

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
 NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM, ROOM C120
 38705 GRAND AVENUE
 NORTH BRANCH, MN 55056
 REGULAR SCHOOL BOARD MEETING
 JUNE 9, 2022
 5:45 PM**

AGENDA

- I. Call to Order
- II. Roll Call
 School Board Member Heather Naegele will be attending the meeting remotely at the following location: 9818 State Highway 176, Walnut Shade, MO 65771
- III. Pledge of Allegiance
- IV. Approval of Agenda
- V. Superintendent’s Report 4
- VI. Removal of Consent Items for Discussion
- VII. Approval of Consent Items
 - A. Minutes of May 12, 2022 Policy Committee Meeting 19
 - B. Minutes of May 12, 2022 Regular School Board Meeting 20
 - C. Minutes of May 26, 2022 Work Session 28
 - D. Authorization of Payments, Transfers, and Investment Activity 30
 - E. Personnel
 - 1. Lauren Kramer, resignation effective May 16, 2022, as SPED Assistant at North Branch Area Education Center
 - 2. Renee Williams, resignation effective May 25, 2022, as Schoolkeeper at North Branch Area Public Schools
 - 3. Brian Robelia, resignation effective at the end of the 2021-22 school year, as Math Teacher at North Branch Area Middle School
 - 4. Stacy Fairbanks, leave request effective April 13, 2022 through the end of the 2021-22 school year, as SPED Assistant at Life Work Center
 - 5. Ashley Robinette, leave request effective May 23, 2022 through the end of the 2021-22 school year, as SPED Assistant at North Branch Area High School
 - 6. Daniel Seiler, leave request effective June 15, 2022 through July 11, 2022, as Schoolkeeper at North Branch Area Public Schools
 - 7. Alan Grund, MA, Step 5, for the 2022-23 school year only, as SPED Teacher at Sunrise River Elementary School
 - 8. Sara Gustafson, BS, Step 1, beginning with the 2022-23 school year, as English/Language Arts Teacher at North Branch Area High School
 - 9. Victoria Martin, MA+30, Step 6, beginning with the 2022-23 school year, as Elementary Dean of Students at Sunrise River Elementary School
 - 10. Whitney Murphy, BS, Step 2, one-year contract for 2022-23 for a Tier 1 License for SPED Teacher at North Branch Area High School

- 11. Jacob Wavra, MA, Step 6, beginning with the 2022-23 school year, as Elementary Teacher at Sunrise River Elementary School
- 12. Jessica Konrad, BS, Step 3, as LTS for Andrew Spofford for the 2022-23 school year, as Social Studies Teacher at North Branch Area High School
- 13. Cynthia Dworshak, position change effective June 13, 2022, from SPED Assistant to Office Clerk at North Branch Area Middle School
- 14. Kara Walker, non-renew for the 2022-23 school year, as Social Worker at North Branch Area High School
- 15. Tenure of the Following Teacher
 - a. Annette Fairbanks - Community Education Early Childhood Teacher - North Branch Area Education Center

F. Acceptance of Donations 31
 Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, the Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 138 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

- VIII. **Open Mic:** Open mic is a time for public comment. However, it is not a means to have issues added to this evening's agenda. It is also not a means to discuss specific individuals negatively in public, either by name or position. If you would like district follow up to comments, please leave appropriate contact information on the open mic sign-in sheet. Please limit your comments to three minutes.
- IX. Old Business
 - A. Consider Approval of Food Service Contract Contingent Upon MDE Approval 32
 - B. Consider Second Reading of the Following Policy 33
 - 1. Policy 516 - Student Medication
- X. New Business
 - A. Consider Revisions to the 2021-22 Budget and Adoption of 2022-23 Budget 39
 - B. Consider Approval of the Long-Term Facilities Maintenance Plan 53
 - C. Consider Student Fees for 2022-23 56
 - D. Q Comp Update 65
 - E. Consider Trail Easement Agreement 71
 - F. Consider Resolution Approving Long-term Facility Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of those Projects in the District's Application for Fiscal Year 2024 Long-term Facility Maintenance Revenue 77
 - G. Consider Resolution Establishing Dates for Filing Affidavits of Candidacy 83
 - H. Consider Request to Bid for Garbage Services
 - I. Consider Request to Bid for Fuel and Gasoline

J.	Consider First Reading of the Following Policies	
	1. Policy 515 - Protection and Privacy of Pupil Records (MSBA changes)	87
	2. Policy 601-NB - School District Curriculum and Instruction Goals (MSBA changes)	121
	3. Policy 603 - Curriculum Development (MSBA changes)	134
XI.	Addendum	
	A. Consent	
	1. Andrea Thiner, employment effective August 1, 2022, as High School Assistant Principal at North Branch Area High School	
XII.	Information	
	A. Board & Administrator June 2022 Issue	137
XIII.	Board Requests	
XIV.	Committee Reports	
	A. SEE (Schools for Equity in Education)	
	B. Negotiations	
	1. NBSSA	
	C. MSBA Update or Report	
	D. MSHSL	
	E. SCRED Report	
	F. Staff Development Report	
	G. Community Education Advisory Committee Report	
	H. Policy Committee Report	
XV.	Dates to Remember	
	A. Friday, June 10, 2022, Last Day of School for Students	
	B. Sunday, June 12, 2022, Graduation of the Class of 2022, 2:00 pm, North Branch Area High School. Board members should be there at 1:30 pm.	
	C. Monday, June 13, 2022, End of Year Staff Breakfast, North Branch Area High School, Commons Area, Coffee at 7:15 am; Recognition Program at 7:30 am	
	D. Monday, June 20, 2022, OPEB Committee Meeting, 10:00 am, Virtual	
	E. Monday, June 20, 2022 Negotiations Committee Meeting, 4:00 pm; North Branch Area Education Center	
	F. Monday, June 20, 2022 NBSSA Negotiations Session, 4:30 pm, North Branch Area Education Center	
	G. Wednesday, June 22, 2022, School Board Retreat, 4:30 pm, North Branch Area High School, Glass Classroom	
	H. Thursday, July 14, 2022, Regular School Board Meeting, 5:30 pm, North Branch Area Education Center, Boardroom, Room C120	
XVI.	Adjournment	

Superintendent Update

June 9, 2022

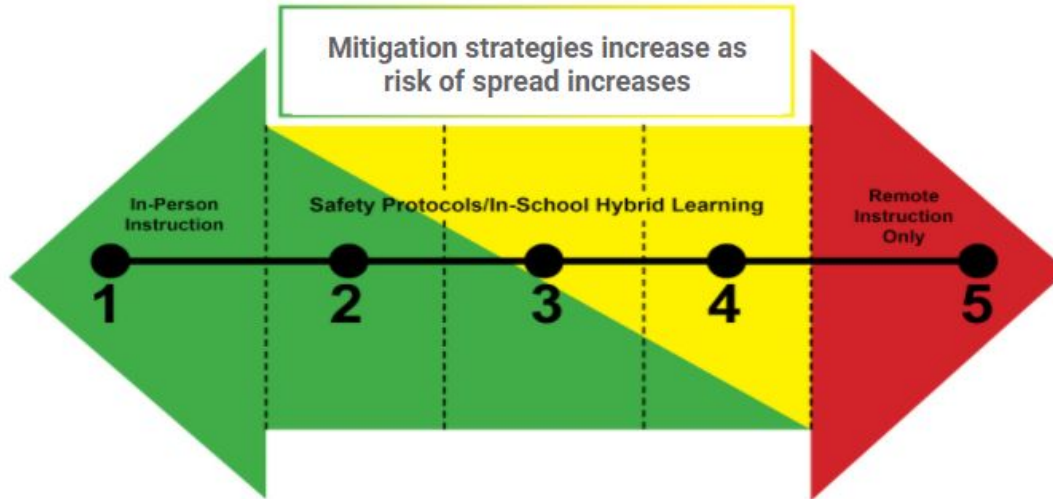
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Safe Learning Update

- Continue operating at [Level One](#).





Welcome to new High School Assistant Principal



Andrea Thiner



Fun Run Fun!

- Students engage in character trait mini-lessons during the week, goal setting, and nightly challenges.
- Students participate “finale” Fun Run event; Ms. Maggie did an incredible national anthem to start the Education Center event.
- The event was very successful in gaining pledges and fundraising for our schools.





Teddy Bear Band



Teddy Bear Band Family Picnic & Concert

Wednesday, June 8 • 6:30-7:15 p.m.



EARLY CHILDHOOD
FAMILY EDUCATION

Bring your teddy bear and come dance and sing along with the Teddy Bear Band at this FREE event! Enjoy an evening of outdoor fun on the playground, pack a picnic and celebrate the arrival of summer with all of your Early Childhood friends! All ages welcome!



Location: North Branch Area Education Center – near the playground or indoors if inclement weather.

Sponsored by North Branch Area Early Childhood Family Education

651-674-1220



Convoy Tradition Continues



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Thank you Officer Nelson for coordinating support from law enforcement and thank you students making this a positive, safe experience for all!



Message of Appreciation from a Viking Support Star



...your staff is dedicated and compassionate, your students demonstrate respect, and rise to what's being expected of them

I must say, moving here this past year, deciding to sub because I was curious about the schools up here, there was a need for subs (and I had the time), has certainly lifted my spirits and did not disappoint - it even made me appreciate retirement more since I could chose when I wanted to work! A win-win for all!

-Dyan Sherwood



Win-Win Partner Engagement



- Chef John Sugimura partners with teacher Hannah Raleigh to teach about Japanese food and culture
- Establishing paid work-based learning Internships
- “Win-Win” appears in Teaching Today MN

Teaching Today Minnesota | Summer/Fall 2022

Transportation

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The Win-Win of Partnership in North Branch, Minnesota



Patrick Tjepkema
Community Relations Coordinator
North Branch Area Public Schools

Last May, North Branch Area Public Schools (NBAPS) was featured in Teaching Today MN for its embrace of Career and Technical Education, automotive and manufacturing career pathways, and future plans to “track industry trends to design programs that align to careers that provide livable wages.”

For the 2021–22 school year, students in the automotive career pathway performed their

classroom hours at North Branch Area High School (NBAHS), and their “hands-on” laboratory work at a local technical and community college located in Pine City. In addition, nine students received job shadowing and hands-on experience at both the Ford and Chevrolet dealerships in North Branch. One of the challenges of this year’s arrangement has proven to be the time it takes for students to commute back and forth from North Branch to Pine City, which did affect enrollment in the program.

For the 2022–23 school year, NBAPS

plans to continue providing classroom hours at NBAHS. However, an emerging partnership is being formed by the school district and transportation provider 4.0 School Services to provide the lab hours at the 4.0 bus garage directly across the street from NBAHS. Staff at the district and at 4.0 are working together to provide a dedicated mechanic bay, as well as two mechanics to provide overnight and instruction to students under a Tier I license.

These efforts, along with several additional Career and Technical education initiatives were celebrated and accelerated at a luncheon on May 18. North Branch Area High School hosted an informational luncheon attended by roughly 40 area industry leaders in a wide variety of fields, including welding, manufacturing, information technology, health care, automotive, marketing and business, as well as representatives from local government, the state, and institutions of higher learning.

All came together to hear how students have been affected by the school district’s emphasis on Career and Technical Education and how they may play a role in expanding the scope of the program to even more learners.

Students spoke to those in attendance about their experiences with job site tours, college visits, hands-on exploration, job shadowing, and internships. Through efforts to expand CTE experiences, more students than ever are getting first-hand experience with

potential careers before they leave high school. Dozens of students attended college visits, nine students participated in job shadowing at the local Ford and Chevy service areas, and two received paid internships with local companies.

Other relevant progress this school year includes:

- 233 students participated in presenters/field trips
- 164 students participated in manufacturing/automotive classes
- 11 industries came to NBAHS to present to students
- 14 field trips students participated in related to manufacturing careers
- 39 female students participated in different manufacturing classes throughout the year
- 31 students took the MSSC CPT Safety Assessment
- 55 students took the OSHA 10 certification assessment
- \$90,000 YSI grant was used to expand manufacturing and automotive programs over last two years
- \$2,500 Gene Haas grant to be used for students going to school in manufacturing/engineering fields next year

Continued on Page 16

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18 student-athletes participating in spring state tournaments!

