedures Manual of the Minnesota Assessments* (hereafter *Procedures Manual*). By signing this form, you agree to the following assurances:

- As required for my role in the administration of the statewide testing program, I am responsible for understanding relevant information contained in the current year's *Procedures Manual* and directions for test administration. I will abide by policies and procedures detailed in the manuals for statewide test administration.
- As required for my role, I am or will be trained in the administration policies and procedures for statewide tests before participating in any part of statewide test administration.
- As required for my role, I will instruct staff on state and district procedures for maintaining test security and will not allow unauthorized persons to distribute, coordinate, or administer tests, or have access to secure test content and materials.
- As required for my role, I will follow the procedures in the *Procedures Manual* to investigate and notify the appropriate school and district staff or the MDE immediately upon learning of potential misconduct or irregularities, whether intentional or unintentional.
- I understand that MDE has the responsibility to oversee the administration of the statewide tests, and I will cooperate fully with MDE representatives conducting site visits.
- I understand that test data and documents that contain student-level information are considered confidential and secure. I will follow all applicable federal and state data privacy laws related to student educational data, including data within reports and data accessible in electronic systems provided by MDE or its service provider(s).
- I understand my responsibility to enforce proper testing procedures and to ensure the security and confidential integrity of the test(s). I will apply and follow procedures designed to keep test content secure and to ensure the validity of test results, including, but not limited to:
 - Recognizing the rights of students and families to accurate test results that reflect students' individual, unassisted achievement.
 - Protecting the confidentiality of statewide assessments and ensuring the validity of students' results by safeguarding secure test content, keeping test materials in a secure area, and adhering to chain of custody requirements.
 - Never retaining secure test materials in my custody beyond the allowed times to process, distribute,

coordinate, administer, and return them, as appropriate for my role.

- Ensuring that no part of the paper or online tests are outlined, summarized, paraphrased, discussed, released, distributed to unauthorized personnel, printed, reproduced, copied, photographed, recorded, or retained in original or duplicated format, without the explicit permission of MDE or as authorized in the *Procedures Manual*.
- Never permitting or engaging in the unauthorized use of a student's MARSS or Secure Student Identification Number (SSID) to log in to the online testing system or access an online test.
- Never engaging in, or allowing others to engage in, unauthorized viewing, discussion, or analysis of test items before, during, or after testing.
- Actively monitoring students during test administration for prohibited behavior.
- Never leaving students unattended during test administration or under the supervision of unauthorized staff or volunteers.
- Never providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, providing clues or hints; providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses; permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.); or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
- Never formally or informally scoring secure tests or individual test items except as required by the test-specific manuals and directions. Prohibited actions include, but are not limited to, creating an answer key; reviewing or scoring a student's item response or responses unless items are designed to be scored by the test administrator using a rubric or script; retaining, reviewing, or scoring student scratch paper or accommodated test materials; or tracking student performance on test items.
- Never altering or engaging in other prohibited involvement with student responses.
- Never inducing or encouraging others to violate the procedures outlined above or to engage in any conduct that jeopardizes test security or the validity of test scores.

By accepting the terms of this agreement, you name yourself as an employee of the School District (District) or as an authorized person selected by the District and affirm that you are authorized by the District during the current academic school year to have access to secure test materials or student data related to statewide test administrations and hereby agree to be bound by the terms of this agreement.

Failure to follow procedures can lead to the invalidation of students' tests. Consequences for violating the terms of this agreement may result in a complaint filed with the local School Board, the Professional Educator Licensing and Standards Board, or the Board of School Administrators for evaluation and investigation. The findings of the appropriate Board may result in disciplinary action up to and including termination and/or loss of license.

Signature

Date

Name (printed)

Work Telephone

School Name

Email Address

District Name

TEST ADMINISTRATION REPORT (TAR)

District Name/Number: _____

School Name/Number: _____

Date: _____ Printed Name: _____

Signature: _____

Test: _____

Subject (if applicable): Mathematics Reading Science

The Test Administration Report is used for recording situations where something unusual or unexpected happened during testing (see examples below). If an adult was involved (e.g., translator), include the adult's name, signature, and relationship to the student. Attach additional sheets to this form as needed.

