

South St. Paul School Board Meeting

Tuesday, May 26, 2026 6:00 PM

CITY HALL, 125 THIRD AVENUE NORTH, South St Paul, Minnesota 55075

I. ROLL CALL and PLEDGE OF ALLEGIANCE

II. APPROVAL OF MEETING AGENDA/MINUTES

II.A. School Board Meeting Agenda, May 26, 2026

II.B. Work Session and Regular Meeting Minutes, April 27, 2026 and work session minutes for May 11, 2026.

III. QUALITY-IN-ACTION and REPORTS

III.A. **Report:** Student School Board Representatives Chloe, Fenet, and Monty will provide an update on recent events, activities and other informational items.

III.B. **Quality-in-Action:** Activities Director Brady Krueger and the spring coaches and advisors will highlight their seasons. (B. Krueger)

III.C. **Quality-in-Action: 25-Year Employee Recognition:** Loren Laturnus, Carolyn Oleson, Rebecca Spreigl, Sara Voss. (Admin)

III.D. **Quality-in-Action: 25-26 Retiree Recognition:** Benjamin Anderson, Jeane Anderson, William Bauman, Julia Finn, Noelle Frost, Christine Gustafson, Jonathan Gustafson, Loren Laturnus, Lyle Lindeman, Lawrence Lough, Suzanne Meyer, Gary Morrisette, David Palmquist, Karen Palmquist, Michelle Penman, Christine Wallace. (Admin)

III.E. **Report:** Chair Kim Humann will highlight the Stakeholder Comments to the Board submissions. (K. Humann)

III.F. **Report:** School Board members will highlight items from the Board's Work Sessions. (Board)

III.G. **Report:** Superintendent Zambreno will provide highlights from around the District. (B. Zambreno)

IV. CONSENT ITEMS

IV.A. Financial Claims: Bills Payable

IV.B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves.

V. **POLICY**

V.A. **APPROVE:** The following policies are on their final review and up for approval.

V.A.1.#416: Drug, Alcohol, and Cannabis Testing

V.A.2.#417: Chemical Use and Abuse

V.A.3.#438 - Payroll Dates

V.A.4.#529 - Staff Notification of Violent Behavior by Students

V.A.5.#609 - Religion

V.A.6.#620: Credit for Learning

V.A.7.#621 - Read Act

V.A.8.#735 - Electronic Fund Transfer

V.A.9.#901 - Community Education

V.B. **REVIEW:** The following policies are on their second review:

V.B.1.#425 - Staff Development

V.B.2.#535 - Service Animals

V.B.3.#606 - Textbooks and Instructional Materials

V.B.4.#606.1 - Reconsideration of Textbooks and Instructional Materials

V.B.5.#606.5 - Library Materials

V.B.6.#618 - Assessment of Student Achievement

V.B.7.#721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

VI. **BUSINESS ITEMS**

VI.A. Approval, for the South St. Paul School Board to approve the Federal Fund Micro Purchasing Threshold. (R. Chhoth)

VI.B. Approval, for the South St. Paul School Board to approve the Acceptance of Gifts Resolution. (R. Chhoth)

VI.C. Approval, for the South St. Paul School Board to approve the Resolution Approving Intermediate School District 917's Long-Term Facilities Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of those Projects in the District's Application for Long-Term Facilities Maintenance Revenue. (R. Chhoth)

VI.D. Approval, for the South St. Paul School Board to approve the

2026-2029 Alternative Teacher Professional Pay System plan. (A. Winter)

VI.E. Approval, for the South St. Paul School Board to approve the 2026-27 Minnesota State High School League (MSHSL) Membership Resolution. (L. Brandecker).

VI.F. Approval, for the South St. Paul School Board to acknowledge and accept the resignation of Board member Duffy effective June 19, 2026. (L. Brandecker)

VII. INFORMATIONAL ITEMS

VII.A. **Board Members' Reports/Committee Updates/Where Have You Seen a Passion:** Board members will report on recent educational activities/events in which they have participated as well as other informational items.

VIII. ADJOURNMENT

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the City Hall Conference Room on Monday, April 27, 2026. Chair Kim Humann called the work session to order at 5:00 PM with five Board members present: Weber, Claflin, T. Felton, W. Felton, and Humann. Director Duffy arrived at 5:15 PM. Director Cumings was absent. Superintendent Dr. Brian Zambreno and several staff members were also present.

2026-27 Budget Planning and Adjustments

Ra Chhoth, Executive Director of Finance and Operations, presented an overview of the FY 2026–27 budget planning process, including current projections, financial challenges, and proposed adjustments.

Key financial pressures include declining enrollment, which continues to reduce revenue, and rising costs that outpace state funding increases. Additional challenges include legislative mandates impacting compensatory revenue, special education funding, paid leave, and unemployment costs.

The presentation emphasized the district’s commitment to aligning the budget with its strategic plan while maintaining core programming, including arts and activities, and adhering to class size norms. The goal is to ensure long-term financial sustainability while continuing to support student achievement.

Proposed adjustments are cost neutral and focus on aligning staffing with enrollment while maintaining current class size norms. The district will also repurpose a position to support the growth of Talent Development, sometimes referred to as gifted and talented, which provides advanced learning opportunities and enrichment to meet the needs of students ready for additional academic challenge. Additional adjustments include restructuring health services to ensure a licensed staff member is available at each site across the district and adding a special education coordinator to strengthen student support services at the sites. Next steps include continued budget development this spring, with School Board review and approval of adjustments and final budget adoption scheduled for June 2026.

Student Listening Session Follow-Up

School Board members discussed next steps following the April 13 listening and dialogue session with student representatives from the Black Pride Organization (BPO) and Comunidad de Latinos Unidos (CDLU). The Board emphasized the importance of student voice and engaged in discussion with district leaders and student board representatives to reflect on feedback shared. District leaders will work collaboratively to establish a path forward to address identified areas and develop an ongoing engagement plan between students, district and school leaders, and School Board members.