Track and Field - Friday, June 10 and Saturday, June 11 at 9:00am STMA High School

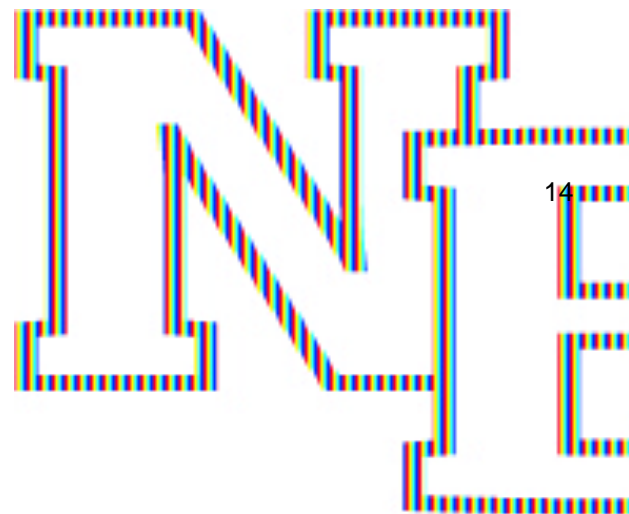
- Sophia Thorsen (7) - 200M Dash, 4x200M Relay, 4x400M Relay
- Ella Kuhlman (9) - 300M Hurdles, 4x400M Relay
- Dakota Esget (9) - 4x200M Relay, 4x400M Relay
- Avery Smith (9) - 4x200M Relay
- Sophia Benedict (9) - 4x200M Relay
- Derrian Dick (9) - 4x400M Relay
- Ella Dick (8) - Pole Vault
- Asaysha Olson (9) - Long Jump, Triple Jump
- Zach Johnson (12) - 4x400M Relay
- Carson Klein (11) - 4x400M Relay
- Austin Anderson (10) - 4x400M Relay
- Logan Murphy (12) - 4x400M Relay, High Jump
- Eric Flor (10) - Pole Vault
- Justin Ramos (12) - Triple Jump



More State Qualifiers!



- Golf - Tuesday, June 14 and Wednesday, June 15 at Ridges At Sand Creek
 - Olivia Weyenberg (11) (pm tee time)
 - Tyler Minke (9) (am tee time)
- Clay Target - Friday, June 24 at Prior Lake
 - Broox Gajeski (12)





Generous Donation from Fish Lake Lutheran Church

Barb Sauer, representing approximately 60 quilters from Fish Lake Lutheran Church, dropped off six bags of personal care items for distribution to students with a need for such items.

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Donated items include deodorant, toothpaste, toothbrushes, dental floss, hair brushes, and other personal care items and will be distributed to high school students with a demonstrated need.

Celebrating the Class of '22!



North Branch Area High School
Class of 2022
113th Commencement Exercises

- Sunday, June 12, 2022
- High School West Gym
- Doors open at 12:30 pm
- Ceremony starts at 2 pm

North Branch Area High School



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TM
Class of 2022

113th Commencement Exercises

Sunday, June 12, 2022
NBAHS West Gymnasium



School Board Retreat

June 22

4:30-6:30 pm

High School Media Center

*Looking Back, Moving Forward,
Together!*

NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, ROOM B122
POLICY COMMITTEE MEETING
May 12, 2022

The Policy Committee met on Thursday, May 12, 2022 at 4:30 p.m. in Room B122 at the North Branch Area Education Center.

Members in Attendance: Tim MacMillan, Sarah Grovender, Kevin Bollman, Superintendent Paul, Todd Tetzlaff, and Arle Chambers

Policies Discussed

Policy 515 - Protection and Privacy of Pupil Records (MSBA changes)

Policy 515 was discussed and will be presented at the June 9 regular board meeting for a first reading.

Policy 516-NB - Student Medication (MSBA changes)

Policy 516-NB was discussed and will be presented at the June 9 regular board meeting for a second reading. Note: The first reading was approved at the February 10, 2022 regular school board meeting.

Policy 601-NB - School District Curriculum and Instruction Goals (MSBA changes)

Policy 601-NB was discussed and will be presented at the June 9 regular board meeting for a first reading.

Policy 603 - Curriculum Development (MSBA changes)

Policy 603 was discussed and will be presented at the June 9 regular board meeting for a first reading.

The meeting concluded at 5:24 p.m.

Kevin Bollman, Clerk
(Unapproved)

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
REGULAR SCHOOL BOARD MEETING
NORTH BRANCH AREA EDUCATION CENTER, BOARDROOM
MAY 12, 2022**

The School Board of Independent School District 138 met in regular session on Thursday, May 12, 2022, at 5:30 p.m. in the Boardroom at the North Branch Area Education Center.

Board Chair MacMillan called the meeting to order.

Roll Call: Tim MacMillan, Sarah Grovender, Kevin Bollman, Heather Naegele, Adam Trampe, and Superintendent Paul

Absent: Jesse LaValle

Others in Attendance:

Denise Martin, Bill Stickels III, John Wagner, Mike Hennek, Bob Becker, David Treichel, Todd Tetzlaff, Pat Tepoorten, and Arle Chambers

The Pledge of Allegiance was said by all.

Approval of Agenda:

Moved by Bollman, seconded by Naegele and carried unanimously to approve the agenda.

SUPERINTENDENT'S REPORT

Superintendent Paul highlighted student experiences including the school musical, prom, scholarship night (over \$150,000 in scholarships were awarded), Walk and Roll, spring sport signings, and Spring Meltdown.

She also reported on mySAEBRS (My Social, Academic, and Emotional Behavior Risk Screener), summer school programming, Safe Learning update, and the Viking Bridge Luncheon which will be held on May 18.

CONSENT ITEMS

Moved by Naegele, seconded by Grovender and carried unanimously to approve the following consent items.

- A. Minutes of April 14, 2022 Regular School Board Meeting
- B. Minutes of April 28, 2022 Work Session
- C. Authorization of Payments, Transfers, and Investment Activity
 - Accounts Payable, Bank 07 – \$493,472.68

- Auxiliary, Bank 12 - \$3,814.20
- Payroll, Bank 13 - \$1,831,195.20
- Scholarship, Bank 18 - \$0.00
- High School Student Activities, Bank 31 - \$11,774.95
- Middle School Student Activities, Bank 32 - \$0.00

D. Personnel

1. Mary Rock, retirement effective April 29, 2022, as Special Education Secretary at North Branch Area Public Schools
2. Kristi Sampson, retirement effective June 10, 2022, as SPED Assistant at North Branch Area Middle School
3. Debra Huberty, resignation effective April 29, 2022, as Art Teacher at North Branch Area Middle School
4. Taylor Essen, resignation effective at the end of the 2021-22 school year, as Science Teacher at North Branch Area High School
5. Kaiya Carlson, resignation effective at the end of the 2021-22 school year, as SPED Teacher at Sunrise River Elementary School
6. Rebecca Hilber, leave request effective April 19, 2022 through June 13, 2022, as Second Grade Teacher at Sunrise River Elementary School. She will be returning for the 2022-23 school year.
7. Lisa Delougherty, leave request effective May 6, 2022 through May 22, 2022, as SPED Assistant at North Branch Area Middle School
8. Carleen Matosky, BA, Step 1, LTS for Rebecca Hilber, from April 19, 2022 through June 13, 2022, as Second Grade Teacher at Sunrise River Elementary School
9. Lee Ann Falen, MA, Step 17, beginning with the 2022-23 school year, as Art Teacher at North Branch Area Middle School
10. Morgan Foster, MA, Step 5, beginning with the 2022-23 school year, as Elementary Teacher at Sunrise River Elementary School
11. Abigail Krause, BS, Step 6, beginning with the 2022-23 school year, as Licensed School Nurse at North Branch Area Public Schools
12. Kristen Swalboski, BS, Step 17, beginning with the 2022-23 school year, as Licensed School Nurse at North Branch Area Public Schools

13. Renee Williams, employment effective May 2, 2022, as Schoolkeeper at North Branch Area Public Schools
14. Dena Norring, employment effective May 9, 2022, as SPED Assistant at Sunrise River Elementary School
15. Stephanie Wendel, employment effective May 11, 2022, as Bookkeeper at North Branch Area Public Schools
16. Christine Lundberg, position change effective May 9, 2022, from Office Clerk at Distance Learning Academy to Bookkeeper at North Branch Area Public Schools
17. Katie Soule, position change effective May 9, 2022, from Office Clerk at North Branch Area Middle School to Special Education Secretary at North Branch Area Public Schools
18. Joan Bense, position change effective the beginning of the 2022-23 school year, from Elementary Teacher to Instructional Strategies Coach at Sunrise River Elementary School
19. Melissa Kleschult, position change effective the beginning of the 2022-23 school year, from Elementary Teacher to Technology Integration/Intervention Teacher at Sunrise River Elementary School
20. Michelle Tabor, position change effective the beginning of the 2022-23 school year, from English Language Arts Teacher at ALC/DLA to English Language Arts Teacher at North Branch Area Middle School
21. James VanEerden, position change effective the beginning of the 2022-23 school year, from Phy Ed/DAPE Teacher at Sunrise River Elementary School to Phy Ed Teacher at North Branch Area Middle School
22. Justin Voss, position change effective the beginning of the 2022-23 school year, from SPED Teacher at North Branch Area High School to Elementary Teacher at Sunrise River Elementary School
23. Lynne Wilzbacher, position change effective the beginning of the 2022-23 school year, from Instructional Strategies Coach to Elementary Teacher at Sunrise River Elementary School
24. Vicki Kristo, position reduced for 2022-23 school year, as Elementary Teacher at Sunrise River Elementary School
25. Erin Vorpahl, position reduced for the 2022-23 school year, as DLA Teacher at North Branch Area Public Schools

26. Jamie Dary, non-renew for the 2022-23 school year, as Elementary Teacher at Sunrise River Elementary School
27. Stephanie Olson, end of assignment effective June 13, 2022 (Out-of-Field Permission for 21-22 School Year), as English Language Arts Teacher at North Branch Area Middle School
28. Alan Grund, end of one-year contract effective June 13, 2022, as Elementary Teacher at Sunrise River Elementary School
29. Kyle Maloney, reinstatement rights terminated effective April 1, 2022, as Social Studies Teacher at North Branch Area High School
30. Tenure of the Following Teachers
 - a. Rachel Bailey - SPED Teacher - North Branch Area High School
 - b. Jake Harren - Elementary Teacher - Sunrise River Elementary School
 - c. Amy Kahl - Elementary Teacher - North Branch Area Education Center
 - d. Thomas McCarthy - Academic Dean for Student Success - North Branch Area High School
 - e. Rochelle Molde - SPED Teacher - Sunrise River Elementary School
 - f. LeAnn Moore - SPED Teacher - Sunrise River Elementary School
 - g. Benjamin Paro - Instrumental Music Teacher - North Branch Area Middle School
 - h. Lorie Petrik - Community Education Early Childhood Teacher - North Branch Area Education Center
 - i. Jennifer Seekon - SPED Teacher - Sunrise River Elementary Teacher
 - j. Andrew Timmer - SPED Teacher - North Branch Area High School
 - k. Kaitlin Turner - Speech Language Pathologist - Sunrise River Elementary Teacher
31. 2021-22 Extra Curricular Spring Coach Position
 - a. Jessica Audette, Class 6, Step 2, as Middle School Softball Coach

E. Acceptance of Donations

Date	Donation From	Donation To	Amount	Use
4/6/22	Benjamin Franklin Plumbing – NB, MN	Sunrise River Elem	\$100.00	Boosterthon Fun Run
4/6/22	Generations Real Estate Group – NB, MN	Community Ed	\$100.00	Concerts in the Park
4/6/22	Lions Club of NB – NB, MN	Sunrise River Elem	\$750.00	Boosterthon Fun Run
4/6/22	Perreault Chiropractic & Acupuncture – NB, MN	Sunrise River Elem	\$250.00	Boosterthon Fun Run
4/12/22	Peterson's North Branch Mill – NB, MN	Sunrise River Elem	\$250.00	Boosterthon Fun Run
4/22/22	Austin Miller Companies – Pine City, MN	NBHS Athletics	\$500.00	DECA Program
4/22/22	Chisago Cty Chapter of Pheasants – Stacy, MN	NBHS Athletics	\$1,000.00	Clay Target Trap Team
4/25/22	East Central Energy – Braham, MN	Sunrise River Elem	\$150.00	Boosterthon Fun Run
4/28/22	Greater Green Bay Community Foundation – Green Bay, WI	NBHS Athletics	\$250.00	Knowledge Bowl Team
4/28/22	NB Fire Relief Association – NB, MN	NBHS Athletics	\$500.00	DECA Program
4/30/22	Chisago Cty Chapter of Pheasants – Stacy, MN	NBHS Scholarship A/C	\$750.00	Scholarship Donation
4/30/22	East Central Energy – Braham, MN	NBHS Scholarship A/C	\$4,500.00	Scholarship Donation
4/30/22	Gene Haas Foundation – Oxnard, CA	NBHS Scholarship A/C	\$2,500.00	Scholarship Donation
4/30/22	Lakes Region EMS – NB, MN	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
4/30/22	NB Area Hockey Association – NB, MN	NBHS Scholarship A/C	\$1,800.00	Scholarship Donation
4/30/22	Sun Dental – NB, MN	NBHS Scholarship A/C	\$1,500.00	Scholarship Donation
		Total	\$15,900.00	

OPEN MIC

No one signed up for open mic.