For all Minnesota Assessments, districts are not required to return a Test Administration Report. However, districts must maintain records for one year after the end of the academic school year in which testing took place for program audits or monitoring conducted by MDE or to answer questions when reports are received. If completed by the School Assessment Coordinator, a copy of the report should be forwarded to the District Assessment Coordinator.

Name of Student	Gr.	MARSS# (13 digits)	Explanation and/or Name and Signature

Examples of events to be documented in this report:

- A student engages in inappropriate behavior or action, including cheating, that results in the invalidation of tests.
- A student is administered the incorrect assessment or accommodation.
- A student uses a calculator when a calculator is not allowed.
- A student refuses to take an assessment, requiring the assessment to be invalidated.
- The district uses a translator to translate test directions to an English learner.
- District staff enters a student's MCA responses or a student's MTAS scores online.

Districts may also choose to document any students who experienced technical issues during online testing that affected their testing experience.

DISTRICT TEST SECURITY PROCEDURES
Independent School District No. _____, _____, Minnesota
20__-20__

I. PREPARATION FOR TEST SECURITY DURING TEST ADMINISTRATION

A. Roles and Responsibilities

1. _____ will be responsible for ensuring completion of *Assurance of Test Security and Non-Disclosure* each year by all staff involved with test administration.
2. _____ will be responsible for reviewing the specific requirements staff agreed to in the *Assurance of Test Security and Non-Disclosure* prior to spring testing (especially if the assurance was completed in the fall).
3. _____ will be responsible for training the Test Monitors and Test Administrators prior to the test administration. Annual training for Test Monitors and Test Administrators must include training on test administration policies and procedures and test security and be documented and kept on file at the district.
 - a) Review of Test Security Training. Test Monitor responsibilities, *Test Monitor and Student Directions*, and any special instructions for a particular test given.
 - b) Review of required test-specific trainings, such as the Online Test Monitor Certification Course and MTAS Training for Test Administrators.
 - c) Discuss what active monitoring of the test session involves and the school district's expectations for Test Monitors.
 - d) Review of district policies and procedures for situations that may arise during test administration in order to maintain test security, including:
 - (1) Who will answer questions from staff involved in test administration and how staff will ask questions without leaving students unmonitored.
 - (2) What the process is for contacting others for assistance if a problem arises during the testing so active monitoring can continue.
 - (3) Who Test Monitors should contact in case of emergency.
 - (4) Ensuring students get to the correct rooms for test administration.
 - (5) Ensuring students do not use cell phones or other electronic devices.
 - (6) Breaks for use of the restroom or other interruptions during testing:

- (a) What to do if a student reports an error or technical issue with a test item.
 - (b) What to do if an individual student or the Test Monitor becomes ill or needs to leave during testing.
 - (c) What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill).
 - (d) What individual students will do when finished testing.
- (7) Remind staff that all test materials are secure and cannot be reproduced or shared in any form.
4. _____ will ensure that students are reminded of the importance of test security (including the expectation that students will keep test content secure and act with honesty and integrity during test administration).
5. _____ will ensure that all guidelines referenced in applicable procedures manuals are followed in terms of what materials are allowed during test administration, calculator use guidelines, what help a Test Monitor can give, covering instructional materials in the classroom, and setup of computer labs and testing rooms.
6. _____ is responsible for tracking devices/computers used by students.
7. _____ is responsible for conducting on-site monitoring of test administrations within the district.
8. _____ is responsible for determining the process for how all secure test materials for online and paper administrations will be kept secure before, during, and after testing, including when and how all secure test materials are returned between testing sessions and once testing is completed.
- a) _____ is responsible for reminding staff of the district process for communicating potential security breaches within the school and to the District Assessment Coordinator, as well as providing information on the MDE tip line as an additional option for reporting security concerns.

II. BREACHES IN TEST SECURITY

Any concern that test security may have been breached must be reported to the District Assessment Coordinator who will notify MDE within 24 hours of the time notice of the alleged breach was received and submit the *Test Security Notification* in Test WES within 48 hours of notice of the alleged breach.