Committee Updates

Board members provided brief updates on the various committees in which they serve on.

Adjourn

The South St. Paul School Board adjourned the April 27, 2026 work session at 5:52 PM.

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

The regular meeting of the School Board, Special School District No. 6, South St. Paul, was held in the city hall council chambers on Monday, April 27, 2026. Chair Kim Humann called the meeting to order at 6:00 PM with six Board members present for roll call: T. Felton, Weber, W. Felton, Claflin, Duffy, and Humann. Director Cumings was absent. Superintendent Dr. Brian Zambreno and several staff and community members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Director W. Felton

Seconded by Director Weber

The South St. Paul School Board approves the April 27, 2026, School Board meeting agenda as well as the minutes for March 23, 2026, work session and regular business meeting, and the April 13, 2026, work session.

Motion carried (6-0)

QUALITY-IN-ACTION AND REPORTS

Report - Student School Board Representatives Chloe, Fenet, and Monty provided an update on recent events, activities, and other informational items.

Quality-in-Action - Director of Nutrition Services Dorie Pavel and Assistant Director Maggie Schmidt provided an overview of the department, highlighting how the team supports students through healthy meals and the important role nutrition plays in the school day.

Quality-in-Action - Building and Grounds Director Mark Fenton, along with partners Ben Beery from Wold Architects and Eric Kivisto from Market & Johnson, presented an overview of the community engagement process and provided a detailed look at the proposed projects connected to the May 12 special bond election.

Stakeholder Comment to the Board - There were no attendees or submissions for the April 13 stakeholder comments to the board session.

Work Session Report - Chair Humann and Vice Chair Claflin provided an overview of the work session discussions.

Superintendent Report - Superintendent Zambreno provided highlights from around the district.

CONSENT ITEMS

By Director Claflin

Seconded by Director Weber

A. Financial Claims - Bills Payable

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves

Motion Carried (6-0)

POLICY

By Director T. Felton

Seconded by Director W. Felton

Approval of the following policies that are on their final review:

- #412 - Expense Reimbursement
- #421 - Gifts to Employees and School Board Members
- #422 - Employee Recognition
- #602 - Organization of School Day
- #620 - Credit for Learning
- #624 - Online Instruction

Motion carried (6-0)

BUSINESS ITEMS

By Director Weber

Seconded by Director Duffy

Approval, for the South St. Paul School Board to approve scheduling a special meeting for Wed., May 20, 2026, at 6:00 PM in the District Office Conference Room to canvass the results of the May 12, 2026, special election.

Motion carried (6-0)

By Director Claflin

Seconded by Director Duffy

Approval, for the South St. Paul School Board to approve the Resolution for Non-Renewal of Probationary Staff.

Motion carried 6 yeas - Weber, W. Felton, Claflin T. Felton, Duffy, Humann

0 nays

By Director Claflin

Seconded by Director Duffy

Approval, for the South St. Paul School Board to approve the Resolution for Non-Renewal of Long-Term Substitutes.

Motion carried 6 yeas - T. Felton, Duffy, Weber, W. Felton, Claflin, Humann

0 nays

By Director W. Felton

Seconded by Director Weber

Approval, for the South St. Paul School Board to approve the Education Identity and Access Management Board Resolution that designates Superintendent Brian Zambreno as the District's Identified Official with Authority (IOwA).

Motion carried 6 yeas - Duffy, Weber, W. Felton, Claflin T. Felton, Humann

0 nays

INFORMATIONAL ITEMS

School Board members reported on various educational activities/events in which they have participated, as well as other informational items.

ADJOURN

By Director Claflin

Seconded by Director T. Felton

Approval, for the South St. Paul School Board to adjourn the April 27, 2026, meeting at 7:26 PM.

Motion carried (6-0)

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the Secondary Media Center Classroom on Monday, May 11, 2026. Chair Kim Humann called the work session to order at 5:00 PM with five Board members present: Weber, Claflin, Cumings, W. Felton, and Humann. Director T. Felton arrived at 5:14 PM and Director Duffy was absent. Superintendent Dr. Brian Zambreno and several staff members were also present.

2026-27 Student Board Representative Welcome

Board members welcomed the 2026-27 student school board representatives during the meeting. Three students, Josie, Sophia, and Monica, were selected from a pool of 11 applicants to serve in the role.

The newly selected student representatives introduced themselves to the board, shared information about their interests and school involvement, and explained why they were interested in serving as student representatives. Each student also spoke about what they hope to learn and contribute through the experience.

Board members congratulated the students and expressed appreciation for all students who applied. The student representatives' official term will begin in fall 2026.

2025-26 Student Board Representative Welcome

The School Board recognized and celebrated the service of the 2025-26 student school board representatives as they concluded their term with South St. Paul Public Schools. Board members thanked outgoing student representatives Chloe, Fenet, and Monty, for their leadership, involvement, and contributions throughout the school year. Students shared reflections on their experience serving on the School Board, discussed future plans following graduation, and provided feedback on ways to continue strengthening positive experiences for future SSPPS students.

Post Special Election Conversation and Planning

District leaders shared last minute communication regarding the May 12 election.

Committee Updates

Board members provided updates on the various committees in which they serve on.

Other Items Deemed Necessary by the School Board

Chair Humann and Lisa Brandecker, Manager of Administrative Services, shared a draft timeline outlining a potential future board member appointment process. Board members briefly discussed possible next steps and considerations related to a potential upcoming vacancy.

The Board recessed the work session at 6:25 PM for the Stakeholder Comment to the Board session.

Stakeholder Comments to the Board

No individuals were present and no online submissions were received for Stakeholder Comments.