OLD BUSINESS

A. Approval of Extending Student Transportation Services Agreement for July 1, 2022 through June 30, 2028

Moved by Grovender, seconded by Trampe and carried unanimously to approve extending the student transportation services agreement from July 1, 2022 through June 30, 2028.

B. Discussion on Printing Services Agreement for July 1, 2022 - June 30, 2027

Todd Tetzlaff, Director of Finance and Human Resources, gave an update on the printing services agreement. The agreement was signed before the 7% increase went into effect saving the school district \$14,000.

NEW BUSINESS

A. Approval of Ratification of the Contract between SEIU, Local 284 and North Branch Independent School District for July 1, 2021 through June 30, 2023

Moved by Bollman, seconded by Naegele and carried unanimously to approve the ratification of the contract between SEIU, Local 284 and North Branch Independent School District for July 1, 2021 through June 30, 2023.

The contract includes increases in wages and benefits for both this year and next year. The groundskeepers voted to be added to the custodian's contract and they have been accreted into the union. The three groundskeepers are now part of the SEIU 284 bargaining unit.

- B. Approval of Authorizing the Issuance of Purchase Orders for Fiscal Year 2022-23 in an Amount not to Exceed 80 Percent of the Adopted 2021-22 Budget for Supplies and Services
 Moved by Grovender, seconded by Bollman and carried unanimously to approve the issuance of purchase orders for fiscal year 2022-23 in an amount not to exceed 80 percent of the adopted 2021-22 budget for supplies and services.
- C. Approval of Setting June 9, 2022 at 5:30 p.m. for Public Hearing on Student Fees
 Motion by Bollman, seconded by Grovender and carried unanimously to set June 9, 2022 at 5:30 p.m. for a Public Hearing on Student Fees.
- D. Approval of Delegation of Authority to Make Electronic Funds Transfers on Behalf of the School District. Current designees are: Todd Tetzlaff, Paula Vaughn, Jennifer Thompson, and Susan Shockley. Add Christine Lundberg and Stephanie Wendel. Inactivate Susan Shockley on June 30, 2022.
 Motion by Bollman, seconded by Trampe and carried unanimously to approve delegation of authority to make electronic funds transfers on behalf of the school district. Current designees are: Todd Tetzlaff, Paula Vaughn, Jennifer Thompson, and Susan Shockley. Add Christine Lundberg and Stephanie Wendel. Inactivate Susan Shockley on June 30, 2022.

INFORMATION

The board reviewed the fundraising reports for Early Childhood, Sunrise River Elementary School, North Branch Area Middle School, and the North Branch Area High School Activities from November 1, 2021 through April 30, 2022.

The board reviewed the April 2022 issue of the Board and Administrator.

BOARD REQUESTS

None

COMMITTEE REPORTS

- A. SEE (Schools for Equity in Education) – Board Member MacMillan reported the next SEE General Membership meeting is May 26 and the next SEE Regional meeting is June 10.
- B. Negotiations – None
- C. MSBA Report – None
- D. MSHSL – None
- E. SCRED Report – Board Member Grovender reported on the May 10 SCRED meeting she attended. The next SCRED meeting is June 14.

- F. Staff Development Report – Board Member Bollman reported on the April 26 Staff Development meeting.
- G. Community Education – None
- H. Policy Committee Report – Board Member MacMillan reported four policies will move forward to the June 9 regular school board meeting.

DATES TO REMEMBER

- A. May 26, 2022, School Board Work Session, 5:30 pm, North Branch Area Education Center, Boardroom, C120
- B. May 31, 2022 Negotiations Committee Meeting, 4:00 pm; North Branch Area Education Center
- C. May 31, 2022 NBSSA Negotiations Session, 4:30 pm, North Branch Area Education Center
- D. June 2, 2022, Life Work Center Graduation and Awards Ceremony, 6:00 pm, North Branch High School Edelstein Auditorium
- E. June 9, 2022, Public Hearing on Student Fees, 5:30 pm, North Branch Area Education Center, Boardroom, Room C120
- F. June 9, 2022, Regular School Board Meeting, beginning immediately after the Public Hearing, North Branch Area Education Center, Boardroom, Room C120
- G. June 10, 2022, Last Day of School for Students
- H. June 12, 2022, Graduation of the Class of 2022, 2:00 pm, North Branch Area High School. Board members should be there at 1:30 pm.
- I. June 13, 2022, End of Year Staff Breakfast, North Branch Area High School, Commons Area, Coffee at 7:15 am; Recognition Program at 7:30 am
- J. June 20, 2022, OPEB Committee Meeting, 10:00 am, Virtual
- K. June 20, 2022 Negotiations Committee Meeting, 4:00 pm; North Branch Area Education Center
- L. June 20, 2022 NBSSA Negotiations Session, 4:30 pm, North Branch Area Education Center

Adjournment

Moved by Bollman, seconded by Grovender and carried unanimously to adjourn the regular meeting at 6:10 pm.

Kevin Bollman, Clerk
(Unapproved)

NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARDROOM
SCHOOL BOARD WORKING SESSION
May 26, 2022

The School Board of Independent School District 138 met in a Working Session on Thursday, May 26, 2022, at 5:30 p.m. in the Boardroom at the North Branch Area Education Center.

Chair MacMillan called the meeting to order.

Roll Call: Tim MacMillan, Sarah Grovender, Heather Naegele, Jesse LaValla, Adam Trampe, and Superintendent Paul

Absent: Kevin Bollman

Others in Attendance:

Denise Martin, Todd Tetzlaff, Pat Tepoorten, and Arle Chambers

The Pledge of Allegiance was said by all.

Work Session Topics

Superintendent's Update

Superintendent Paul gave an update on the Safe Learning Plan, stating we are continuing to operate at Level One. She also reported on the elementary Track and Field day, Sunrise River Elementary School being designated a 2021-22 PLTW Launch Distinguished School, and the Sky's the Limit Celebration for seniors that are graduating with Associates degrees from various colleges. Those students include Grace Christopherson, Heather Pommier, Garrett Korkowski, Justine Joyal, Tiegen Koeppen, Christian MacMillan, Raenna Danielsen, Maiya Volkman, and Isabel Linnerooth.

She also talked about having conversations with Rising 9th graders, College and Career Insight conversations, Community Service Day, an activities update, and Viking Bridge.

Proposed Revised FY 2021-22 Budget

Todd Tetzlaff, Director of Finance and Human Resources, presented information on the proposed revised FY 2021-22 budget.

Proposed FY 2022-23 Budget

Director of Finance and Human Resources Todd Tetzlaff presented information on the proposed FY 2022-23 budget.

Proposed FY 2022-23 LTFM Budget

Todd Tetzlaff, Director of Finance and Human Resources, presented information on the proposed FY 2022-23 LTFM budget.

Chair MacMillan adjourned the meeting at 6:21 pm.

Kevin Bollman, Clerk
(Unapproved)

ELECTRONIC FUND TRANSFERS
May 2022

Direct Dep Cks			\$933,355.40
ACHS			<u>\$14,780.69</u>
			\$948,136.09
Transfer from Construction Account to General Operating:	2018A Bond	5/13/2022	\$7,138.66
Other Electronic Fund Transfers:			
Federal/FICA Taxes		5/9/2022	\$56,197.26
(Also reflected in P/R info)		5/9/2022	\$93,817.64
		5/23/2022	\$57,199.78
		5/23/2022	<u>\$111,476.62</u>
			\$318,691.30
Minnesota Withholding Taxes		5/10/2022	\$8,906.60
(Also reflected in P/R info)		5/10/2022	\$16,013.01
		5/24/2022	\$9,231.72
		5/24/2022	<u>\$19,102.80</u>
			\$53,254.13
Economic Service (EBC)		5/9/2022	\$9,727.58
(Also reflected in P/R info)		5/9/2022	\$26,975.10
		5/23/2022	\$9,635.90
		5/23/2022	<u>\$27,150.10</u>
			\$73,488.68
MII LIFE-F S A	PEIP	5/9/2022	\$247.43
	PEIP	5/23/2022	\$1,047.50
	PEIP Admin Fee	5/23/2022	\$240.20
	PEIP	5/31/2022	<u>\$793.33</u>
			\$2,328.46
MII LIFE-MS A		5/10/2022	\$7,384.95
		5/23/2022	<u>\$7,384.95</u>
			\$14,769.90
Minnesota Teachers Retirement		5/6/2022	\$18,243.41
		5/6/2022	\$65,083.45
		5/20/2022	\$6,578.67
		5/20/2022	<u>\$76,507.73</u>
			\$166,413.26
PERA		5/6/2022	\$29,453.80
		5/20/2022	<u>\$30,848.99</u>
			\$60,302.79
Delta Dental Plan		5/23/2022	\$14,344.67
MN Sales Tax		5/20/2022	\$35.00
Neopost Advance		5/2/2022	\$5,000.00

MAY 2022

DATE	DONATION FROM	DONATION TO	AMOUNT	USE
5/10/22	Neighborhood National Bank, 5481 St. Croix Trail, North Branch, MN 55056	NBHS Scholarship A/C	\$500.00	Scholarship Donation
5/10/22	Prism Design & Embroidery, 6372 Main St #A, P.O. Box 820, North Branch, MN 55056	NBHS Scholarship A/C	\$500.00	Scholarship Donation
5/10/22	Jeanne Walz & Tina Thompson, 39168 Riverside Court, North Branch, MN 55056	NBHS Scholarship A/C	\$2,000.00	Scholarship Donation
5/10/22	Vikings Quarterback Club, 6604 378th Street, North Branch, MN 55056	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
5/11/22	Empire Insurance Group, 6063 Main Street, Suite A, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Boosterthon Fun Run Donation
5/11/22	Greater Green Bay Community Foundation Inc., 320 N. Broadway St, Ste. 260, Green Bay, WI 54303	Sunrise River Elem.	\$250.00	Boosterthon Fun Run Donation
5/17/22	Greater Green Bay Community Foundation Inc., 320 N. Broadway St, Ste. 260, Green Bay, WI 54303	NBHS Athletics	\$250.00	Gymnastics Team Donation
5/24/22	Paul & Rachelle Johnson, 38234 Golf Ave, North Branch, MN 55056	NBHS Athletics	<u>\$2,000.00</u>	JROTC Program Donation
			<u>\$7,000.00</u>	
MAY	DonorsChoose, 134 West 37th Street, 11th Floor, New York, NY 10018	Sunrise River Elem.		Toys & Activities were donated to SPED Classroom



NORTH BRANCH
AREA PUBLIC SCHOOLS
Inspire Dreams, Build Integrity, Instill Hope

To School Board Members
From Todd Tetzlaff, Director of Finance and Human Resources
Paula Vaughan, Accountant
Date June 6, 2022
Re: Proposals for Contracted Food Service

The Minnesota Department of Education requires all school districts that contract with a food service management company to bid for contracted services every five years. Our last bid process was in the spring of 2017.

A request for proposals was advertised in our local newspaper and was sent directly to the 20 food service management companies operating in the state of Minnesota and on file with the Minnesota Department of Education. Three vendors attended our mandatory bidders' conference on April 5th.

Proposals were received from Southwest Foodservice Excellence, LLC and from Taher, Inc. Both of the proposals were carefully reviewed, including follow-up questions to each of the vendors to assure a clear understanding of the proposed services and budgets.

We recommend that the board award the contract to Taher, Inc., contingent upon contract approval from the Minnesota Department of Education.

STUDENTS

STUDENT MEDICATION

516-NB

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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STUDENTS

STUDENT MEDICATION

516-NB

- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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STUDENTS

STUDENT MEDICATION

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- a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
- b. the inhaler is properly labeled for that student; and
- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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STUDENTS

STUDENT MEDICATION

516-NB

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

- L. "Parent" for students 18 years old or older is the student.

- M. ~~The school district discourages the administration and use of narcotic pain medications (i.e. Vicodin, Percocet, Tylenol with codeine, among others) in the school setting. In the event it is necessary for a child to take a narcotic pain medication while at school, the child's parent will be asked to come to school and administer the narcotic pain medication directly to the child. School nurses will not maintain supplies of narcotic pain medications at school. (NB change added in December 2014)~~ We are recommending eliminating this paragraph. It will no longer be a NB policy.