III. CHAIN OF CUSTODY FOR SECURE TEST MATERIALS

A. Receipt and Organization of Secure Test Materials

1. Persons with access to the secured area, inventory materials, and complete security checklists are _____. Persons with access to secure online testing systems, student testing tickets, and student scratch paper are _____.
2. Paper test materials are shipped to district or school as determined by _____. If delivered to the school district, the process for distributing secure test materials to the school(s) will be completed by _____.
3. _____ will be immediately informed that secure test materials have arrived and will secure all materials in a pre-determined secure locked location.
4. _____ will inventory materials immediately using the securing checklists. Any discrepancies will be reported immediately to _____. Security checklists are maintained by the school district for two years following the end of the school year that the tests are administered.
5. _____ organizes test materials for each Test Monitor and Test Administrator, including *Test Monitor/Test Materials Security Checklists*, student testing tickets, and scratch paper.
6. Test materials for online and paper administrations will be kept in _____, a secure locked location, until the time of distribution.
7. If students are taking the tests on multiple days, the building plan for keeping test materials (including student login information and any materials used as scratch paper) secure between test sessions includes _____.

B. Distribution of Materials to Test Monitors or Test Administrators and Test Administration

1. The procedure for the distribution of all test materials for online administrations to the Test Monitors and Test Administrators will be _____. Discrepancies in materials will be reported immediately to _____.
2. The procedure for the distribution of any paper test materials to the Test Monitors and Test Administrators will be _____. Discrepancies in materials will be reported immediately to _____.

3. Upon the receipt of materials, the Test Monitor will ensure that all test materials listed on the *Test Monitor Test Materials Security Checklist* and any other materials provided (e.g., student testing tickets, scratch paper) are accounted for prior to handing out the test materials to the students. Any discrepancies will be reported immediately to _____.
4. The Test Monitor is responsible for the test materials during the test administration until their return to _____.

C. Return of Materials

1. The Test Monitor and Test Administrator will return all test materials (including student testing tickets and any material used as scratch paper) to _____ immediately after testing. If Test Monitors and Test Administrators will keep test materials in between testing sessions, they must keep them in _____, a locked secure location.
2. If not kept by Test Monitors and Test Administrators, _____ will keep all test materials secure until distributed for the next test session.
3. Student testing tickets and any materials used as scratch paper will be securely destroyed at the end of test administration by _____ no more than 48 hours after the close of the testing window.
4. *Test Monitor Test Materials Security Checklists* for paper test materials will be signed by the Test Monitor indicating that all materials have been returned once testing is completed. The *Test Monitor Test Materials Security Checklists* will be returned to _____.
5. When the test materials are returned to _____, they will again be inventoried and kept in _____, a secure locked location, until returned to the district office (if applicable) or shipped back to the service provider.
6. _____ will prepare the materials for their return to the district office (if applicable) or for shipment to the service provider according to return instructions in the applicable assessment manual.
7. _____ will follow instructions provided in the applicable assessment manual for the return shipping of test materials.

Adopted: _____

MSBA/MASA Model Policy 722
Orig. 2017

Revised: 1st Reading 04-08-2019

722 PUBLIC DATA REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. 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 an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

- a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

Data Practices Contacts

Responsible Authority:

[Name]

[Location]

[Phone number; email address]

Data Practices Compliance Official:

[Name]

[Location]

[Phone number; email address]

Data Practices Designee(s):

[Name]

[Location]

[Phone number; email address]

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)



PUBLIC DATA REQUEST FORM

TO BE COMPLETED BY THE REQUESTOR

REQUESTOR NAME (NOT REQUIRED):	PHONE NUMBER: *
ADDRESS: *	EMAIL ADDRESS: *
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED:	
INSPECTION ONLY _____ COPIES ONLY * * _____ BOTH INSPECTION AND COPIES _____ * *	
* * Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.	

FOR OFFICE USE ONLY

DATE REQUEST RECEIVED:	REQUEST RECEIVED BY:
DATE OF RESPONSE:	RESPONSE PROVIDED BY:

* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.

Adopted: 7-14-08

Orig. 1998

Revised: _____

909 NEWS MEDIA RELATIONS

I. PURPOSE

The purpose of this policy is to establish and maintain a cooperative relationship with the news media.

