

ST. CLOUD AREA SCHOOL DISTRICT 742

Inclement Weather Protocols

2026–2027 School Year

Report to the Board of Education | November 4, 2026

WHAT GUIDES OUR DECISIONS

Five guiding principles

1

St. Cloud Metro Partnership

One shared decision across our neighboring districts

2

Staff and Student Safety

The first question in every decision

3

Attendance and Access

Keeping students learning and connected

4

Predictable Decisions

Clear thresholds families can plan around

5

Timely Information

Families hear from us early and consistently

NEW FOR 2026–2027

Our first three weather closures will be snow days.

Full release days for all students and staff.

HOW CLOSURES ADD UP THIS YEAR

The closure sequence



Last year: the first closure was a non-student contact day, and E-Learning began with the second closure.

PRINCIPLE 1

St. Cloud Metro Partnership

Decided together

Sartell-St. Stephen, Sauk Rapids-Rice and St. Cloud Area School Districts make school closure decisions together.

Decided by each district

- Plans for learning at home
- Plans for make-up days, based on each district's policies and resources

PRINCIPLE 2

Staff and student safety

When we decide on a closure, our priority is the safety of our students, families and staff.

Families know their own situation best

If a parent or guardian believes keeping their child home is the best choice during inclement weather, they may do so. The absence is excused when the family enters an absence request.

PRINCIPLE 4: PREDICTABLE DECISIONS

Cold weather closures

–35°

Air temperature or wind chill,
forecast or reported

Our source

St. Cloud weather reporting from the National Weather Service (NWS) and the National Oceanic and Atmospheric Administration (NOAA)

Two-hour late start

May be considered if temperatures are predicted to rise above –35° by 9:30 a.m.

PRINCIPLE 4: PREDICTABLE DECISIONS

Snow, ice and wind



The forecast

Forecasted snow, ice and wind, and how those conditions accumulate



The roads

Current road conditions as reported by our transportation teams

We will avoid early-release decisions whenever possible.

PRINCIPLE 5

Timely information sharing

Whenever possible, we decide on closures or delays the evening before.

By 9:00 p.m.

Evening decisions are shared with families by phone.

No call?

If families have not heard from us by 9:00 p.m., no decision will be shared that evening.

5:15 to 6:00 a.m.

Morning decisions are shared in this window.

PRINCIPLE 3: ATTENDANCE AND ACCESS

When E-Learning begins



Starting with closure 4

E-Learning, also called Flexible Learning, begins after our three snow days, for up to five days.



How students learn

Instruction through choice boards
PK-8 or Schoology 9-12



Who supports them

Students have access to their teachers and support staff.

Elementary: K-5

How students learn

Grade level choice boards, 1 choice board per e-learning day

Attendance

Students may turn their completed choice board into their teacher within a week for attendance to be counted.

Teacher availability

Teachers will monitor their emails for parent communication.

Support for every learner

QR Codes at the top are linked to videos explaining the choice board in English, Spanish, or Somali