- M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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STUDENTS

STUDENT MEDICATION

516-NB

N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References:

Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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STUDENTS

STUDENT MEDICATION

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29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: NB Policy 418 (Drug-Free Workplace/Drug-Free School)

North Branch Independent School District No. 138: District Policy #516-NB

Adopted: 2/12/98

Replaced: Policy #5141.3 Administration of Prescription Medication in Schools (Student)

Last Reviewed:

Revised: 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

Effective: 2/12/98, 6/12/03, 5/13/04, 10/8/09, 12/11/14, 6/8/17, 1/9/20

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2022-23 Budget Presentation

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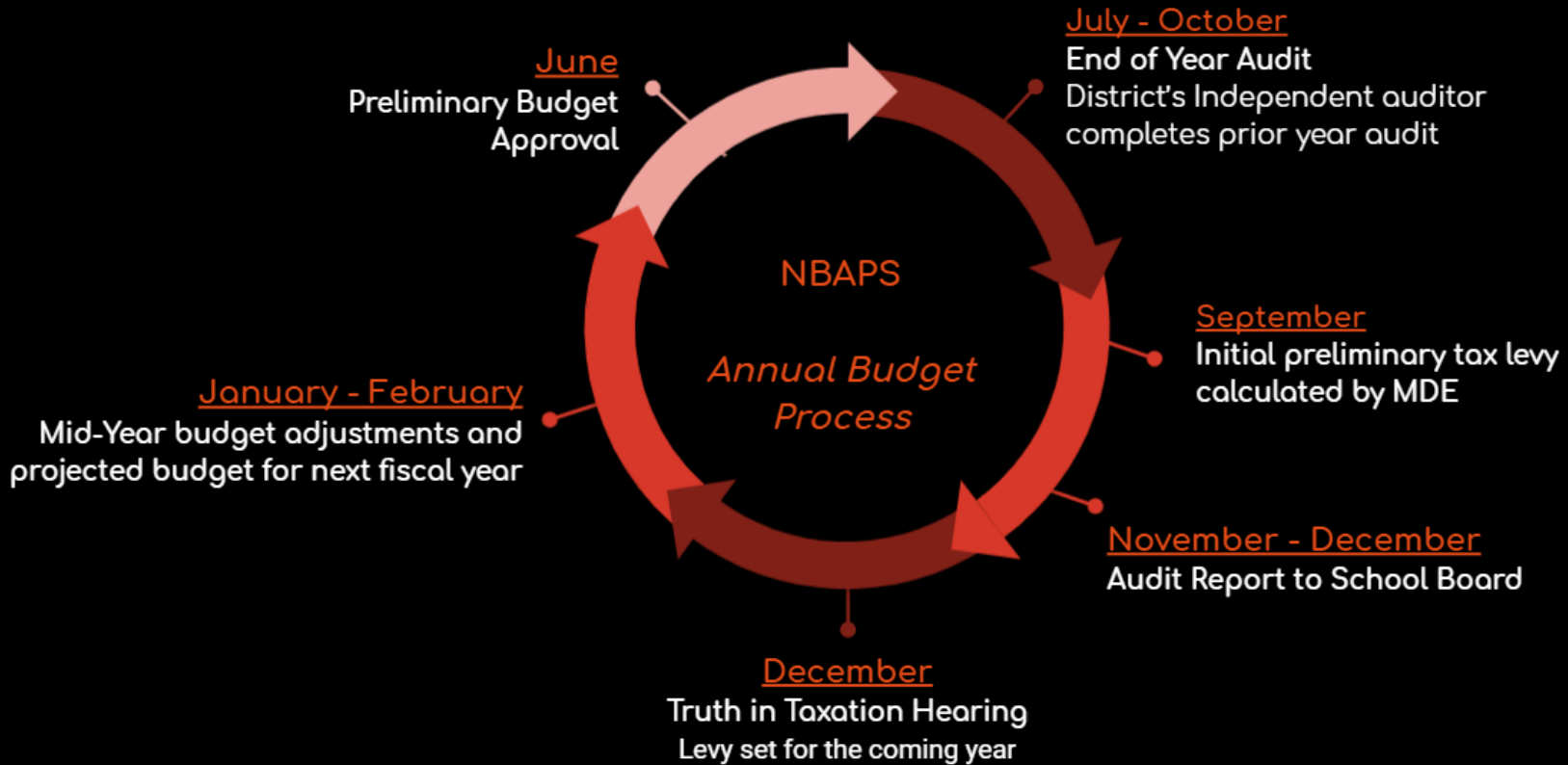
June 09, 2022

Todd Tetzlaff, Director of Finance and Human Resources

Overview

- Budget Information was presented at the May 26th School Board Work Session
- School Board Approval will be requested for a number of budget-related items at tonight's meeting

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FEDERAL FUNDS - COVID RELIEF	FY 2021	FY 2022	FY 2023	FY 2024
Finance Level2 (UFARS)	Final	Budget	Budget	Budget
151 ESSER 90% FORMULA ALLOCATION	\$ 238,602			
153 GEER GOVERNOR'S EMERGENCY ED RELIEF	\$ 130,376			
154 CORONAVIRUS RELIEF FUND	\$ 679,165			
174 OTHER CARES ACT RECEIVED	\$ 165,412			
155 ESSER II		\$ 989,987		
150 SUMMER ACADEMIC AND MENTAL HEALTH		\$ 31,785	\$ 42,566	
159 HOMELESS CHILDREN AND YOUTH II		\$ 8,416		
160 ESSER III (1778696.12 TOTAL)		\$ 173,243	\$ 802,726	\$ 802,726
161 ESSER III (444674.03 TOTAL)		\$ 56,355	\$ 194,160	\$ 194,160
163 EXPANDED SUMMER LEARNING		\$ 24,136	\$ 58,410	
165 SUMMER PRESCHOOL GRANT		\$ 21,877	\$ 50,123	
170 COVID - 19 TESTING		\$ 146,379		
171 PANDEMIC ENROLLMENT SUPPORT		\$ 81,257		
TOTAL	\$ 1,213,555	\$1,533,435	\$1,147,985	\$ 996,886

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Employees by Type

FTE Employee Type	'19-'20	'20-'21	'21-'22	% of Total
Teachers	154	154	161	52%
Administrator/Supervisor	12	13	13	4%
12-Month Support Staff	29	25	26	9%
9-Month Support Staff	97	87	93	29%
Custodian Staff	19	19	18	6%
Total	311	298	311	

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NORTH BRANCH

Budget / Fund Balance Overview

Proposed Revised Budget for FY22

	Beginning				End of Year	Net Increase
<i>General Fund - 01</i>	Fund Balance	Revenues	Expenditures	Transfers	Proj. Balance	or Decrease
422 Unassigned Fund Balan	3,410,834	30,427,538	29,890,839	(1,511,791)	2,435,742	(975,092)
	11.09%				7.18%	
Restricted						
401 Student Activities	155,795	157,762	147,978	-	165,579	9,784
402 Scholarships	152,621	78,096	1,500	-	229,217	76,596
403 Staff Development	265,074	394,933	291,542	-	368,465	103,391
407 Capital Projects Levy	40,679	500,000	531,717	-	8,962	(31,717)
424 Operating Capital	41,461	484,060	428,196	-	97,325	55,864
428 Learning and Development	-	535,180	1,578,924	1,043,744	(0)	(0)
434 Area Learning Center	-	807	181,644	180,837	(0)	44 (0)
438 Gifted and Talented	-	38,155	105,845	67,690	0	0
441 Basic Skills Programs	-	264,000	483,520	219,520	(0)	(0)
449 Safe Schools Levy	101,701	98,693	124,241	-	76,153	(25,548)
459 Basic Skills Extended Time	38,228	-	7,982	-	30,246	(7,982)
464 Restricted	25,279	-	-	-	25,279	-
467 Long-Term Facilities Maint	840,935	854,232	132,756	-	1,562,411	721,476
472 Medical Assistance	34,223	77,570	24,970	-	86,823	52,600
Subtotal Restricted	1,695,996	3,483,489	4,040,815	1,511,791	2,650,461	954,465
460 Nonspendable	51,116	-	-	-	51,116	-
Assigned Funds						
462 Assigned	500,000	-	-	-	500,000	-
Subtotal Assigned - 462	500,000	-	-	-	500,000	-
Total General Fund	5,657,946	33,911,027	33,931,654	-	5,637,319	(20,627)

FY 22 Proposed Revised Budget (cont.)

Food Service Fund - 02								
460 Nonspendable		25,656	-	-	-	25,656	-	
464 Restricted		134,779	1,627,945	1,504,865	-	257,860	123,081	
463 Unassigned		-	-	-	-	-	-	
Total Food Service		160,435	1,627,945	1,504,865	-	283,516	123,081	
Community Services - 04								
460 Nonspendable		954	-	-	-	954.00	-	
464 Restricted		-	9,611	12,072	-	(2,461)	(2,461)	
431 Community Education		92,369	1,253,389	1,092,378	-	253,380	161,011	
432 Early Childhood		205,977	160,404	102,945	-	263,436	57,459	
444 School Readiness		8,412	95,349	157,970	-	(54,209)	(62,621)	
447 Adult Basic Education		-	-	14	-	(14)	(14)	
Restricted/Reserved - Subtotal		306,758	1,509,142	1,353,308	-	462,593	155,835	
463 Unassigned		(25,043)	-	-	-	(25,043)	-	
Total Community Education		282,669	1,518,754	1,365,379	-	436,043	153,374	
Construction - 06								
467 Long-Term Facilities Maint		1,224,864	-	219,415	-	1,005,449	(219,415)	
Restricted/Reserved - Subtotal		1,224,864	-	219,415	-	1,005,449	(219,415)	
464 Restricted		-	9,755	490,434	-	(480,679)	(480,679)	
Total Construction Fund		1,224,864	9,755	709,848	-	524,770	(700,094)	
Debt Service - 07								
464 Restricted		1,024,028	5,163,723	5,295,889	-	891,862	(132,166)	
Total Debt Service Fund		1,024,028	5,163,723	5,295,889	-	891,862	(132,166)	
Internal Service Fund - 20								
		608,843	270,159	122,350	-	756,652	147,809	
OPEB Irrevocable Trust - 45								
464 Restricted		128,562	414,219	107,973	-	434,808	306,246	
Total OPEB Debt Service Fund		128,562	414,219	107,973	-	434,808	306,246	
Total All Funds:								
		12,394,780	43,115,360	43,442,260	-	12,067,880	(326,900)	

NORTH BRANCH

Budget / Fund Balance Overview (Next Year)

Proposed Budget - FY 23

General Fund - 01	Beginning				End of Year	Net Increase
422 Unassigned Fund Balan	Fund Balance	Revenues	Expenditures	Transfers	Proj. Balance	or Decrease
	2,435,742	30,224,751	30,357,431	(1,609,299)	693,762	(1,741,980)
	<i>7.92%</i>				<i>2.01%</i>	
Restricted						
401 Student Activities	165,579	157,762	152,417	-	170,925	5,345
402 Scholarships	229,217	78,096	1,500	-	305,814	76,596
403 Staff Development	368,465	401,458	300,378	-	469,546	101,080
407 Capital Projects Levy	8,962	500,000	547,668	38,706	0	(8,962)
424 Operating Capital	97,325	502,762	441,042	-	159,046	61,720
428 Learning and Development	(0)	532,287	1,626,292	1,094,005	0	0
434 Area Learning Center	(0)	807	187,405	186,598	(0)	46 0
438 Gifted and Talented	0	38,022	109,020	70,998	(0)	(0)
441 Basic Skills Programs	(0)	279,461	498,453	218,992	(0)	(0)
449 Safe Schools Levy	76,153	100,263	127,994	-	48,423	(27,731)
459 Basic Skills Extended Time	30,246	-	8,222	-	22,024	(8,222)
464 Restricted	25,279	-	-	-	25,279	-
467 Long-Term Facilities Maint	1,562,411	537,357	136,739	-	1,963,028	400,618
472 Medical Assistance	86,823	77,570	25,719	-	138,674	51,851
Subtotal Restricted	2,650,461	3,205,846	4,162,849	1,609,299	3,302,757	652,296
460 Nonspendable	51,116	-	-	-	51,116	-
Assigned Funds						
462 Assigned	500,000	-	-	-	500,000	-
Subtotal Assigned - 462	500,000	-	-	-	500,000	-
Total General Fund	5,637,319	33,430,597	34,520,280	-	4,547,635	(1,089,684)

FY 23 Proposed Budget (cont.)