II. GENERAL STATEMENT OF POLICY

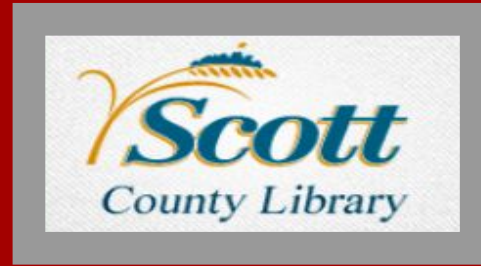
The school board recognizes the value of and supports open, fair and honest communication with the news media. As part of this cooperative relationship, the board and the media will develop a means for sharing information while respecting each party's limitations.

III. GUIDELINES

- A. Members of the news media are welcome and encouraged to attend open board meetings. The superintendent or the superintendent's designee shall be the spokesperson for the school district. The board chair shall be the spokesperson for the school board.
- B. Members of the news media seeking information about the school district shall direct their inquiries to the superintendent or the school district communications coordinator.
- C. Response given to media inquiries regarding the school district shall accurately and objectively provide the facts and the consensus of the school board.

THE VIRTUAL STUDENT LIBRARY CARD PROJECT

A partnership between Shakopee Public Schools and Scott County Library



PROJECT SUMMARY

Students enrolled in Shakopee Public Schools will receive a fine-free virtual library account that will provide access to digital resources from the Scott County Library system and allow for checkout of 2 physical items.

PROJECT GOALS & OUTCOMES

- To increase student access to public library resources that support lifelong reading and learning
- To foster school success
- To reinforce the use of digital tools for research and growth
- To give students more voice and choice in selecting reading materials

RESOURCES GAINED THROUGH PARTNERSHIP

- [Homework HelpNow](#) (online homework assistance from expert tutors from 1-11 p.m., 7 days a week)
- [Cloud Library eBooks & Audiobooks](#)
- RBDigital Magazines
- Several online subscription databases and reference books
- NoveList reader advisory
- JobNow online job coaching
- Mango Languages and Transparent Language Online
- BookFlix
- ...and much more

HOW THE VIRTUAL CARD WORKS

- The student's library card number will be the district ID (720) in front of their student ID number (i.e. 720703412).
- The virtual card expires on July 1st following each student's graduation year.
- Students and guardians are able to opt out of the program, and paperwork for this will be included in the informational letter from the district. A digital opt-out form will be available on our website.
- Public library and school district staff will develop a communication plan that promotes and provides clear information on the program to students, parents, guardians, and school staff.

ROLLOUT & COMMUNICATION--STAGE 1

MAY 2019: Pilot Group for all 2019-2020 9th-12th graders (current 8th-11th)

- Presentation at SHS/TLC staff meeting by Sandy Reishus (Secondary Media Specialist) and Lisa Pollard (Scott County Library Learning and Outreach Manager)
- [Informational letter](#) to SHS/TLC parents with FAQ and opt-out form
- Virtual Student Library Card page on school website and Scott County Library website
- Communications Department and Shakopee Public Schools social media accounts

ROLLOUT & COMMUNICATION--STAGE 2

Fall 2019: Rollout to Middle School students

- Presentation at middle school staff meetings by Sandy Reishus and Lisa Pollard
- Informational letter to WMS/EMS parents with FAQ and opt-out form
- Continued, targeted training for 6-12 teachers
- In-class and screencast demonstrations for 6-12 students on available resources
- Press release (Shakopee Valley News)
- Media specialist presentations to interest groups (i.e. cultural liaisons, equity specialists, paraeducators, Welcome Center, etc.)
- Demonstrations for AVID, EL, and Freshman Seminar classes

ROLLOUT & COMMUNICATION--STAGE 3

Spring 2020:

- Presentation at elementary meetings by Katie Bohn and Lisa Pollard
- Informational letter to elementary parents with FAQ and opt-out form
- Targeted training for K-5 teachers/staff, equity specialists, cultural liaisons, and targeted services
- Media class demonstrations for K-5 students on available resources

Questions?