District 742 Second Grade Choice Board #2					
		English	Spanish	Somali	
•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.					
District 742 Second Grade Choice Board #2					
Literacy	English		Spanish	Somali	
Record the steps of your favorite breakfast. Be sure to use the words First, Second, Next, Then, Finally.	•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.				
Write a thank-you note to someone who has helped you or has been a good friend. Tell them why.	•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.				
Select 10 words from a book. Write each word five ways: a marker, crayon, pen, watercolor, Play-Doh, bubble letters, or squiggly letters.	•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.				
Read for 20 minutes three different times in three different places today.	•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.				
Write an acrostic poem using each letter of your first, middle, or last name. Each letter should tell something about you.	•Students should choose at least one activity from each subject area column. •Students should spend about 10 minutes on each activity. •Place a check mark on the activities completed. •Students, please return this sheet to your teacher within a week •The sheet may also be photographed and shared digitally with teachers.				
Literacy Choice Activity- Write your choice here	Math	Science/Social/ Health	Movement	Creative Thinking	
Student Name _____	Record the steps of how to make your favorite breakfast. Be sure to use the words First, Second, Next, Then, Finally.	Create a name-collection box for any of these numbers (11, 65 or 128) and write ten names for that number.	Read a non-fiction text. Make a small poster to teach someone else about your topic, including 3 things you learned.	Being helpful is a way to show responsibility. Ask your parent or caregiver what chore you can complete for them.	Make something using LEGO, blocks, or any other building materials you might have.
Student Name _____	Write a thank-you note to someone who has helped you or has been a good friend. Tell them why!	Draw a rainbow. On each side of the rainbow, write the family of facts. (For example: Ten: 1+9, 2+8...)	Put an ice cube in a bowl. Estimate how much time it will take to turn into a liquid (melt) and a gas (evaporate). Check your ice cube every 15 minutes.	Do 15 of each: - Jumping jacks - Push-ups - Sit-ups - Ski jumps	Select 5 small objects and see if they sink or float. Record your results.
Student Name _____	Select 10 words from a book. Write each word five ways: a marker, crayon, pen, watercolor, Play-Doh, bubble letters, or squiggly letters.	Use one of your feet to measure 10 different objects around you. Write the names of the objects and record their measurements.	Build a bridge out of paper, LEGOS, or blocks. See how many coins or small toys it holds.	Play outside if it is safe to do so.	Make a poster about being a good friend. Bring it back to school. What are some characteristics that make good friends?
Student Name _____	Write a list of words that you can use to describe the weather.	Fact Family Houses: Pick 3 numbers (like 4, 6, 10) Write the facts. 6+4=10, 10-6=4 etc.)	Practice writing your address and phone number.	Walk the perimeter of a room and count the steps. P = _____	Name items around you that start with each letter of the alphabet.
Student Name _____	Read for 20 minutes three different times in three different places today.	Play a board game or card game with someone. Be the score keeper if needed.	Check the temperature and the sky conditions 3 times today. Record your observations.	March in place for 5 minutes. Drink a glass of water. Repeat.	Make a healthy lunch. Record what you ate and the food group each item came from.
Student Name _____	Write an acrostic poem using each letter of your first, middle, or last name. Each letter should tell something about you.	Complete a Sudoku puzzle from a newspaper or a puzzle book.	Talk about things your family needs and wants. Discuss how you decide what to buy and how it helps your family.	Create a 30-second dance that moves your body up, down, and sideways. Include a jump, turn, and freeze. Perform your dance.	Create a play about an imaginary adventure. Perform your play with the help of family members.
Student Name _____	Literacy Choice Activity- Write your choice here	Math Choice Activity- Write your choice here	Science/Social/Health Choice Activity- Write your choice here	Movement Choice Activity- Write your choice here	Creative Thinking Choice Activity- Write your choice here
Student Name _____	Parent/Caregiver Signature _____	Date _____			

Middle School: 6-8

How students learn

Grade level choice board including core and allied pages; 5 copies of the same choice board, students are encouraged select different activities each day.

Attendance

Students may turn their completed choice board into their advisory teacher within a week for attendance to be counted.

Teacher availability

Teachers will monitor their Schoology messages and emails for student or parent communication.

Support for every learner

QR Codes at the top of the choice boards are linked to videos explaining the choice board in English, Spanish, or Somali.



7th Grade eLearning Day Choice Boards



English



Spanish



Somali

Directions: On each eLearning Day, choose one activity from each of the four core classes from the Core Classes Board. Then choose two activities from any column on the Allied Classes Board. Aim for 10-15 minutes per activity. Check the box for each activity you complete and submit your work to your Eagle/Tiger/Coli Time teacher within 5 school days.

Ways to Respond: Write, draw and label, make a chart, or explain aloud to someone who can write your ideas. Use English, another language, or both. You may use an imagined example when an object is unavailable. Sentence starters: I noticed... My evidence is... This shows... I think... Because...

Core Classes – Choose one activity from each column.											
Science	Language Arts	Social Studies	Math								
☐ Freezing Liquids Data 3 equal amounts of liquid were placed in identical cups in the freezer at the same time. <table><tr><td>Liquid</td><td>Time until ice crystals</td></tr><tr><td>Water</td><td>40 minutes</td></tr><tr><td>Apple juice</td><td>55 minutes</td></tr><tr><td>Salt water</td><td>75 minutes</td></tr></table> Identify 1 pattern in the results and propose an explanation for the different freezing times.	Liquid	Time until ice crystals	Water	40 minutes	Apple juice	55 minutes	Salt water	75 minutes	☐ Choice Book Reading Time Read and enjoy a book or article of your choice for 10-15 minutes. Write a short summary of what you read. Make an inference about the story or information.	☐ American History Interview Think of 3 important people throughout American History who you may have learned about in class so far (like George Washington, Sacagawea, etc.) Explain who you would interview if you had a chance and why. Add 3 questions you would ask the person if you could.	☐ Walking at a Constant Rate A person walks 6 blocks in 3 minutes at a steady pace. Find the unit rate (the amount for 1 minute). Predict how many blocks the person will walk in 10 minutes. Show or explain how you know.
Liquid	Time until ice crystals										
Water	40 minutes										
Apple juice	55 minutes										
Salt water	75 minutes										
☐ Conserve Resources List 3 ways people use either water or electricity at home or school. Describe 2 realistic actions that could reduce waste of that resource.	☐ Daily Journal Write a one-page journal entry about your day, including the events and experiences that stood out to you. Be descriptive and reflect on how these moments made you feel.	☐ Land Shapes Communities Imagine a town near a river, a hill, and a large open field. Choose 2 of the land features and explain how each might affect where people build, travel, work, or spend time.	☐ Equation Story Write or draw a story that matches $2x+5=15$. Solve for x and explain what x means in your story.								
☐ Science Around You Choose an everyday event involving motion, weather or living things. Record 2 observations and ask one testable question about what might be happening.	☐ Sound Words Write 4 lines about a busy place using 2 sound words (like <i>buzz</i> , <i>crash</i> , <i>tap</i> , <i>whoosh</i> , or <i>splash</i> , etc.) Underline the sound words and explain the mood they create.	☐ United States Travel Write about where in the United States you would travel if you could and why. Add 3 questions you have about the location's geographic features.	☐ Budget You have \$500 in your budget to spend on snacks, decorations, and activities for a party for 10 people. Explain how much you'd spend on each item and why.								