Food Service Fund - 02						
460 Nonspendable	25,656	-	-	-	25,656	-
464 Restricted	257,860	1,627,945	1,550,011	-	335,794	77,935
Total Food Service	283,516	1,627,945	1,550,011	-	361,450	77,935
Community Services - 04						
460 Nonspendable	954	-	-	-	954.00	-
464 Restricted	(2,461)	9,611	12,452	-	(5,301)	(2,841)
431 Community Education	253,380	1,253,389	1,127,156	-	379,613	126,233
432 Early Childhood	263,436	160,404	105,875	-	317,965	54,529
444 School Readiness	(54,209)	123,595	190,463	-	(121,077)	(66,868)
447 Adult Basic Education	(14)	-	15	-	(29)	(15)
Restricted/Reserved - Subtotal	462,593	1,537,388	1,423,509	-	576,472	113,879
463 Unassigned	(25,043)	-	-	-	(25,043)	-
Total Community Education	436,043	1,547,000	1,435,961	-	547,082	111,039
Construction - 06						47
467 Long-Term Facilities Maint	1,005,449	-	225,997	-	779,452	(225,997)
Restricted/Reserved - Subtotal	1,005,449	-	225,997	-	779,452	(225,997)
464 Restricted	(480,679)	9,755	505,147	-	(976,071)	(495,392)
463 Unassigned	-	-	-	-	-	-
Total Construction Fund	524,770	9,755	731,144	-	(196,619)	(721,389)
Debt Service - 07						
Total Debt Service Fund	891,862	5,163,723	5,454,766	-	600,819	(291,043)
Internal Service Fund - 20	756,652	270,159	126,020	-	900,790	144,138
OPEB Irrevocable Trust - 45	3,102,911	199,779	416,430	-	2,886,260	(216,651)
464 Restricted	434,808	414,219	111,213	-	737,814	303,006
Total OPEB Debt Service Fund	434,808	414,219	111,213	-	737,814	303,006
<u>Total All Funds:</u>	12,067,880	42,663,176	44,345,825	-	10,385,232	(1,682,648)

Long Term Facilities Maintenance Ten Year Plan

- Plan must be adopted by the school board for submission to MDE to access funding through levy certification process
- LTFM revenue and expenditure plan will be brought to the school board for approval at the June meeting and needs to be submitted to MDE prior to the end of July.
- Plan reflects Facility Bond, Series 2018A

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FY 24 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection Rev. 6/02/2022

138 <= Type in School District Number

NORTH BRANCH PUBLIC SCHOOLS

Change only
if requiring levy
Payable 2022
LLC Certification

Calculations for Ten Year Projection

	Pay 22	LLC #	FY 2022	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
1 Type your district number in cell A2 (Minneapolis = 1.2)														
2 Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b														
3 Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33														
4 Look-up data from following tabs														49
5 Initial Formula Revenue														
6 Current year APU	57		2,831.20	2,857.78	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60
6a Additional Pre-K Pupil Units (line 19 of Pre-K application)														
6b Total Adjusted Pupil Units = (6) + (6a)				2,857.78	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60
7 District average building age (uncapped)	451		33.55	31.76	32.76	33.76	34.76	35.76	36.76	37.76	38.76	39.76	40.76	
8 Formula allowance			\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9 Building age ratio = (Lesser of 1 or (7) / 35)	452			0.90743	0.93600	0.96457	0.99314	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10 Initial revenue = (6) * (8) * (9)	453		1,031,285	985,430	1,000,384	1,030,921	1,061,458	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787
11 Added revenue for Eligible H&S Projects > \$100,000 / site														
12 Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702				-	-	-	-	-	-	-	-	-	-
13 Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756				-	-	-	-	-	-	-	-	-	-



Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.		Enter Information		District Info.		Enter Information								
District Name:		North Branch Area Public Schools		Date:	5/20/2022									
District Number:		0138		Email:	tetzlaj@isd138.org									
District Contact Name:		Todd Tetzlaff												
Contact Phone #:		651674 1009												
Expenditure Categories				Fiscal Year (FY) Ending June 30										
				2022 (base year)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes														
Finance Code	Category (1)													
347	Physical Hazards			\$14,394	\$14,682	\$14,976	\$15,275	\$15,581	\$15,892	\$16,210	\$16,534	\$16,865	\$17,202	\$17,546
349	Other Hazardous Materials			\$9,384	\$9,572	\$9,763	\$9,958	\$10,158	\$10,361	\$10,568	\$10,779	\$10,995	\$11,215	\$11,439
352	Environmental Health and Safety Management			\$48,679	\$58,415	\$59,583	\$60,775	\$61,990	\$63,230	\$64,495	\$65,785	\$67,100	\$68,442	\$69,811
358	Asbestos Removal and Encapsulation			\$3,183	\$3,247	\$3,312	\$3,378	\$3,445	\$3,514	\$3,585	\$3,656	\$3,729	\$3,804	\$3,880
363	Fire Safety			\$18,532	\$21,090	\$21,512	\$21,942	\$22,381	\$22,828	\$23,285	\$23,751	\$24,226	\$24,710	\$25,205
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects				\$34,172	\$107,005	\$109,145	\$111,328	\$113,555	\$115,826	\$118,142	\$120,505	\$122,915	\$125,373	\$127,881
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year														
Finance Code	Category (2)													
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section														
Finance Code	Category (3)													
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility														
Finance Code	Category (4)													
367	Accessibility			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects														
Finance Code	Category (5)													
368	Building Envelope			\$0	\$40,000	\$40,000	\$0	\$0	\$0	\$0	\$50,000	\$275,000	\$300,000	\$300,000
369	Building Hardware and Equipment			\$14,000	\$14,000	\$3,000	\$25,000	\$30,000	\$24,000	\$24,000	\$25,000	\$25,000	\$25,000	\$25,000
370	Electrical			\$25,000	\$25,000	\$30,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$40,000	\$40,000
379	Interior Surfaces			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$175,000	\$200,000	\$200,000
380	Mechanical Systems			\$50,000	\$40,000	\$40,000	\$50,000	\$70,000	\$120,000	\$120,000	\$50,000	\$400,000	\$405,000	\$300,000
381	Plumbing			\$0	\$10,000	\$10,000	\$25,000	\$0	\$0	\$25,000	\$50,000	\$0	\$0	\$105,000
382	Professional Services and Salary			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000	\$28,000	\$10,000
383	Roof Systems			\$0	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000	\$15,000	\$0	\$0	\$0	\$0
384	Site Projects			\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	\$5,000	\$5,000	\$25,000
Total Deferred Capital Expense and Maintenance				\$109,000	\$159,000	\$159,000	\$160,000	\$160,000	\$204,000	\$239,000	\$245,000	\$320,000	\$1,003,000	\$1,005,000
Total Annual 10-Year Plan Expenditures				\$203,172	\$266,005	\$268,145	\$271,328	\$273,555	\$319,826	\$357,142	\$365,505	\$1,042,915	\$1,128,373	\$1,132,881

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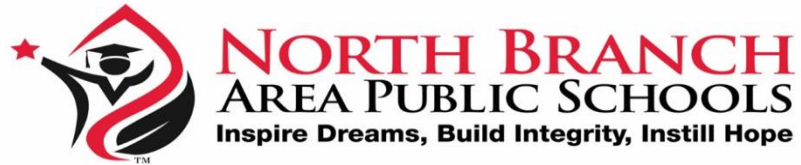
School Board Action in June

- Action to adopt the revised FY 22 budget and proposed FY 23 budget
- Action to approve fees and meal prices for FY 23
- Action to approve LTFM budget for FY 23
- Action to approve proportionate share SCRED LTFM budget for FY 23

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Questions?

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June 09, 2022

Todd Tetzlaff, Director of Finance and Human Resources



Fiscal Year (FY) 2024 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2021, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2022. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative:	District Number and Type:	Date Submitted:
----------------------------------	---------------------------	-----------------

Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2024 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2024 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.411, subd. 3[2021]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2021]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
53		

FY 24 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection Rev. 6/02/2022

138 <= Type in School District Number

NORTH BRANCH PUBLIC SCHOOLS

Change only
if requiring levy Payable 2022
LLC Certification

Calculations for Ten Year Projection

	Pay 22	LLC #	FY 2022	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032
1 Type your district number in cell A2 (Minneapolis = 1.2)														
2 Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b														
3 Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33														
4 Look-up data from following tabs														
5 Initial Formula Revenue														
6 Current year APU	57		2,831.20	2,857.78	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60
6a Additional Pre-K Pupil Units (line 19 of Pre-K application)														
6b Total Adjusted Pupil Units = (6) + (6a)				2,857.78	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60	2,812.60
7 District average building age (uncapped)	451		33.55	31.76	32.76	33.76	34.76	35.76	36.76	37.76	38.76	39.76	40.76	
8 Formula allowance			\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9 Building age ratio = (Lesser of 1 or (7) / 35)	452			0.90743	0.93600	0.96457	0.99314	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10 Initial revenue = (6) * (8) * (9)	453		1,031,285	985,430	1,000,384	1,030,921	1,061,458	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787	1,068,787
11 Added revenue for Eligible H&S Projects > \$100,000 / site														
12 Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702				-	-	-	-	-	-	-	-	-	-
13 Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756				-	-	-	-	-	-	-	-	-	-

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Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.		Enter Information		District Info.		Enter Information								
District Name:		North Branch Area Public Schools		Date:	5/20/2022									
District Number:		0138		Email:	tetzlaj@isd138.org									
District Contact Name:		Todd Tetzlaff												
Contact Phone #:		651674 1009												
Expenditure Categories				Fiscal Year (FY) Ending June 30										
				2022 (base year)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes														
Finance Code	Category (1)													
347	Physical Hazards			\$14,394	\$14,682	\$14,976	\$15,275	\$15,581	\$15,892	\$16,210	\$16,534	\$16,865	\$17,202	\$17,546
349	Other Hazardous Materials			\$9,384	\$9,572	\$9,763	\$9,958	\$10,158	\$10,361	\$10,568	\$10,779	\$10,995	\$11,215	\$11,439
352	Environmental Health and Safety Management			\$48,679	\$58,415	\$59,583	\$60,775	\$61,990	\$63,230	\$64,495	\$65,785	\$67,100	\$68,442	\$69,811
358	Asbestos Removal and Encapsulation			\$3,183	\$3,247	\$3,312	\$3,378	\$3,445	\$3,514	\$3,585	\$3,656	\$3,729	\$3,804	\$3,880
363	Fire Safety			\$18,532	\$21,090	\$21,512	\$21,942	\$22,381	\$22,828	\$23,285	\$23,751	\$24,226	\$24,710	\$25,205
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects				\$34,172	\$107,005	\$109,145	\$111,328	\$113,555	\$115,826	\$118,142	\$120,505	\$122,915	\$125,373	\$127,881
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year														
Finance Code	Category (2)													
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section														
Finance Code	Category (3)													
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility														
Finance Code	Category (4)													
367	Accessibility			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects														
Finance Code	Category (5)													
368	Building Envelope			\$0	\$40,000	\$40,000	\$0	\$0	\$0	\$0	\$50,000	\$275,000	\$300,000	\$300,000
369	Building Hardware and Equipment			\$14,000	\$14,000	\$3,000	\$25,000	\$30,000	\$24,000	\$24,000	\$25,000	\$25,000	\$25,000	\$25,000
370	Electrical			\$25,000	\$25,000	\$30,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$40,000	\$40,000
379	Interior Surfaces			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$175,000	\$200,000	\$200,000
380	Mechanical Systems			\$50,000	\$40,000	\$40,000	\$50,000	\$70,000	\$120,000	\$120,000	\$50,000	\$400,000	\$405,000	\$300,000
381	Plumbing			\$0	\$10,000	\$10,000	\$25,000	\$0	\$0	\$25,000	\$50,000	\$0	\$0	\$105,000
382	Professional Services and Salary			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000	\$28,000	\$10,000
383	Roof Systems			\$0	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000	\$15,000	\$0	\$0	\$0	\$0
384	Site Projects			\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	\$5,000	\$5,000	\$25,000
Total Deferred Capital Expense and Maintenance				\$109,000	\$159,000	\$159,000	\$160,000	\$160,000	\$204,000	\$239,000	\$245,000	\$320,000	\$1,003,000	\$1,005,000
Total Annual 10-Year Plan Expenditures				\$203,172	\$266,005	\$268,145	\$271,328	\$273,555	\$319,826	\$357,142	\$365,505	\$1,042,915	\$1,128,373	\$1,132,881

55

Student Fees Public Hearing

56



JUNE 9, 2022

Public Hearing

Before school board action on fees

Fees charged to students

57

- Activity fees
- School fees

There are some proposed fee increases

Fees waived for families that qualify for free lunches and fees are **half** for families who qualify for reduced lunches

Fees may continue to be impacted by our learning model

Public comment and questions

Student Activities -High School

	Current	Proposed
Athletics (except Hockey)	230	230
Hockey	545	545
Weight Room	40 per season	50 per season
	Free during season with athletic registration	
Fine Arts / Academics		
Musical, Speech	150	150
Math League, Knowledge Bowl, Jazz Band, Harmonaires	150	150
DECA, ProStart	150	150
Robotics (9-12)	150	150
Clay Target (9-12)	235	150 plus shells and clays
Family Cap	900	1000

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Student Activities -Middle School

	Current	Proposed
Athletics (except Hockey)	140	140
Hockey	455	455
Fine Arts / Academics		
Math League, Knowledge Bowl	95	100
Speech, Jazz Band, Show Choir		
Robotics (7-9)	100	100
Family Cap	900	1000

59

Other Fees -High School

	Current	Proposed
Parking for Full Year	135	135
Parking for Each Semester	75	75
Parking 1-3 Hours All Year	25	25
Replacement Parking Pass	10	10
Daily Parking Pass	2	2
Graduation Fee	30	30
Transcript Fee (Certified)	8	8
Transcript Fee (Non-Certified)	3.5	3.5

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Classroom Fees -High School

	Current	Proposed
Welding, Adv Welding, Metal Arts	20	30
Woods	varies	varies
Ceramics	5	10
Beginning Foods	10	20
Advanced Foods	20	30
ProStart (Yearlong)	50	75
Fashion Supply Kit	20	20
Instrument Rental - Percussion	30	30
Instrument Rental - Other Instrum	60	60

61

Other Fees -Middle School

	Current	Proposed
Instrument Rental - Percussion	30	30
Instrument Rental - Other Instrum	60	60

62

Meal Prices

		Current	Proposed
Breakfast	Student	\$1.80	\$2.00
	Adult	\$2.40	\$2.60
Lunch	Elem Student	\$2.80	\$3.00
	Sec Student	\$3.00	\$3.20
	Adult	\$4.20	\$4.40
Milk		\$0.60	\$0.70

Comments and Questions

64

Please contact:
Todd Tetzlaff, Director of Finance and Human Resources
(651) 674 - 1009
ttetzlaf@isd138.org

Q Comp Annual Report

Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. MDE also recommends that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations. All information reported is for the current '21-'22 school year.