This presentation: bit.ly/virtualstudentlibrarycard

Virtual Student Library Card Planning Team

Director of Technology: Bryan Drozd

Instructional Technology Manager: Nathaniel Strauss

Shakopee District Media Specialists: Sandy Reishus & Katie Bohn

Scott County Library Director: Jake Grussing

Scott County Library Technology Manager: Kristy Rieger

Scott County Library Learning and Outreach Manager: Lisa Pollard



2019 COMMUNITY FACILITIES TASK FORCE MEMBERSHIP APPLICATION

The 2019 Community Task Force will analyze pertinent information and consider options for the current facilities. Our Community Facilities Task Force will be comprised of a broad cross section of interests from School District residents and parents to district staff and administration.

The goal of the Task Force is to achieve a thorough understanding of the capacity of existing spaces and the areas where space is available. The Task Force will make a recommendation of the most appropriate use of these spaces to the School Board. The Task Force analysis will include Pearson School and the Central Family Center (CFC). It will also take into account enrollment trends.

Framework for deliverables

- Initiate the process of self-nomination for Task Force membership to begin shortly
- Hold a kick-off meeting to be held on May 15, 2019 (prior to end of school year)
- Schedule two Task Force meetings in summer 2019
- Schedule additional Community Facilities Task Force meetings September through November 2019
- Recommendations from Community Facilities Task Force shared with School Board Facilities Committee and School Board

Establish a current understanding of school district facilities

- What is the maximum capacity of district buildings?
- What is the quantity of available space in the district?
- How do we make the best use of our current spaces?

Anticipated topics

- Enrollment and current building capacities
- Pearson School
- Central Family Center

Topics not part of our task force

- Grade configuration
- Attendance areas
- Transfer request between buildings
- Temporary crowding

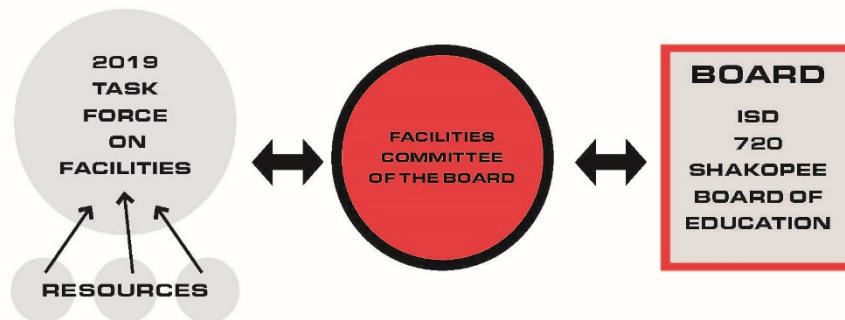
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Participants

- Taskforce: 18 participants
 - Community/parents (6)
 - Teachers (4 = 1 early childhood, 1 elementary, 1 middle, 1 high school)
 - Staff (2)
 - School Board members (3)
 - District administrator (1)
 - Building administrator (1)
 - Buildings & Grounds Manager (Ed Zeimet)
 - Committee facilitator (Scott McQueen, Wold Architects & Engineers)
- Resources: Superintendent, administrators and other experts as appropriate
- Use self-nomination application process

Reporting structure



Participant attendance commitment

- Kick-off meeting in May 2019
- Two summer 2019 meetings
- Approximately 3 months of 2 hour meetings, every 2 weeks (Sept-Nov 2019)

Projected schedule of activities

- April 8 – 24, 2019 @ 3:00PM Self-nomination application window
- May 15, 2019 @ 6:00PM Kick-off, informational meeting
- Summer 2019 Meetings
 - July 11, 2019 @ 6:00PM 1st summer 2019 meeting
 - August 22, 2019 @ 6:00PM 2nd summer 2019 meeting
- Fall 2019 Meetings all meetings @ 6:00PM
 - September 18, 2019
 - October 3, 2019
 - October 15, 2019
 - November 4, 2019
 - November 12, 2019
 - December 2, 2019
- November 20, 2019 @ 5:00PM Presentation of recommendations to School Board Facilities Committee
- December 9, 2019 @ 6:00PM Presentation of recommendations School Board Business Meeting:
- January 2020 CFTF final presentation



2019 COMMUNITY FACILITIES TASK FORCE MEMBERSHIP APPLICATION

School planning is a community wide collaborative process involving diverse stakeholders. This task force will analyze pertinent information and consider options for the current facilities. The goal of this group is to achieve a thorough understanding of the capacity of existing spaces and areas where space is available. The task force will make a recommendation of the most appropriate use of these spaces to the school board.