Unique boards on the website & sent home in backpacks for each grade 6, 7, and 8.



English



Spanish



Somali

Allied Board - Choose two activities from any column.			
Phy Ed	Music/Theatre	Visual Arts	Health/Life Skills
☐ Workout Circuit Choose and complete 3 safe movements (examples: sit ups, jumping jacks, squats, toe touches, push ups, etc) for 20-30 seconds each. Rest as needed. Write the order you completed them in. Explain how your body felt before, during and after the activity.	☐ Quiet Sound Map Listen quietly wherever you are for 2 minutes. Write five sounds you heard with words or symbols. Label each high/low and loud/soft.	☐ Sculpt or Build It Sketch or build a three-dimensional (3D) object using available or imagined materials. Explain two of your design choices.	☐ Positive Self-Talk Name 3 discouraging thoughts. Rewrite them into realistic, encouraging statements that support positivity and persistence.
☐ Movement Reflection Choose a familiar exercise or sport. Describe : <ul style="list-style-type: none">One safety rule for the exercise or sportOne body part or muscle group used in the activityOne way to make it more challenging	☐ Rhythm Pattern Create an eight-beat pattern using claps, taps, rests, or written symbols. Repeat it and explain the pattern.	☐ Draw It Create a drawing looking out a window from your house. Add value and shading to it.	☐ Emergency Plan Imagine there is an emergency situation at school or at home. Identify 2 safe meeting locations and 3 types of trusted contacts for an emergency. Explain when this plan could be used.
☐ Create a PE Game Design a physical activity game using household items (example: include socks for a ball). Include : <ul style="list-style-type: none">A name for the gameRules & how to playWhat skills or muscles does your game improve?	☐ Song Message Choose a message such as friendship, courage, fairness, or hope. Write a 2-line chorus for a song that communicates the message. Underline words that deserve extra emphasis.	☐ Logo Redesign Redesign a familiar school or community symbol for a new audience. Use shape, contrast, and lettering intentionally. Explain 2 of your choices in the design.	☐ Assertive Communication Write a respectful response to peer pressure. Include : <ul style="list-style-type: none">a clear a limit that protectsyour safety or comforta brief reasonand a safe next step.

E-LEARNING DAYS, IF NEEDED

High School: 9-12

How students learn

They are learning from home completing assignments posted on Schoology

Attendance and coursework

Assignments will be posted by 10 a.m., and teachers will be available by email throughout the day to answer questions and provide guidance.

Teacher availability

Students may contact their teachers through Schoology or through their district email addresses during working hours.

Support for every learner

Teachers, counselors, and case managers are communicating with students to support needs

E-LEARNING DAY 9-12 STUDENT CHECKLIST

☐

Log in to Schoology

Go to all of your class pages from 10am-3pm.

Attendance will be recorded!

☐

Check Daily Agendas

Check agenda in each class for today's tasks and assignments.

☐

Complete Assignments

Work on, complete, and submit all assignments for the day.

☐

Check in with Teachers

Contact teachers for help on your work from 10am-3pm.

☐

Check your grades

Check grades on Skyward and complete missing or future work



FOR OUR FAMILIES

Other important information

Have a plan

Please be sure you have a plan for your child in case of a closure, late start or early release.

Activities and practices

None are held on closure or early-release days. Rare exceptions for section or state-level meets are agreed upon by the participating superintendents.

Child care

KidStop provides child care at selected district locations during cold-weather closures.

Stay informed

Our website carries the latest information and updates during weather events.

Thank you

Questions?

St. Cloud Area School District 742