Adjourn

The South St. Paul School Board adjourned the May 11, 2026 work session at 6:35 PM.

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



**South St. Paul
Public Schools**

School Board Agenda Item

Place on Agenda: Reports

Action Requested: Discussion Only

Attachment: None

Topic: Student School Board Representative Highlights
Presenter(s): Fenet Iresso, Chloe O'Neil, & Monty Whitaker
Background: Student School Board Representatives Fenet Iresso, Chloe O'Neil, & Monty Whitaker will provide highlights.
Recommendation: N/A
Alternatives: N/A



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Place on Agenda: Regular Meeting Reports

Action Requested: None

Attachment: None

Topic: Stakeholder Comments to the Board

Presenter(s): Board Chair

At the Work Session and Regular Business Meeting, the Board Chair will provide an overview of the Stakeholder Comments to the Board submissions.

The South St. Paul School Board provides the following opportunities for community members to address the board:

- **In-Person** on the first meeting date of each month according to the schedule listed on the [district's website](#). Stakeholder Comments to the Board sessions are held at the District Office (104 - 5th Avenue South) beginning at 6:30PM.
- **Electronic form Submissions** are accepted on all meeting dates listed on the [district's website](#). Click [here](#) to submit a Stakeholder Comment tot the Board.
 - Form submissions will be acknowledged by the Board Chair and/or Superintendent on-air during the regular business meeting. The Board Chair and/or Superintendent will also follow-up personally with the individuals submitting a Stakeholder Comment to the Board form.

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Work Session Meeting Update
Presenter(s): Board
Background: School Board members will highlight items from the Work Session meeting.
Recommendation: N/A
Alternatives: N/A

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Superintendent's Update
Presenter(s): Dr. Brian Zambreno, Superintendent
Background: Superintendent Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A



School Board Agenda Item

Date: May 26, 2026
Place on Agenda: Consent Items
Action Requested: Approval
Attachment: Financials - Bills Payable

Topic: Financials - Bills Payable
Presenter(s): Board Chair
Background: It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.
Recommendation: Administration recommends the approval of the attached financial statement.
Alternatives: N/A

CHECK CHE	CHECK			
NUMBER	TYP	AMOUNT	DATE	VENDOR
209614	V	-1,238.04	05/05/2026	SSP EASRP
211055	R	468.50	04/30/2026	LOCAL #70
211056	R	712.50	04/30/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER
211057	R	32.00	04/30/2026	NCPERS GROUP LIFE INS
211058	R	226.75	04/30/2026	OFFICE AND PROF EMPLOYEES UNION
211059	R	13,671.66	04/30/2026	SOUTH ST PAUL TEACHER'S ASSOCIATION
211060	R	5.00	04/30/2026	SOUTH ST PAUL OPEN FOUNDATION
211061	R	55.00	04/30/2026	SOUTH ST PAUL EDUCATION FOUNDATION
211062	R	1,287.35	04/30/2026	SSP EASRP
211063	R	32.00	04/30/2026	NCPERS GROUP LIFE INS
211064	R	8,897.00	05/07/2026	360 COMMUNITIES
211065	R	6,699.25	05/07/2026	ACT
211066	R	13,551.85	05/07/2026	ALLSTREAM
211067	R	1,384.92	05/07/2026	AMAZON CAPITAL SERVICES
211068	R	5,560.00	05/07/2026	AMERGIS HEALTHCARE STAFFING INC
211069	R	7,520.00	05/07/2026	AMPERSAND THERAPY LLC
211070	R	437.89	05/07/2026	AVIBEN LLC
211071	R	320.00	05/07/2026	AWARDS BY HAMMOND
211072	R	100.00	05/07/2026	BIX PRODUCE COMPANY
211073	R	541.25	05/07/2026	CAPITAL ONE TRADE CREDIT
211074	R	139.50	05/07/2026	CHROMEBOOKPARTS.COM
211075	R	493.78	05/07/2026	CINTAS
211076	R	54.95	05/07/2026	CULLIGAN-MILBERT COMPANY
211077	R	900.00	05/07/2026	ERTL, ROBERT
211078	R	327.52	05/07/2026	FIRST SUPPLY LLC - TWIN CITIES
211079	R	7,480.00	05/07/2026	GOAL GETTERS ACADEMY
211080	R	236.25	05/07/2026	GRAPHIC EDGE DBA GAME ONE
211081	R	12,825.00	05/07/2026	HRM HELPS LLC
211082	R	1,000.00	05/07/2026	IMAGINE IT, INC
211083	R	4,058.83	05/07/2026	IMPERIAL DADE
211084	R	45,358.21	05/07/2026	INDIANHEAD FOODSERVICE DISTRIBUTOR INC
211085	R	46.25	05/07/2026	INNOVATIVE OFFICE SOLUTIONS LLC
211086	R	113,395.77	05/07/2026	INTERMEDIATE DISTRICT #917
211087	R	110.80	05/07/2026	JOSTENS
211088	R	1,600.00	05/07/2026	KAPPENMAN, JENNIE
211089	R	18,009.50	05/07/2026	KELLY SERVICES INC
211090	R	225.00	05/07/2026	KHUNISORN, PLOY
211091	R	837.51	05/07/2026	KWIK TRIP EXTENDED NETWORK
211092	R	66,994.20	05/07/2026	LAKE CITY TRANSPORTATION LLC
211093	R	1,000.00	05/07/2026	LAWRENCE, COLETTE
211094	R	975.00	05/07/2026	LINDENMEYR MUNROE
211095	R	90.00	05/07/2026	MARQUAM JAHNS, MARY ELISE
211096	R	50.00	05/07/2026	MCCABE, MOLLY
211097	R	825.00	05/07/2026	MED-COMPASS
211098	R	280.00	05/07/2026	MILLER, DEBRA
211099	R	405.00	05/07/2026	MRI SOFTWARE LLC
211100	R	2,950.00	05/07/2026	NICHE VISUAL
211101	R	36,407.26	05/07/2026	NORTHLINE TRANSPORTATION
211102	R	20.00	05/07/2026	NOVAK, JANICE
211103	R	40.38	05/07/2026	OXYGEN SERVICE CO INC
211104	R	3,751.27	05/07/2026	QUALITY LOCKSMITH SERVICE
211105	R	225.00	05/07/2026	ROCKFORD AREA SCHOOLS
211106	R	50.00	05/07/2026	ROSSOW, THEODORE
211107	R	1,115.70	05/07/2026	SAFEGUARD BUSINESS SYSTEMS INC
211108	R	1,712.85	05/07/2026	SCHOLASTIC BOOK FAIRS
211108	V	-1,712.85	05/13/2026	SCHOLASTIC BOOK FAIRS