The focus of this task force is specific in nature. The group will be answering the following three questions: 1. What is the maximum capacity of district buildings? 2. What is the quantity of available space in the district and 3. How do we make the best use of our current spaces?

Applications will be accepted April 8 - 24, 2019 at 3:00PM. Questions? Contact the Superintendent's Office at 952-496-5006 or communications@shakopee.k12.mn.us. Thank you.

First Name: _____ Last Name: _____
Address: _____ City: _____ State: ____ Zip Code: _____
Cell Phone #: _____ Email: _____

How many years have you lived in the Shakopee School District?
 0-2 years 3-5 years 6-12 years More than 12 years

Please select your age range below:
 18-35 36-50 51-65 66 and older

Do you have any children or grandchildren that live in the district? Yes No

If yes, please select the schools your child(ren)/grandchild(ren) attend(s):
 Preschool Red Oak Ele. Sweeney Ele. Sun Path Ele.
 Eagle Creek Ele. Jackson Ele. East Middle West Middle
 High School Tokata L.C. SACS Graduate of SHS
 Other: _____

Are you a graduate of the Shakopee Public Schools? Yes No

Are you a staff member in our school district? Yes No

If you are a staff member in our school district, what position do you hold?
 Not applicable, I do not work in the district Middle School Teacher
 Non-Certified Staff High School Teacher
 Early Childhood Teacher District administrator (principal or other)
 Elementary Teacher Other: _____

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Please describe your motivations or reasons for wanting to serve on this task force:

Have you served on similar committees or task forces in the past? Yes No
If so, which committee(s) or task force(s)?

Are there any special skills and/or experiences that you bring to this task force?

The Community Facilities Task Force's first meeting is May 15, 2019 at 6:00PM in the District Office Board Room. Are you available to attend? Yes No (please save May 15th on your calendar)

Signature: _____

Date: _____

CFTF members will be appointed at the May 6, 2019 School Board Meeting. All applicants will be notified by May 7th. Thank you for your willingness to serve our community as part of the 2019 Community Facilities Task Force.

SECOND AMENDMENT TO REAL ESTATE PURCHASE AGREEMENT

THIS SECOND AMENDMENT TO REAL ESTATE PURCHASE AGREEMENT ("Second Amendment") is made as of the _____ day of March, 2019 by and between **INDEPENDENT SCHOOL DISTRICT NO. 720**, an independent school district organized under the laws of the State of Minnesota, herein referred to as the "Seller" and **TRIDENT DEVELOPMENT, LLC**, a Minnesota limited liability company, or its assigns, herein referred to as "Buyer."

RECITALS

WHEREAS, Seller and Buyer entered into a certain Real Estate Purchase Agreement dated February 26, 2018 ("Agreement"), as amended on September _____, 2018 ("First Amendment"), relating to the Seller's agreement to sell and the Buyer's agreement to buy certain property in the City of Shakopee, Scott County, Minnesota located at XXX Lusitano Street, and as further described in the Agreement.

WHEREAS, the parties have agreed to extend the Condition Date and Closing Date, as defined in the Agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Buyer and Seller hereby agree as follows:

1. **Recitals.** The above Recitals are hereby incorporated as a material part of this Second Amendment with the same force and effect as if restated in full in this Paragraph.
2. **Capitalized Terms.** Except as set forth in this Second Amendment, terms capitalized in this Second Amendment, but not otherwise defined, have the meanings as ascribed to them in the Agreement.
3. **Extension of Condition Date.** The parties hereby agree that the Condition Date as defined in Section 4.A. of the Agreement, and Section 3 of the First Amendment, is hereby extended and the Condition date shall now be November 15, 2019.
4. **Extension of Closing Date.** The parties hereby agree that the Closing Date as defined in the first paragraph of Section 6 of the Agreement, and Section 4 of the Second Amendment, is hereby extended and the Closing Date shall now be December 31, 2019.
5. **Increase of Purchase Price.** The parties hereby agree that the Purchase Price as defined in the first paragraph of Section 2 of the Agreement, is hereby increased by \$25,000 and the Purchase Price shall now be One Million One Hundred Twenty-Five Thousand and 00/100 Dollars (\$1,125,000.00).
6. **Additional Earnest Money.** The parties hereby agree that the Earnest Money as defined in the Section 2.A. of the Agreement shall be increased from \$15,000.00 to \$25,000.00. All Earnest Money shall continue to be applicable to the Purchase Price and refundable to the Buyer pursuant to Section 2.A.(ii) of the Agreement. The additional Earnest Money of \$10,000.00 shall be deposited into Title within three (3) business days following the full execution of this Second Amendment.
7. **Miscellaneous.** The Agreement, except as modified herein, is hereby confirmed to be in full force and effect. The individuals executing this Second Amendment hereby represent and warrant that they are empowered and duly authorized to so execute this Second Amendment on behalf of the