North Branch Area Public School Notes: All district licensed staff, 150 tenure, and probationary teachers, were surveyed concerning the impact elements of Core Component Career Advancement, Core Component Job-embedded Professional Development, and Core Component Teacher Evaluation. The survey consisted of a five-point scale. Additionally, a site visit was conducted by each Site Building Leaders using the MDE Program Review Rubric. The responses to the following questions are a compilation of these assessment tools.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes**

If not, please explain what changes have occurred and why? **NA**

Impact

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

In a survey that was sent to all staff, 91% of staff members agreed that teacher leaders impacted the classroom instruction. Comments that were given reflected on how supportive the leaders were with support, strategies, and feedback.

How did the work of teacher leaders impact student achievement?

In that same survey, 85% of staff members agreed that teacher leaders impacted student achievement. Comments that were given reflected how leaders facilitated conversations that supported their PLCs in student achievement and student engagement.

Review Findings

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

In our annual program review, we reviewed the training that all leaders received at their sites. All teacher leaders had initial training before school began and all sites conducted monthly ongoing training at their sites.

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

Teacher Leaders felt they were confident in their job requirements and felt that they were knowledgeable and supportive in the work that they were doing.

Recommendations

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

We will use these findings to improve the ongoing training of our leaders in the areas of conducting observations and knowledgeable best practices in the classroom. We will focus on initial leadership training for new teacher leaders and other leadership opportunities for all teacher leaders. We will also strengthen the Teacher Leadership Evaluation that occurs within the Professional Learning Communities.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes**

If no, please explain the changes that have occurred and why? **NA**

Impact

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

In a survey of the staff, 90% of the staff agreed that professional development impacted classroom instruction. Our professional development in 2021-2022 focused on our building and district goals centered around our three Marzano Focus Elements: Using Formative Assessment to Track Progress, Using Questions to Help Students Elaborate on Content, and Planning to Close the Achievement Gap Using Data. Professional development also focused on the competencies of Social Emotional Learning and focusing on the licensure renewal requirements for teachers through time spent during our Wellness Day. Within the survey, staff members cite examples of LETRS training, focusing on F data and missing assignment data, and looking at formative assessment data and learning new ways to formatively assess students.

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

In that same survey, **87% of the staff agreed that professional development impacted student achievement. Professional Learning Communities focused their learning on looking at student data and then implementing strategies around formative assessment, questioning, closing the achievement gap, student engagement, and student achievement.**

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?
The work of the PLC allowed teachers to work with colleagues to identify these needs and strategies to increase student achievement. Some strategies were identified by the District Instructional Support Team who work closely with the PLCs and administration.

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

Instructional strategies were identified as those that had the greatest potential impact on student learning. Teams also used appropriate data (class or grade level) and explored this data as a team to develop strategies to deal with the challenges of the year. PLC meetings provided the opportunity to preview and review the implementation activities.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The findings, along with ongoing reflection, will be used to continuously improve the professional development that is given by teacher leaders within the district or the work that is being done within the PLCs. Job-embedded professional development will follow the recommended best practices of MDE of meeting for an average of 180 minutes per month.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **YES**

If no, please explain the changes that have occurred and why?

Impact

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

In a survey of the staff, 84% of staff agreed that the observation/evaluation process impacted classroom instruction. Comments reflected positively on the collaborative feel of the observations from both teacher leaders and administrators and helped them reflect on their teaching styles.

What impact did the observation/evaluation process, including coaching, have on student achievement?
In the same survey, 82% of staff agreed that their observation/evaluation process impacted student achievement. This can be harder for staff to articulate, but generally, the staff commented on how the process resulted in students being more engaged. They also spoke of the collaboration with their PLC allowed them to make their teaching and lessons better for the students.

Review Findings

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

Observations provided staff with constructive ideas and direction to enhance student learning. It did not matter if the observer was an administrator, coach, PLC Facilitator, or PLC. Staff was comfortable and receptive to the support that was given and many had success implementing the ideas that were given to them.

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

PLC Facilitators and staff members were given training prior to the start of the school year with follow up training on an as-needed basis throughout the school year. Conversations occurred during PLC meetings about Marzano elements and the look-fors for those elements.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

During the 2022-23 school year, we will focus on comprehensive training for new evaluators and peer reviewers. Teacher Leaders and Administration will have continued inter-rater reliability training. All groups will have ongoing training and conversations throughout the year.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes**

If no, please explain the changes that have occurred and why? **N/A**

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes**

If no, please explain the changes that have occurred and why? **N/A**

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? **To be determined. Historically about one-third of the staff receive this information.**

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? **100 %**

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? **100%**

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? **100%**

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? **Participation in Professional Learning Communities (PLCs) and meeting the PLC expectations. This amounts to about one-fifth of the total Qcomp performance pay.**

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? **95%**

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **100%**

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **100 %**

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **100 %**

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The results of this data are consistent with our historical results. We have many levels of support in place for support and review. We will continue with the self-reflection of our Growth Plan and the on-site support of the Site Leader, PLC Facilitator, and Instructional Coach to support and assist the teachers as needed.

General Program Impact and Recommendations

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

Through the work of the Qcomp program, our focus continues to evolve around instruction and reflection. We continue to work collaboratively with our colleagues and are seeing the connection of the work that we do in our PLC, our observations, and implementation of Qcomp not as separate things but as one thing all working together. During our PLC meetings, our attention is focused on bringing forward data on formative assessments and discussing the next step for our students.

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

As our focus on Formative Assessments has evolved, so has the review of student data within our District. We have seen tremendous growth within staff and students. Moving forward, the tools are in place to allow PLCs the opportunity to dive into really knowing their students and begin to make the best instructional choices for them based on that information. We want to make a practice of individualizing learning for each student. Formative Assessments and weekly reflections will continue to be an area that we will develop. Our PLCs will continue to make those connections to drive instruction and what we do in the classroom. As we begin to connect the student data to monitoring research-based strategies and self-reflection, we will continue to see the impact on student achievement.

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

We look at how best to support the Strategic Vision of the District. We use our findings of this report to reflect and look for areas of growth in all of the Core Components of Qcomp. All schools find ways to increase student achievement outcomes by using PLC time to collaborate on common (if applicable) formative assessments, collect and analyze data and determine next steps in learning. All schools will use the data from our students and focus on strategies that help to close the achievement gap.

TRAIL EASEMENT

For valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Independent School District No. 138, a Minnesota public school corporation (hereinafter “Grantor”) hereby conveys to the City of North Branch, a Minnesota municipal corporation (hereinafter “City”) a perpetual, non-exclusive easement (the “Easement”) for public trail purposes over and across the following described property located in Chisago County, Minnesota, to wit:

See Exhibit A (the “Easement Area”) and as depicted on Exhibit B, (the “Easement Depiction”)

The undersigned further agrees to each of the following:

1. Burdened Parcel. The Grantor represents that it is the fee title owner of The West Half of the Southeast Quarter of the Northeast Quarter (W ½ of the SE ¼ of NE ¼), Section 21, Township 35N, Range 21W, Chisago County, Minnesota (the “Burdened Parcel”).
2. Authority. Subject to existing easements, if any, for public highways, roads, railroads, laterals, ditches, pipelines and electrical transmission and/or distribution lines and telephone and cable television lines covering the Easement Area, Grantor has good and lawful right and power to convey the easement to the City.
3. Easement Rights.
 - a. Grantor grants to the City the right to use the Easement Area for the benefit of the public and consistent with the City’s public trail system including but not limited to the right to maintain, improve and restrict the use thereof in such manner deemed appropriate by the City (the “Easement Rights”).
 - b. The easement granted herein includes the right of the City, its contractors, employees, and agents, at the City’s sole cost and expense, to enter the Easement Area at all reasonable times for the purpose of locating, constructing, reconstructing, operating, maintaining, inspecting, altering, repairing, and improving the trail(s), pathway(s) and sidewalk(s) within the Easement Area for public trail purposes. The easement shall be open for use by the public, subject to such regulations and restrictions as may be imposed by the City. The easement also includes the right to cut, trim, or remove from the Easement Area any trees, shrubs, or other vegetation that, in the City’s judgment, unreasonably interferes with the trail(s), pathway(s) or sidewalk(s) in the Easement Area, or otherwise interfere with the City’s rights to the easement. The City shall maintain the trail(s), pathway(s) and sidewalk(s) in good and safe condition and repair to the standards used for the maintenance of the City’s trails, pathways and sidewalks. The City acknowledges and agrees that Grantor has no obligation to perform any inspection, maintenance, repairs, or replacements of said trail(s), pathway(s) or sidewalk(s).

- c. Grantor reserves the right to the full use and enjoyment of the Easement Area subject to the rights herein granted to the City.

Grantor Obligations and Restrictions. Grantor shall not construct fences, retaining walls, buildings, or other obstructions, perform tillage, plant trees, divert or hinder in any way the flow of surface water, or perform any detrimental operation within the Easement Area that is inconsistent with the Easement.

- 4. Indemnification. Nothing herein is intended to make Grantor responsible or liable for damages caused by acts, errors or omissions of the City, its officers, agents and employees. The City hereby agrees to indemnify, defend, and hold harmless Grantor from and against any and all liability, losses, expense, cost, damages, claims, proceedings, and/or causes of action, including without limitation attorneys' fees, arising out of or related to the public use of the trail(s), pathway(s) or sidewalk(s) or the City's failure to inspect, repair, replace, maintain and/or operate the trail(s), pathway(s) and sidewalks(s) constructed in the Easement Area. The City shall ensure that each of its contractors, consultants, and agents performing work on behalf of the City procure and maintain insurance coverage sufficient to protect the interests of the Grantor.
- 5. Binding Effect. The easement shall be binding upon, and inure to the benefit of, all parties having any right, title or interest in the Easement Area, their heirs, successors, and assigns. The City may not assign or transfer this Agreement or any of the rights granted hereunder without the prior written consent of Grantor, which consent may be withheld in Grantor's sole discretion.
- 6. This Agreement may not be modified, restated, amended, changed in any way, or terminated or canceled without the prior written consent of Grantor and the City.

Dated: June 9, 2022.

INDEPENDENT SCHOOL DISTRICT NO. 138

By: _____
Tim MacMillan, Board Chair

By: _____
Kevin Bollman, Clerk

STATE OF MINNESOTA)
) ss.
COUNTY OF CHISAGO)

The foregoing was acknowledged before me this 9th day of June, 2022 by Tim MacMillan, Board Chair, and Kevin Bollman, Clerk, of Independent School District No. 138, a Minnesota public school corporation, on behalf of the public school corporation.