CHECK CHE	CHECK		
NUMBER TYP	AMOUNT DATE	VENDOR	
211109 R	34.00 05/07/2026	SIEKMEIER, KATIE	
211110 R	1,238.04 05/07/2026	SSP EASRP	
211111 R	149.26 05/07/2026	STATE SUPPLY COMPANY INC	
211112 R	13,593.70 05/07/2026	SUNBELT STAFFING	
211113 R	256.49 05/07/2026	T-MOBILE	
211114 R	103.72 05/07/2026	TEACHER RETIREMENT ASSOCIATION	
211115 R	38,349.00 05/07/2026	TRAFERA HOLDINGS LLC	
211116 R	136.72 05/07/2026	TRIO SUPPLY CO	
211117 R	300.00 05/07/2026	TWO RIVERS HS ACTIVITIES	
211118 S	5,446.72 05/07/2026	XCEL ENERGY	
211119 S	19,932.99 05/07/2026	XCEL ENERGY	
211120 R	10,299.13 05/07/2026	ZEN EDUCATE	
211121 R	38.97 05/14/2026	ACE HARDWARE & PAINT	
211122 R	516.80 05/14/2026	ADWEAR SPECIALTIES INC	
211123 R	58.95 05/14/2026	AMAZON CAPITAL SERVICES	
211124 R	7,520.00 05/14/2026	AMPERSAND THERAPY LLC	
211125 R	5,110.14 05/14/2026	ARVIG	
211126 R	1,744.21 05/14/2026	AVSI	
211127 R	532.00 05/14/2026	AWARDS BY HAMMOND	
211128 R	1,485.83 05/14/2026	BIMBO BAKERIES USA	
211129 R	4,867.46 05/14/2026	BIX PRODUCE COMPANY	
211130 R	419.40 05/14/2026	CENTER FOR RESPONSIVE SCHOOLS	
211131 R	102.56 05/14/2026	CINTAS	
211132 R	1,498.31 05/14/2026	CINTAS	
211133 R	2,909.92 05/14/2026	CITY OF SOUTH ST PAUL - UTILITIES	
211134 R	219.73 05/14/2026	CLEAN N PRESS	
211135 R	1,260.00 05/14/2026	CONQUER NINJA GYMS	
211136 R	57.35 05/14/2026	CONTINUA INTERIORS OF MINNESOTA LLC	
211137 R	58.90 05/14/2026	CULLIGAN-MILBERT COMPANY	
211138 R	37.32 05/14/2026	FIRST SUPPLY LLC - TWIN CITIES	
211139 R	137.02 05/14/2026	GERTEN GREENHOUSES & GARDEN CENTER	
211140 R	119.80 05/14/2026	GERTENS WHOLESALE	
211141 R	271.31 05/14/2026	GOPHER SPORT	
211142 R	59.63 05/14/2026	GRAINGER INC	
211143 R	265.00 05/14/2026	HASTINGS HIGH SCHOOL	
211144 R	692.94 05/14/2026	HORIZON COMMERCIAL POOL SUPPLY	
211145 R	19,144.02 05/14/2026	IMPERIAL DADE	
211146 R	1,296.00 05/14/2026	IND SCHOOL DISTRICT #197	
211147 R	5,809.77 05/14/2026	ISD 197 W ST PAUL - MENDOTA HGTS -EAGAN	
211148 R	100.00 05/14/2026	ISD 834 STILLWATER AREA HIGH SCHOOL	
211149 R	805.51 05/14/2026	KASEYA US LLC	
211150 R	33,361.53 05/14/2026	KELLY SERVICES INC	
211151 R	1,670.00 05/14/2026	LINDENMEYR MUNROE	
211152 R	199.42 05/14/2026	LINK INTERPRET	
211153 R	497.00 05/14/2026	LORENZ RECOGNITION	
211154 R	615.22 05/14/2026	MARK'S PLUMBING PARTS	
211155 R	307.18 05/14/2026	MCMASTER-CARR SUPPLY COMPANY	
211156 R	686.00 05/14/2026	MEDICINE LAKE TOURS	
211157 R	3,233.00 05/14/2026	MERIDIAN CONSULTING/DAVID SŁOMKOWSKI	
211158 R	410.86 05/14/2026	MINNESOTA POLLUTION CONTROL AGENCY	
211159 R	375.00 05/14/2026	MONTICELLO HIGH SCHOOL	
211160 R	3,543.74 05/14/2026	MUSKEGON HEIGHTS SOLAR LLC	
211161 R	1,949.22 05/14/2026	NEW DOMINION SCHOOL/AUSTIN	
211162 R	5,317.86 05/14/2026	NITTI SANITATION	
211163 R	6,417.40 05/14/2026	ORIGINAL WORKS YOURS INC	
211164 R	766.13 05/14/2026	PIONEER PRESS	