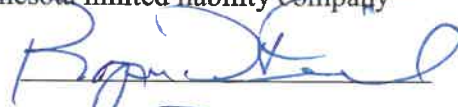
parties they represent. This Second Amendment shall be binding upon and inure to benefit of each of the parties hereto and their respective successors and assigns. This Second Amendment may be executed in any number of counterparts, each of which when executed shall be deemed an original with all such counterparts taken together shall constitute one and the same instrument. Facsimile or email (PDF format) signatures shall be deemed and treated as originals. The Agreement, as amended by First Amendment and this Second Amendment, constitutes the entire agreement between Buyer and Seller with respect to the Property and may be amended or altered only by written agreement executed by both parties, and supersedes all prior agreements, whether written or oral, between the parties. The Agreement, as amended by the First Amendment and this Second Amendment, and the rights and obligations of the parties hereto, must be construed and enforced in accordance with the laws of the State of Minnesota, without regard to conflict law principles.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date first above written.

BUYER:

TRIDENT DEVELOPMENT, LLC
a Minnesota limited liability company

By: _____



Its: _____

SR. VICE PRESIDENT

SELLER:

**INDEPENDENT SCHOOL DISTRICT
NO. 720**, an independent school district
organized under the laws of the State of
Minnesota

By: _____

Its: _____

By: _____

Its: _____

**2019 Shakopee Public Schools
School Board Meeting Dates and other important dates**

Date	Time	Type of Meeting	Location
April 8, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
April 8, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
April 17, 2019	7:30AM	School Board Communications Committee Meeting	District Office Board Room, 1200 Town Square
April 22, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
April 22, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
April 24, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
May 6, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
May 6, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
May 20, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
May 20, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
May 22, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
June 10, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
June 10, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
June 24, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
June 24, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
June 26, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
TENTATIVE Monday, July 8, 2019	5:00-9:00PM	Summer Retreat	District Office Board Room, 1200 Town Square
July 22, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
July 22, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
July 24, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
August 12, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
August 12, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
August 26, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
August 26, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
August 26, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
August 28, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
September 9, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
September 23, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
September 23, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
September 25, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
October 14, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
October 14, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
October 28, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
October 28, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
October 30, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
November 18, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
November 18, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
November 20, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
December 9, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
December 9, 2019	6:00PM	Truth in Taxation Hearing & School Board Business Meeting	District Office Board Room, 1200 Town Square
December 11, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square



Shakopee Public Schools 2018-19 School Calendar

Updated April 23, 2018

NOTE: Tokata Lng. Ctr. First Day of School: September 4, 2018

NOTE: Grades 6-12 First Day of School: September 5, 2018

NOTE: Grades E-5 First Day of School: September 6, 2018

August 2018

August 20-23.....New Teacher Fall Workshop
August 27-30.....Teacher Fall Workshop

September 2018

September 3.....No School - Labor Day
September 4, 2018.....Student 1st Day of School (Tokata ONLY)
September 5, 2018.....Student 1st Day of School (Grades 6-12)
September 6, 2018.....Student 1st Day of School (Grades E-5)
September 4....Moving Day for Staff (Grades 6-12)
September 4-5.....Assess & Connect Days (Grades E-5)
September 26.....Student 2-Hour Early Release

October 2018

October 17.....No School - Teacher Staff Development Day
October 18-19.....No School - Fall Break

November 2018

November 8.....1st Quarter Ends
November 9.....No School - Teacher Planning Day
November 21-23.....No School - Thanksgiving Break
November 28.....Student 2-Hour Early Release