Notary Public

This instrument was drafted by:

City of North Branch
6408 Elm Street, PO Box 910
North Branch, MN 55056-0910
Telephone: 651-674-8113
Fax: 651-674-8262

EXHIBIT A
LEGAL DESCRIPTION OF EASEMENT AREA

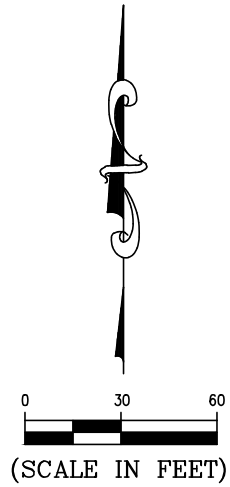
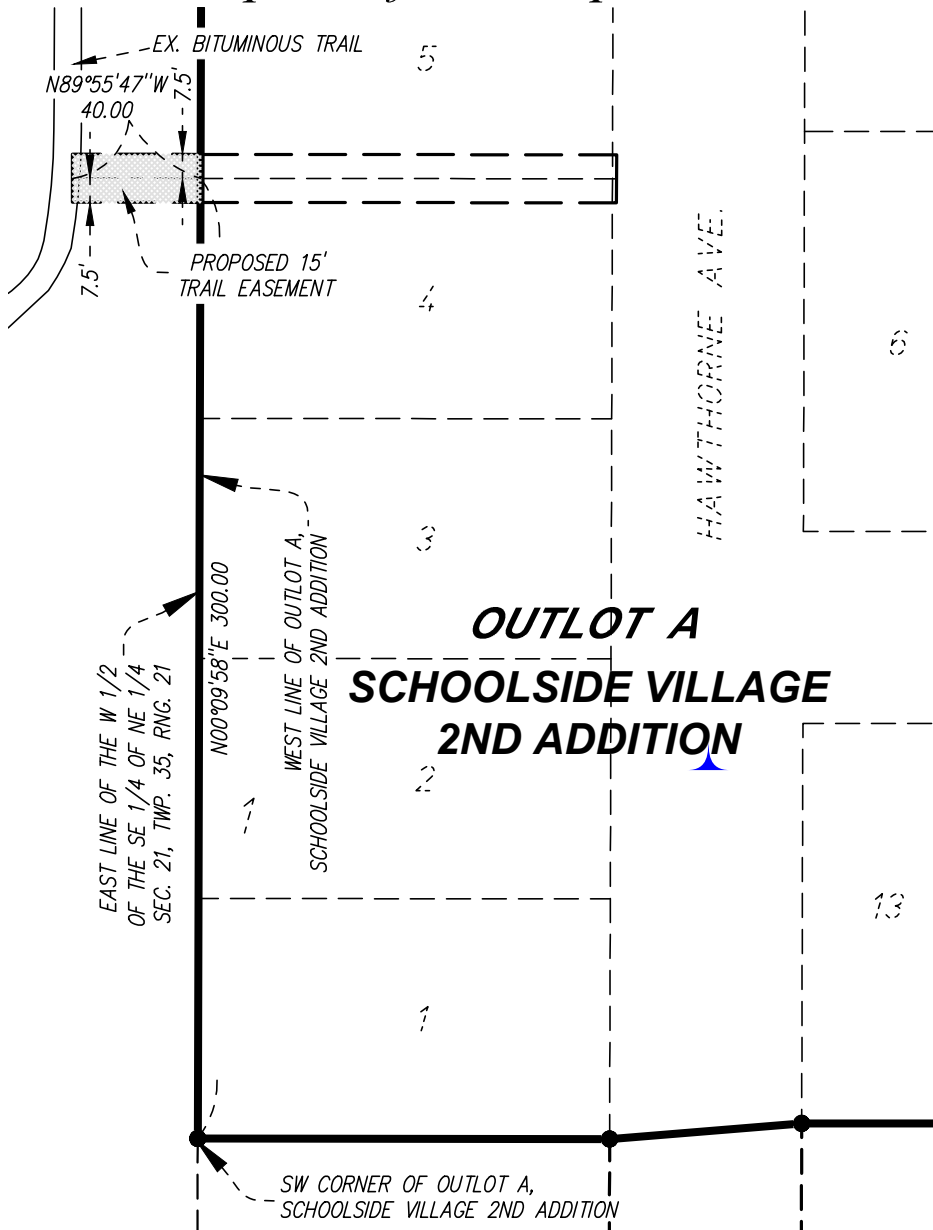
Description of Easement

A non-exclusive easement for trail purposes over, under, and across that part of the West Half of the Southeast Quarter of the Northeast Quarter of Section 21, Township 35, Range 21, Chisago County, Minnesota, lying 7.5 feet on each side of the following described centerline: Commencing at the southwest corner of Outlot A, SCHOOLSIDE VILLAGE 2ND ADDITION; thence North 00 degrees 09 minutes 58 seconds East, assumed bearing, along the west line of said Outlot A (also being the east line of said West Half of the Southeast Quarter of the Northeast Quarter of Section 21) a distance of 300.00 feet to the point of beginning of said centerline to be described; thence North 89 degrees 55 minutes 47 seconds West, a distance of 40.00 feet and said centerline there terminating. The sidelines of the above described easement shall be prolonged or shortened to terminate at said west line of Outlot A.

EXHIBIT B
EASEMENT DEPICTION

TRAIL EASEMENT EXHIBIT

Prepared for: *Independent School District 138*



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OUTLOT A SCHOOLSIDE VILLAGE 2ND ADDITION

NOTE: the lot lines and right of way lines shown within the boundary of Outlot A, SCHOOLSIDE VILLAGE 2ND ADDITION, are proposed lot lines on the plat of SCHOOLSIDE VILLAGE 4TH ADDITION, which has not been approved by the City of North Branch as of the date of this exhibit.

PROPOSED EASEMENT DESCRIPTION

A non-exclusive easement for trail purposes over, under, and across that part of the West Half of the Southeast Quarter of the Northeast Quarter of Section 21, Township 35, Range 21, Chisago County, Minnesota, lying 7.5 feet on each side of the following described centerline: Commencing at the southwest corner of Outlot A, SCHOOLSIDE VILLAGE 2ND ADDITION; thence North 00 degrees 09 minutes 58 seconds East, assumed bearing, along the west line of said Outlot A (also being the east line of said West Half of the Southeast Quarter of the Northeast Quarter of Section 21) a distance of 300.00 feet to the point of beginning of said centerline to be described; thence North 89 degrees 55 minutes 47 seconds West, a distance of 40.00 feet and said centerline there terminating.

The sidelines of the above described easement shall be prolonged or shortened to terminate at said west line of Outlot A.

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Land Surveyor under the laws of the State of Minnesota.

Print Name: Kyle J. Roddy License # 42627

Signature: *Kyle J. Roddy* Date: 4/26/2022



324 Garfield St. South | Cambridge, MN 55008 | 763.219.1235

**School District's Proportionate Share of LTFM
Intermediates/Cooperatives**

**Extract of Minutes of School Board Meeting
School District No. 138
North Branch Area Public Schools
State of Minnesota**

Pursuant to due call and notice thereof, a School Board meeting of School District No. 138, State of Minnesota, was held on June 9, 2022, at 5:45 pm, for the purpose, in part, of approving the FY 24 Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of St. Croix River Education School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

_____ introduced the following resolution and moved its adoption:

Resolution approving long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the district's application for fiscal year (fy) 2024 long-term facility maintenance revenue

Be it resolved by the School Board of District No. 138, State of Minnesota, as follows:

1. The Governing Board of St. Croix River Education District has approved a long-term facility maintenance program budget for its facilities for the 2023-2024 school year (FY 2024) in the amount of \$104,902 of which District Number 138's proportionate share is \$26,844.42 consisting of \$26,844.42 for pay as you go projects. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, section 123B.53, subdivision 1, as amended, provides that if a special education district's long-term facility maintenance budget is approved by the school boards of each of the education district's member school districts, each member district may include its proportionate share of the costs of the education school district's program in its long-term facility maintenance revenue application.

3. The proportionate share of the costs of the education district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the education district's long-term facility maintenance program times the most current finalized year end ADM percentage of participation in the education district. For school year 2023-24 (fiscal year 24), the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 24 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the education district's program, the district shall promptly pay to the education district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by _____

and, upon vote being taken thereon, the following voted in favor thereof:

_____.

And the following voted against: _____.

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 138.

STATE OF MINNESOTA)
) ss
COUNTY OF CHISAGO)

I, the undersigned, being the duly qualified and acting Clerk of School District No. 138, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 138, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of St. Croix River Education District No. 6009’s long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk on June 9, 2022.

Clerk

School District No. 138



Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

ED - 02478-07

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information
District Name:	St. Croix River Education District	Date:	5/10/2022
District Number:	6009-61	Email:	shischer@scred.k12.mn.us
District Contact Name:	Suzanne Hischer		
Contact Phone #	320-358-1213		

Expenditure Categories		Fiscal Year (FY) Ending June 30											
		2022 (base year)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.													
Finance Code	Category (1)												
347	Physical Hazards	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
352	Environmental Health and Safety Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year													
Finance Code	Category (2)												
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151													
Finance Code	Category (3)												
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Remodeling for Approved Voluntary Pre-K Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility													
Finance Code	Category (4)												
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Accessibility Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects													
Finance Code	Category (5)												
368	Building Envelope	\$0	\$0	\$31,200	\$56,473	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$47,500	\$47,500	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$0	\$0	\$0	\$90,000	\$0	\$0	\$0	\$0	\$0	\$0
380	Mechanical Systems	\$0	\$0	\$0	\$0	\$116,250	\$0	\$0	\$0	\$0	\$20,095	\$297,000	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$238,100
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$0	\$0	\$31,200	\$56,473	\$116,250	\$90,000	\$47,500	\$47,500	\$0	\$20,095	\$535,100	\$0
Total Annual 10-Year Plan Expenditures		\$0	\$0	\$31,200	\$56,473	\$116,250	\$90,000	\$47,500	\$47,500	\$0	\$20,095	\$535,100	\$0

Long-Term Facilities Maintenance Revenue Allocation (ED-02479-07) Instructions for Completion

General Information:

Minnesota Statutes, section 123B.595, subdivision 3 (Long-Term Facilities Maintenance Revenue) states:

Subdivision 3. Intermediate districts and other cooperative units.

Upon approval through the adoption of a resolution by each member district school board of an intermediate district or other cooperative units under Minnesota Statutes, section 123A.24, subdivision 2, and the approval of the commissioner of education, a school district may include in its authority under this section a proportionate share of the Long-Term Facilities Maintenance (LTFM) costs of the intermediate district or cooperative unit. The cooperative unit may issue bonds to finance the project costs or levy for the costs, using LTFM revenue transferred from member districts to make debt service payments or pay project costs. Authority under this subdivision is in addition to the authority for individual district projects under subdivision 1.

The LTFM revenue in cell H12 (Number 3 - Total revenue amounts to allocate) should match the sum of expenditures on Line 48 of the LTFM Application – Ten Year Expenditure spreadsheet on the MDE website. ***If LTFM bonding is planned, a preliminary bond schedule should also be attached.*** Detail revenue totals at the bottom of the spreadsheet should also agree with lines numbered (1 - cell H10) and (2 - cell H11). Please provide method of allocation (ex. ANTC, pupil units, etc) agreed to by member districts in the notes section at the bottom of the spreadsheet. Note that for districts planning to issue bonds, the responsibilities of member districts regarding long-term obligations should be specified in the cooperative agreement when joining or leaving the cooperative/intermediate district.

A copy of the completed report should be mailed to the address below along with the member school district board resolutions and proposed bond schedule if applicable. The electronic "actual" Excel copy of the LTFM ten-year expenditure spreadsheet should also be emailed to the web address shown below. If a revised report is prepared, clearly mark the report as revised, update the completion date, and email the revised spreadsheet.

Minnesota Department of Education
Division of Program Finance
1500 Highway 36 West
Roseville, MN 55113-4266
mde.facilities@state.mn.us

If you have any questions after reading these instructions, please call the Minnesota Department of Education, Division of School Finance at 651-582-8566 or email mde.facilities@state.mn.us. Copies of the "Long-Term Facilities Maintenance Cooperative Allocation Worksheet" are available on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance.

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Independent School District No. 138, State of Minnesota, as follows:

1. The period for filing Affidavits of Candidacy for the office of school board member of Independent School District No. 138 shall begin on August 2, 2022, and shall close on August 16, 2022. An Affidavit of Candidacy must be filed in the office of the School District Clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.

2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District, at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of this resolution is hereby ratified and approved in all respects.

3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 138
(NORTH BRANCH AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of School Board member of Independent School District No. 138 shall begin on August 2, 2022, and shall close at 5:00 o'clock p.m. on August 16, 2022.

The general and special election shall be held on Tuesday, November 8, 2022. At the general election, three (3) members will be elected to the School Board for terms of four (4) years each. A special election will also be held in conjunction with the general election. At that special election, one individual will be elected to fill a vacancy in term expiring January 6, 2025.

Affidavits of Candidacy are available from the School District Clerk, Independent School District No. 138, 38705 Grand Avenue, North Branch, MN 55056. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the School District from which the candidate seeks election for thirty (30) days before the general and special election, and must have no other affidavit on file for any other office at the same primary or general election.

The Affidavits of Candidacy must be filed in the office of the School District Clerk and the filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.

Dated: June 9, 2022

BY ORDER OF THE SCHOOL BOARD

/s/

School District Clerk
Independent School District No. 138
(North Branch Area Public Schools)
State of Minnesota

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF CHISAGO)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 138 (North Branch Area Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School board of said school district duly called and held on the date therein indicated, so far as such minutes relate to establishing dates for filing affidavits of candidacy, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 9th day of June, 2022.