CHECK	CHE	AMOUNT	DATE	CHECK	VENDOR
NUMBER	TYP				
211165	R	1,139.18	05/14/2026	PITNEY BOWES INC PURCHASE POWER	
211166	R	597.49	05/14/2026	PLUNKETT'S PEST CONTROL	
211167	R	17.93	05/14/2026	PROPIO LS LLC	
211168	R	557.16	05/14/2026	SCHOLASTIC BOOK FAIRS	
211169	R	1,200.00	05/14/2026	SCHOOL MANAGEMENT SERVICES LLC	
211170	R	268.40	05/14/2026	SCHOOL SPECIALTY LLC	
211171	R	600.00	05/14/2026	SEVERSON, LAUREL	
211172	R	160.00	05/14/2026	SHANNON, JODY	
211173	R	2,023.00	05/14/2026	SQUIRES WALDSPURGER & MACE PA	
211174	R	9,598.72	05/14/2026	ST PAUL BEVERAGE SOLUTIONS	
211175	R	759.33	05/14/2026	T-MOBILE	
211176	R	1,500.00	05/14/2026	TAIKOARTS MIDWEST	
211177	R	300.00	05/14/2026	TARTAN HIGH SCHOOL	
211178	R	350.00	05/14/2026	TEAMWORKS INTERNATIONAL INC	
211179	R	4,643.01	05/14/2026	TRIO SUPPLY CO	
211180	R	7,613.49	05/14/2026	TWIN CITY JANITOR SUPPLY INC	
211181	R	204.88	05/14/2026	UTECHT, GREGORY	
211182	S	193.22	05/14/2026	XCEL ENERGY	
211183	S	186.90	05/14/2026	XCEL ENERGY	
211184	S	2,138.06	05/14/2026	XCEL ENERGY	
211185	S	40,290.51	05/14/2026	XCEL ENERGY	
211186	S	8,153.50	05/14/2026	XCEL ENERGY	
211187	S	4,349.89	05/14/2026	XCEL ENERGY	
211188	R	2,890.82	05/14/2026	ZEN EDUCATE	
211189	R	468.50	05/15/2026	LOCAL #70	
211190	R	712.50	05/15/2026	MINNESOTA CHILD SUPPORT PAYMENT CENTER	
211191	R	226.75	05/15/2026	OFFICE AND PROF EMPLOYEES UNION	
211192	R	13,671.66	05/15/2026	SOUTH ST PAUL TEACHER'S ASSOCIATION	
211193	R	5.00	05/15/2026	SOUTH ST PAUL OPEN FOUNDATION	
211194	R	80.00	05/15/2026	SOUTH ST PAUL EDUCATION FOUNDATION	
211195	R	1,311.19	05/15/2026	SSP EASRP	
211196	R	448.00	05/19/2026	ORDWAY CENTER FOR THE PERFORMING ARTS	
202500516	W	50,950.00	04/30/2026	MINNESOTA PAYROLL TAXES	
202500517	W	298,980.62	04/30/2026	FEDERAL PAYROLL TAXES	
202500518	W	674.13	04/30/2026	MN DEPT OF REVENUE	
202500519	W	51,253.21	04/30/2026	PERA	
202500520	W	62,296.66	04/30/2026	TSA/ACH DEDUCTION	
202500521	W	171,487.62	04/30/2026	TEACHER RETIREMENT ASSOCIATION	
202500522	W	0.00	04/30/2026	MINNESOTA PAYROLL TAXES	
202500523	W	0.00	04/30/2026	FEDERAL PAYROLL TAXES	
202500524	W	15.34	04/30/2026	MINNESOTA PAYROLL TAXES	
202500525	W	76.37	04/30/2026	FEDERAL PAYROLL TAXES	
202500526	W	58.28	04/30/2026	PERA	
202500527	W	0.00	05/01/2026	MINNESOTA PAYROLL TAXES	
202500528	W	0.00	05/01/2026	FEDERAL PAYROLL TAXES	
202500529	W	0.00	05/01/2026	PERA	
202500530	W	141,705.90	04/27/2026	HEALTH PARTNERS	
202500531	W	265.54	04/24/2026	MEDSURETY	
202500532	W	1,759.39	04/24/2026	MEDSURETY	
202500533	W	993.06	05/01/2026	MEDSURETY	
202500534	W	1,725.11	05/01/2026	MEDSURETY	
202500535	W	-1,571.05	05/01/2026	TEACHER RETIREMENT ASSOCIATION	
202500539	W	51,446.97	05/15/2026	MINNESOTA PAYROLL TAXES	
202500540	W	303,954.64	05/15/2026	FEDERAL PAYROLL TAXES	
202500541	W	874.06	05/15/2026	MN DEPT OF REVENUE	
202500542	W	54,934.44	05/15/2026	PERA	