December 2018

December 20.....No School - Early Childhood Education Only
December 21-Jan 1.....No School - Winter Break

January 2019

December 21-Jan 1.....No School - Winter Break
January 21.....No School - Teacher Staff Development Day
January 25.....1st Semester Ends
January 28.....No School - Teacher Planning Day

February 2019

February 15.....No School - Teacher Staff Development Day
February 18.....No School - Presidents' Day Break

March 2019

March 13.....Student 2-Hour Early Release
March 28.....3rd Quarter Ends
March 29.....No School - Teacher Planning Day

April 2019

April 1-5.....No School - Spring Break
April 19.....No School - Students & Staff
April 24.....Student 2-Hour Early Release

May 2019

May 27.....No School - Memorial Day
May 31.....Senior Class (12th grade) Last Day of School

June 2019

June 6, 2019.....Student Last Day of School
June 7.....Teacher Work Day
June 8, 2019.....Graduation

August 2018

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

M	T	W	TH	F
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15	16	17	18	19
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29	30	31		

November 2018

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19	20	21	22	23
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December 2018

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31				

January 2019

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February 2019

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March 2019

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April 2019

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29	30			

May 2019

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June 2019

M	T	W	TH	F
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17	18	19	20	21
24	25	26	27	28

Key

	No School - Students and Staff
	No School - Students
	First/Last Day of School
	Quarter/Semester Change
	Student Early Release 2-Hours before Dismissal



Shakopee Public Schools 2019-20 School Calendar

*Updated 3/11/19

August 2019	
August 19-22.....	New Teacher Fall Workshop
August 26-29.....	Teacher Fall Workshop

September 2019	
September 2.....	No School - Labor Day
September 3-4.....	Elementary Connect Days (Grades E-5)
September 3.....	Student 1st Day of School (Grades 6-12)
September 5.....	Student 1st Day of School (Grades E-5)
*September 25 26.....	Student 2-Hour Early Release K-12

October 2019	
October 16.....	No School - Teacher Staff Development Day
October 17-18.....	No School - Fall Break

November 2019	
November 7	1st Quarter Ends
*November 7 20.....	Student 2-Hour Early Release K-12
November 8.....	No School - Teacher Planning Day
November 27-29.....	No School - Thanksgiving Break

December 2019	
December 20.....	No School - Early Childhood Only (PD day)
December 23-Jan 1.....	No School - Winter Break

January 2020	
December 23-Jan 1.....	No School - Winter Break
*January 20.....	No School - No Teachers - MLK, Jr. Day
*January 23.....	1st Semester Ends
*January 23 March 18.....	Student 2-Hour Early Release K-12
*January 24 27.....	No School - Teacher Planning Day

February 2020	
February 14.....	No School - All Teacher Staff Development Day
*February 14.....	No School - Teachers E-5 Off
February 17.....	No School - Presidents' Day Break

March 2020	
March 26.....	3rd Quarter Ends
*March 26 April 22.....	Student 2-Hour Early Release K-12
March 27.....	No School - Teacher Planning Day
March 30-April 3.....	No School - Spring Break

April 2020	
March 30-April 3.....	No School - Spring Break
*April 10.....	No School - Students & Staff All-Grades (removed, class in session)

May 2020	
*May 1.....	No School - Gr. 6-12 Teacher Staff Development Day
*May 1.....	No School - Gr. E-5 Teachers Off
May 25.....	No School - Memorial Day
*May 29.....	Senior Class (12th grade) Last Day of School (removed)

June 2020	
June 4.....	Student Last Day of School
June 5.....	Teacher Work Day
June 6.....	Graduation

August 2019				
M	T	W	TH	F
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September 2019				
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October 2019				
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November 2019				
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December 2019				
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23	24	25	26	27
30	31			

January 2020				
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020				
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17	18	19	20	21
24	25	26	27	28

March 2020				
M	T	W	TH	F
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16	17	18	19	20
23	24	25	26	27
30	31			

April 2020				
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May 2020				
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June 2020				
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15	16	17	18	19
22	23	24	25	26
29	30			

Key	
	No School - Students and Staff
	No School - Students
	First/Last Day of School
	Quarter/Semester Change
	Student Early Release 2-Hours before Dismissal