Clerk of the School Board

Adopted: _____

MSBA/MASA Model Policy 515

Orig. 1995

Revised: _____

Rev. 20132021

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. Authorized Representative

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

B. Biometric Record

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

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic communication-information

and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

“Directory information” means information contained in an education record of a student ~~which~~ that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

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

[Note: This definition includes all of the types of information specifically referenced by state and federal law as directory information. A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be

limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board ~~which~~who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. What constitutes “education records.” Education records means those records ~~which that are~~: (1) ~~are~~ directly related to a student; and (2) ~~are~~ maintained by the school district or by a party acting for the school district.
2. What does not constitute ~~an~~ education records. The term, “education records,” does not include:
 - a. Records of instructional personnel ~~which that are~~:
 - (1) ~~kept~~ in the sole possession of the maker of the record;
 - (2) ~~used only as a personal memory aid~~;
 - (3) ~~not~~ accessible or revealed to any other individual ~~except a~~ ~~temporary~~ substitute teacher; and
 - (4) ~~destroyed~~ at the end of the school year.
 - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual’s capacity as an employee; and

(3) are not available for use for any other purpose.

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

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, ~~which~~that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district that only contain information about an individual after an individual he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Eligible Student

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

G. Juvenile Justice System

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

H. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education

data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; ~~or~~
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; ~~or~~
4. Perform a task directly related to responding to a request for data.

I. Parent

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

J. Personally Identifiable

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

K. Record

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

L. Responsible Authority

"Responsible authority" means [*designate title and actual name of individual*].

M. Student

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

N. School Official

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

[Note: School districts may wish to reference police liaison officers in the definition of a “school official.” Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered “school officials” only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district’s legal counsel is recommended.]

O. Summary Data

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

P. Other Terms and Phrases

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

IV. GENERAL CLASSIFICATION

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

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

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

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

B. Eligible Students

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

C. ~~Disabled~~ Students with a Disability

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality, privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

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

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

6. Eligible Student Consent

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

B. Prior Consent for Disclosure Not Required

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

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school

district would otherwise use employees;

- b. is under the direct control of the school district with respect to the use and maintenance of education records; and
- c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

- 3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 U.S.C. § 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, §section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, §section 120A.22, §subdivision 7(c) or §section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records whiehthat have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
- 4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, -or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
- 5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance

at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to

personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the

school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage

to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

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

vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; ~~;~~ or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. § 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and

authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

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

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

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

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

C. Present Students and Parents

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

1. Annually give public notice by any means that are reasonably likely to

inform the parents and eligible students of:

- a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
- b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
- c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

[Note: Federal law ~~now~~ allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. ~~which~~that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

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

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

E. Duration

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

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

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

B. Private Records Not Accessible to Parent

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

if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. whether the data concerns medical, dental or other health services provided pursuant to ~~Minnesota Statutes, §§sections~~ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

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

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under Minnesota Statutes § 127A.852 this provision is private data on individuals, but summary data may be published by the Department of Education, as defined in section 13.02, Subd. 12.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

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

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to ~~Minnesota Statutes Chapter 260E § 626.556~~, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of ~~Minnesota Statutes Chapter 260E § 626.556, Subd. 11~~.

Regardless of whether a written report is made under ~~Minnesota Statutes § 626.556 Chapter 260E, Subd. 7~~, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

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

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district

employees, and/or attorney data as defined in Minnesota Statutes, §section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

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

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

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

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

- A. The school district will release the names, addresses, electronic mail address (which

shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; ~~and~~
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority [*designate title of individual, i.e., building principal*] in writing by [*date*] each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse

to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

- E. A parent or eligible student’s refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district’s release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redislosure

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

B. Redislosure Not Prohibited

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

issued subpoena.

[Note: 42 U.S.C. § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

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

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

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

B. Record Security

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

C. Plan for Securing Student Records

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

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

D. Review of Written Plan for Securing Student Records

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

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, ~~which~~that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

- c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.

[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

- b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

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

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

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

D. Form of Request

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

E. Collection of Student Records

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

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

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

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall

be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

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

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

B. Right to a Hearing

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

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

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

C. Conduct of Hearing

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

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of ~~Minnesota Statutes Chapter~~ 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means *[designate title and actual name of individual]*.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the ~~Family Policy Compliance Office~~, U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

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

XVIII. WAIVER

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

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

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

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

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

C. Notification to Parents or Eligible Students Who are Disabled

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

XX. DESTRUCTION AND RETENTION OF RECORDS

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

XXI. COPIES OF POLICY

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

superintendent's office ~~of the superintendent.~~

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (~~Sharing Disposition Order and Peace Officer~~
~~Records Receipt of Records; Sharing~~)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, ~~S~~subds. 3 and 5 (Disposition Order and Peace
Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
~~Minn. Stat. § Ch. 260E-626.556 (Reporting of Maltreatment of Minors)~~
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns;
Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
~~Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d~~
309 (2002)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or
Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside
Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory

Offenders)

MSBA ~~Service Manual, Chapter 13,~~ School Law Bulletin “T” (School Records – Privacy – Access to Data)

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. ~~2019~~ 2020

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
- [Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*
2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with: who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

(a) a summary of the district's efforts to screen for dyslexia;

(b) the number of students screened for that reporting year; and

(c) the number of students demonstrating characteristics of dyslexia for that year.

~~b. —convergence insufficiency disorder.~~

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer

school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

EDUCATION PROGRAMS

School District Curriculum and Instruction Goals

601-NB

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. "World's best workforce" means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in

North Branch Independent School District No. 138: District Policy #601-NB

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Replaced:

Revised: June 16, 2016, February 8, 2018, February 14, 2019

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poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

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6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through

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- visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to

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School District Curriculum and Instruction Goals

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a classroom teacher. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. ~~If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level.~~ (NB change; sentence eliminated in February 2019. We are recommending adding this sentence back in. It will no longer be a NB policy.) Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

4. ~~The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The~~

North Branch Independent School District No. 138: District Policy #601-NB

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personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program. (NB change; paragraph eliminated in February 2019. We are recommending adding this paragraph back in. It will no longer be a NB policy.)

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

NB Policy 104 (School District Mission Statement)
NB Policy 613 (Graduation Requirements)
NB Policy 614 (School District Testing Plan and Procedure)
NB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
NB Policy 616 (School District System Accountability)
NB Policy 618 (Assessment of Student Achievement)

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Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2019

603 CURRICULUM DEVELOPMENT

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade

level.

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular, and special needs of all members of the student community.
6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
8. Meet all applicable requirements of the Minnesota Department of Education and federal law.

D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.

E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
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 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Board & Administrator

FOR SCHOOL BOARD MEMBERS

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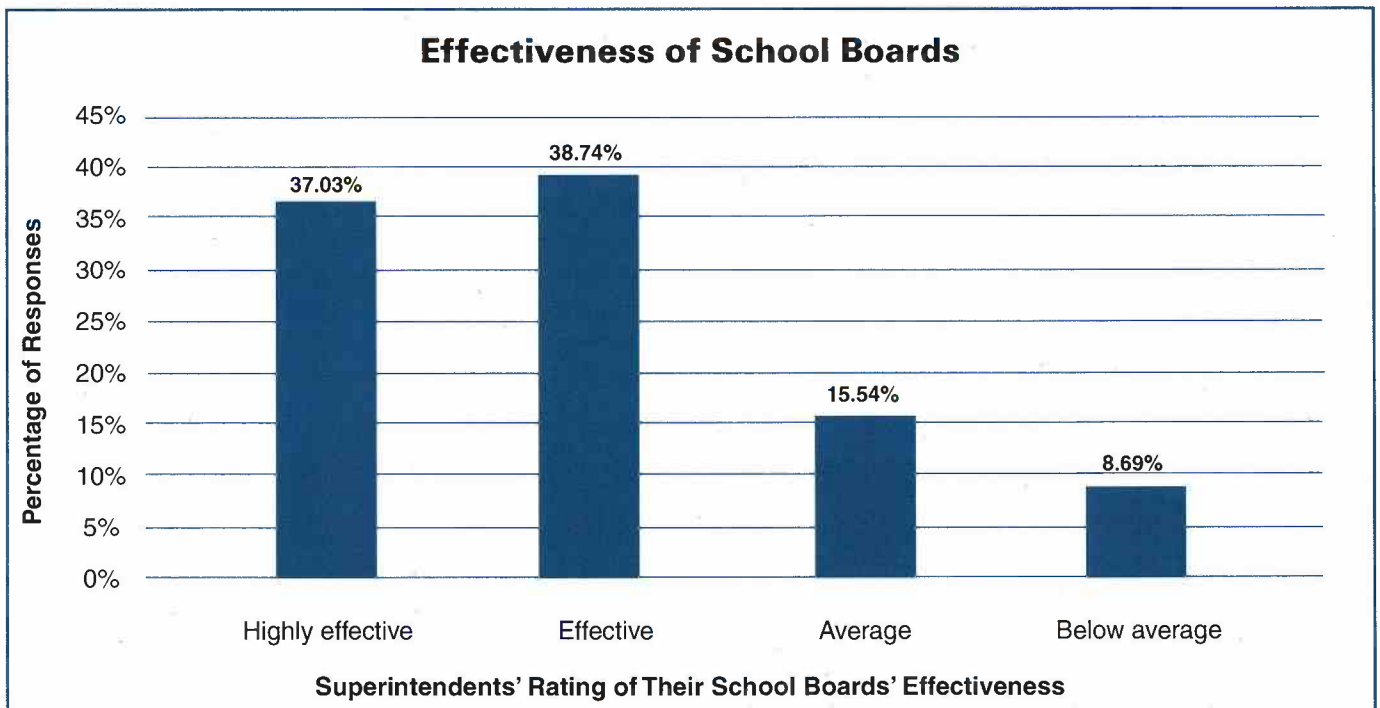
Ask for superintendent's feedback to improve board effectiveness

School boards always have an opportunity to provide their superintendents constructive criticism — often through the superintendent's annual evaluation. But because the effectiveness of a board can also impact the superintendent's performance and morale, it may be a good idea for boards to request feedback from their superintendents.

Take a look at the results of *Board & Administrator's* annual Survey on School Boards, which was conducted late last year. Of the 875 superintendents who responded to the survey, 663 —

approximately 75.77 percent — said their boards were effective or highly effective. On the other hand, 212 superintendents — approximately 24.23 percent — said their boards' effectiveness was average or below average.

To ensure you and other board members aren't viewing the board's effectiveness through rose-colored glasses, periodically ask the superintendent to pinpoint and identify areas in which the board can improve. Then, work with the superintendent and board president to schedule appropriate board development sessions. ■



Add student to school board

Many school districts have a student sitting in a seat at the board table. In fact, California law requires that a board accept a student petition and authorize installment of a student board representative.

Typically, the student board member fills a non-voting seat. The student serves in an advisory-only capacity; her role is to enlighten the other board members on students' viewpoints. The student can give opinions and engage in board deliberations.

So, what's the benefit of including a student on your board? Not only will the board better represent stakeholders, but it will also have a better understanding of how board decisions impact students and what issues they consider to be most pressing. Issues raised by student board members recently included face mask policies, decoration of graduation caps, school start times, and recycling programs.

There could be a few drawbacks of student board members. For example, it's possible that the student will have to miss class to attend, or he will need to attend long, late-night meetings. Also, the student board member may be criticized. That's what happened in Montgomery County, Md., to a student board member who stated she was in favor of the district's mask mandates, according to *wtopnews.com*.

If your board is open to the idea of a student board member, consider the following:

- Age or grade-level requirement.
- Attendance requirements.
- Level of good academic standing.
- Selection process.
- Length of service.
- Removal process.
- Rights and responsibilities. ■

Plan for unexpected when budgeting

During school year budget preparations, the superintendent and board members should consider all possible, maybe even improbable, expenses for the coming year. The district's budget should incorporate a "cushion" for unexpected expenses that may arise from emergencies and unpredictable events.

For example, districts may not have predicted inflation and increases in transportation expenses as a result of a pandemic and war in Ukraine, much less the need for funds to address serious staffing shortages, COVID-19 litigation expenses, and security for politicized board meetings.

To accurately determine potential needs and possible contingencies, the board and superintendent must weigh the superintendent's identification of the district's most pressing needs and

board members' identification of stakeholder and community concerns. Board members should set aside time in a closed meeting with the superintendent to discuss extraneous issues that may affect the district's budget. Part of that discussion includes noting suggestions for funding sources for any additional expenses.

There may be new expense categories the district should consider that weren't included in last year's plan. Districts will probably require additional funds to offer teachers and administrators, including superintendents, higher salaries to motivate them to stay. To cover all the bases, the board should refrain from using "cookie cutter" budgeting spreadsheets and from limiting budget conversations to the historically typical expense categories. ■

Keep arguments out of public eye

While it's normal for a school board and its superintendent to disagree on certain issues, board members should strive to maintain civility during public board meetings. In this era of smartphones and lightning-fast internet, an argument between a board member and a superintendent may easily be recorded or broadcast live on social media.

To ensure you and your superintendent don't go viral for the wrong reasons, address potential issues when you receive the board meeting agenda. And, if discussions become heated during the meeting, take a brief recess to give board members and the superintendent time to cool down before resuming deliberations or sending the issue to committee. ■