CHECK CHE	CHECK		
NUMBER TYP	AMOUNT DATE	VENDOR	
202500543 W	62,838.19 05/15/2026	TSA/ACH DEDUCTION	
202500544 W	171,570.35 05/15/2026	TEACHER RETIREMENT ASSOCIATION	
202500545 W	0.00 05/15/2026	MINNESOTA PAYROLL TAXES	
202500546 W	0.00 05/15/2026	FEDERAL PAYROLL TAXES	
252600482 A	90.00 04/25/2026	AHSENMACHER WINTER, AMY	
252600483 A	90.00 04/25/2026	ANDERSON, CHAD	
252600484 A	90.00 04/25/2026	BASQUILL, THOMAS	
252600485 A	90.00 04/25/2026	BERCHTOLD, JAMIE	
252600486 A	720.00 04/25/2026	BOSSARD, SOFIA	
252600487 A	90.00 04/25/2026	BOURG, LEAH	
252600488 A	90.00 04/25/2026	BRANDECKER, LISA	
252600489 A	90.00 04/25/2026	BRETOI, TERRENCE	
252600490 A	90.00 04/25/2026	CHHOTH, RA	
252600491 A	90.00 04/25/2026	CHILDS, DANETTE	
252600492 A	90.00 04/25/2026	COOK, CHARLES	
252600493 A	90.00 04/25/2026	DANIELSON, JENNIFER	
252600494 A	90.00 04/25/2026	FENTON, MARK	
252600495 A	90.00 04/25/2026	HADJI, NIMO	
252600496 A	90.00 04/25/2026	HANSEN, JODY	
252600497 A	45.00 04/25/2026	JACOBS-BUSE, LINDA	
252600498 A	90.00 04/25/2026	KRUEGER, BRADY	
252600499 A	45.00 04/25/2026	LOUGH, LAWRENCE	
252600500 A	90.00 04/25/2026	OCHOCKI, CHARLES	
252600501 A	45.00 04/25/2026	OSTER, PATRICK	
252600502 A	45.00 04/25/2026	PENMAN, MICHELLE	
252600503 A	90.00 04/25/2026	PETERSON, LORI	
252600504 A	45.00 04/25/2026	RYAN, ERIKA	
252600505 A	90.00 04/25/2026	SCHWAB, ROBIN	
252600506 A	90.00 04/25/2026	TAYLOR MINER, MELANEE	
252600507 A	90.00 04/25/2026	TOURTELOTTE, NATALIE	
252600508 A	45.00 04/25/2026	VANDERBILT, TONY	
252600509 A	90.00 04/25/2026	WELLS, TRAVIS	
252600510 A	90.00 04/25/2026	ZAMBRENO, BRIAN	
252600511 A	90.00 04/25/2026	ZEHNDER, JEAN	
252600512 A	115.35 05/07/2026	BRIAN, TIFFANY	
252600513 A	234.90 05/07/2026	CHHOTH, RA	
252600514 A	343.43 05/07/2026	COOK, CHARLES	
252600515 A	39.44 05/07/2026	EMERY, HEATHER	
252600516 A	60.00 05/07/2026	FREMSTAD, EMILEE	
252600517 A	33.06 05/07/2026	GIL-HAGBERG, FRANCES	
252600518 A	87.65 05/07/2026	HANLEY, KATHLEEN	
252600519 A	129.60 05/07/2026	HART, JENNA	
252600520 A	66.20 05/07/2026	HART, THOMAS	
252600521 A	4.82 05/07/2026	JAIMES-CASTELLANOS, MARIA	
252600522 A	55.23 05/07/2026	KRUEGER, BRADY	
252600523 A	50.97 05/07/2026	LINDORFER, NICOLE	
252600524 A	95.94 05/07/2026	OWENS, CHRISTINA	
252600525 A	151.97 05/07/2026	RAKNESS, CARLA	
252600526 A	129.05 05/07/2026	RIESSELMAN, NINA	
252600527 A	92.80 05/07/2026	SCHMIDT, MEGAN	
252600528 A	259.02 05/07/2026	SCHULTZ, MEGHAN	
252600529 A	27.62 05/07/2026	TOURTELOTTE, NATALIE	
252600530 A	80.00 05/07/2026	VANDERBILT, TONY	
252600531 A	90.41 05/07/2026	WENNERLUND-SQUIRES, ELINA	
252600532 A	49.98 05/18/2026	CORNIEA, CANDY	
252600533 A	39.99 05/18/2026	DAHLE, LISA	

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
252600534	A	54.27	05/18/2026	HOWLETT, SHERIN
252600535	A	14.47	05/18/2026	JAIMES-CASTELLANOS, MARIA
252600536	A	109.85	05/18/2026	LOHR, EILEEN
252600537	A	40.00	05/18/2026	LOUGH, LAWRENCE
252600538	A	706.50	05/18/2026	MCDONALD, CEIL
252600539	A	394.43	05/18/2026	MILLERBERND, SARAJANE
252600540	A	579.70	05/18/2026	SCHULTZ, MEGHAN
252600541	A	85.77	05/18/2026	SKELLY, CHRISTOPHER
252600542	A	77.55	05/18/2026	TERRRES, HEIDI
		2,129,178.63	Totals for checks	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL	1,241,767.66	0.00	460,224.33	1,701,991.99
02	FOOD SERVICE	18,293.46	34.00	72,702.77	91,030.23
04	COMMUNITY EDUCATION	58,614.39	0.00	4,734.86	63,349.25
05	CAPITAL	2,318.72	0.00	124,713.46	127,032.18
20	INTERNAL SERVICE	0.00	0.00	5,821.03	5,821.03
21	MEDICAL	0.00	0.00	135,884.87	135,884.87
50	ACTIVITY ACCOUNT	4,069.08	0.00	0.00	4,069.08
***	Fund Summary Totals ***	1,325,063.31	34.00	804,081.32	2,129,178.63

***** End of report *****

CHECKRUNS

FUND	DESCRIPTION	April 24,2026-May 21,2026
1	GENERAL	\$ 1,701,991.99
2	FOOD SERVICE	91,030.23
4	COMMUNITY EDUCATION	63,349.25
5	CAPITAL	127,032.18
7	DEBT SERVICE	-
20	INTERNAL SERVICE	5,821.03
21	MEDICAL	135,884.87
50	ACTIVITY ACCOUNTS	4,069.08
	TOTAL	\$ 2,129,178.63

PAYROLL		04/30/2026-05/15/2026
Payroll Direct Deposit	900129204-900129765	\$ 1,784,105.90



School Board Agenda Item

Date: May 26, 2026
Place on Agenda: Consent Items
Action Requested: Approval
Attachment: Staffing Report

Topic: Staffing Report
Presenter(s): Board Chair
Background: The staffing report includes the Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves being recommended to the School Board for approval.
Recommendation: Administration recommends approval of the proposed staffing and supplemental staffing as presented.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for the next steps.

Certified

A. Appointments/Reassignments

1. Jose Avila Languren- 2026-27 Grade 5 Teacher, 1.0 FTE, BA Step 4, Kaposia, effective August 2026
2. Lucas Riesgraf- 2026-27 School Counselor, 1.0 FTE, ED Specialist Step 16, Middle School, effective August 2026
3. Kindra Slagle- 2026-27 Intervention Teacher, 0.5 FTE, BA Step 9, Kaposia, effective August 2026
4. Dillon McEachran- 2026-27 Physical Education/Health Teacher, 0.8 FTE, BA+15 Step 2, Middle School, effective August 2026
5. Rhea Robinson- 2026-27 School Social Worker, 1.0 FTE, MA Step 11, Kaposia, effective August 2026
6. Kayla Rogers- Summer School Nurse, \$33.50 per hour, District Wide, effective June 15, 2026
7. Molly Siebert- 2026-27 Equity and Instruction Coach (TOSA), PHD Step 20, High School, effective June 16, 2026
8. Leah Swenson- 2026-27 Due Process Lead: TOSA, 1.0 FTE, ED Step 20, District Office, effective August 2026
9. Madeline Kronmiller- 2026-27 Grade 3 Teacher, 1.0 FTE, MA Step 4, Kaposia, effective August 2026
10. Denise Frederick- 2026-27 Occupational Therapist, 1.0 FTE, MA Step 16, District Office, effective August 2026
11. Andrea Koch- 2026-27 Attendance and Engagement Specialist 1.0 FTE, ED Specialist Step 20, Middle/High School, effective August 2026
12. Sarah Wotipka- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026

13. Kristin Troup- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
14. Mary Molumby- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
15. Kim Bauer- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
16. Stacy Elliott- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
17. Anna Watt- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
18. Jody Krone- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
19. Michelle Jensen- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
20. Kristine Kirchner- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
21. Kathleen Hanley- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
22. Lauren Foley- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
23. Robert Cin-Walker- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
24. Mallory Oleshko- Summer Learning Academy Teacher, \$33.50 per hour, Kaposia, effective June 15, 2026
25. Thomas Munoz- Summer Learning Academy Teacher, \$33.50 per hour, Middle School, effective June 15, 2026
26. James Glick- Summer Learning Academy Teacher, \$33.50 per hour, Middle School, effective June 15, 2026

27. Rebecca Spreigl- Summer Learning Academy Coordinator, \$33.50 per hour, Kaposia, effective June 15, 2026
28. Dianne Spannbauer- Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
29. Amy Peabody -Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
30. Robin Breeze -Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
31. Rebecca Berg -Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
32. Avery Snyder -Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
33. Laura Givens -Summer Learning Academy Substitute, \$33.50 per hour, Kaposia, effective June 15, 2026
34. Joshua Craig-Summer Learning Academy Substitute, \$33.50 per hour, Middle School, effective June 15, 2026
35. Anna Randt- Summer Credit Recovery Coordinator, \$33.50 per hour, High School, effective June 8, 2026
36. Hannah O'Brien- Summer Credit Recovery Substitute, \$33.50 per hour, High School, effective June 8, 2026
37. Luke Olson- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 8, 2026
38. Anna Karsten- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 8, 2026
39. Paul Stivender- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 8, 2026
40. Katherine Hollen- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 8, 2026

41. Jelena Maric- Summer Credit Recovery Teacher, \$33.50 per hour, High School, effective June 8, 2026
42. Melanie Haber- Summer Packer Preview Teacher, \$33.50 per hour, Middle School, effective June 15, 2026
43. Liv Garcia- Summer Packer Preview Teacher, \$33.50 per hour, Middle School, effective June 15, 2026
44. Amy McEvoy- Summer Packer Preview Teacher, \$33.50 per hour, Middle School, effective June 15, 2026
45. Sara Voss- Summer Packer Preview Teacher and Substitute, \$33.50 per hour, Middle School, effective June 15, 2026
46. Graham Judd- Summer 6th Grade Intervention, \$33.50 per hour, Middle School, effective June 15, 2026
47. Aimee Rumpza- Summer 6th Grade Intervention, \$33.50 per hour, Middle School, effective June 15, 2026
48. Hannah Anderson- Extended School Year Coordinator, \$33.50 per hour, Secondary, effective June 15, 2026
49. Laura Emitati- Extended School Year Teacher, \$33.50 per hour, Secondary, effective June 15, 2026

B. Resignations/Retirements/Leaves/Reductions/Other

1. James Glick- Resignation, Science Teacher, Middle School, effective June 5, 2026

VII.A.2 Staff Appointments, Resignations, Retirements, Terminations and Leaves

05/26/2026

Classified

A. Appointments/Reassignments

1. Leah Miller- Kids Choice Assistant - Summer, Kaposia, \$23.49 an hour, effective June 1, 2026

2. Kayla Thomas- Kids Choice Assistant - Summer, Kaposia, \$23.49 an hour, effective June 1, 2026
3. Kaelyn Sauter- Kids Choice Assistant - Summer, Kaposia, \$23.49 an hour, effective June 1, 2026
4. Terie Hanson- Fitness Instructor, Central Square, \$23.50 an hour, effective May 6, 2026
5. Victoria Menzie- Change to Office Assistant, Lincoln Center, \$22.60 an hour, effective May 20, 2026
6. Kelly Krosting- Administrative Assistant, Community Learning Center, \$22.60 an hour, effective May 20, 2026
7. Christine Huitron- Early Learning Assistant Substitute, Kaposia, \$17 an hour, effective May 20, 2026
8. Sandra Levine- Summer Cook Manager, Secondary, \$26.14 an hour, effective June 15, 2026
9. Sandra Tuccitto- Summer Nutrition Assistant, Secondary, \$20.00 an hour, effective June 15, 2026
10. Kathryn Monicatti-Turner- Summer Nutrition Assistant, Secondary, \$20.00 an hour, effective June 15, 2026
11. Jessica Butcher- Summer Cook Manager, Kaposia, \$26.14 an hour, effective June 15, 2026
12. Kelly Schommer- Summer Nutrition Assistant, Kaposia, \$20.00 an hour, effective June 15, 2026
13. Eileen Loahr- Summer Nutrition Assistant, Kaposia, \$20.00 an hour, effective June 15, 2026
14. Aidan Mason- PT Cleaner, Secondary, \$19.78 an hour, effective May 27, 2026
15. Robert Tischler IV- Summer Cleaner, District Wide, \$19.78 an hour, effective May 27, 2026
16. Bruce Avenson- Summer Grounds Worker, District Wide, \$17.45 an hour, effective May 27, 2026

17. Patrick Griffith- Summer Educational Assistant, Kaposia, \$22.63 an hour, effective June 15, 2026
18. Jessica Follmer- Summer Educational Assistant, Kaposia, \$22.63 an hour, effective June 15, 2026
19. Tanaya Niederkorn-Summer Educational Assistant, Kaposia, \$22.63 an hour, effective June 15, 2026

A. Resignations/Retirements/Leaves/Reductions/Other

1. Christopher Fondren- Resignation, Cleaner Sub, District Wide, effective February 25, 2026
2. Gary Morrisette- Retirement, Maintenance Specialist, Service Building, effective July 1, 2026
3. Kenya Williams-Resignation, Nutrition Services Assistant, Secondary, effective April 27, 2026
4. Tanesha Keys - LOA, Special Education Assistant, effective April 13 through May 1, 2026
5. Kam McPhillips-Resignation, Health Assistant, Secondary, effective May 4, 2026
6. Taheshia Yarber - LOA, Special Education Assistant, effective April 28, 2026 (intermittent, as needed)
7. Araya Oase - LOA, Nutrition Service Assistant, effective April 21 through May 14, 2026
8. Yvette Vanderbilt – LOA, PT Custodian, effective April 23 through June 14, 2026
9. Angela Haffley – LOA, Preschool Instructor, effective April 28 through June 4, 2026
10. Charmaine Coleman – LOA, Special Education Assistant, SEC, effective May 5, 2026 (intermittent, as needed)
11. Cesar Campos – LOA, Custodian, LC, effective June 9 through August 23, 2026
12. Kara Robinson-Resignation, Administrative Assistant, Kaposia, effective June 5, 2026



School Board Agenda Item

Date: May 26, 2026

Place on Agenda: Business Meeting

Action Requested: Approval

Attachment: Policies 416, 417, 438, 529, 609, 620, 621, 735, and 901

Topic: Policy Review - Final Reading and Approval
Presenter(s): Board Chair
Background: <p>The following policies were reviewed by the School Board Policy Committee and are now on their third and final reading for approval. Each policy reflects current practice, meets legal requirements, and supports the day-to-day operations of the district. Based on its review and discussion, the committee recommends approval of the following policies:</p> <ul style="list-style-type: none">● #416 - Drug, Alcohol, and Cannabis Testing● #417 - Chemical Use and Abuse● #438 - Payroll Dates● #529 - Staff Notification of Violent Behavior by Students● #609 - Religion● #620 – Credit for Learning● #621 - Read Act● #735 - Electronic Funds Transfer● #901 - Community Education <p>These updates help ensure district policies remain clear, consistent, and aligned with current expectations and practices.</p>
Recommendation: <p>The board policy committee recommends the approval of the policies noted above.</p>
Alternatives: <p>Do not approve and direct administration with next steps.</p>

Adopted: October 25, 2010

*MSBA/MASA Model Policy 416
Orig. 1995*

Revised: 1/22/18, 5/26/26

Rev. 2025

416 DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. It is the belief of the school board that a work environment free of drug, alcohol, and cannabis use will not only be safer, healthier, and more productive, but will also be more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950 through 181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950 through 181.957.
- B. The school district may request or require any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections-181.950 through 181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed, are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline, which includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
 - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the

employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by

the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled

substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual

knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query ([see Attachment C to this policy](#)). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to

administer the test and state in the record the reasons for not administering the test.

- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.
6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences
 - a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
 - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
 - c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
 - d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other

circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 1. The donor expressly declines the opportunity to discuss the test results;
 2. The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 3. The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [name, address, telephone number], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13.

Any information concerning the individual’s test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records	5 years
---------------	---------

“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	
indefinite	

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse

(“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows

- i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment
 - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
 - b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.
 - c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited

query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. “Cannabis testing” means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. “Confirmatory test” and “confirmatory retest” mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. “Drug” means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. “Drug and alcohol testing,” “drug or alcohol testing,” and “drug or alcohol test” do not include cannabis or cannabis testing, unless stated otherwise.
5. “Employee” means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. “Initial screening test” means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the charter school in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing. Job applicants for positions requiring a commercial driver’s license are governed by the provisions of the charter school’s drug and alcohol testing policy relating to school bus drivers (Section III.).

8. “Oral fluid test” means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
 - a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
 - b. does not require the services of a testing laboratory under section 181.953, subdivision 1.
 9. “Other Employees” means any persons, independent contractors, or persons working for an independent contractor who perform services for the charter school for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver’s license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver’s license are primarily governed by the provisions of the charter school’s drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver’s license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of “other employees.”
 10. “Positive Test Result” means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
 11. “Random Selection Basis” means a mechanism for selection of employees that:
 - a) results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b) does not give the charter school discretion to waive the selection of any employee selected under the mechanism.
 12. “Reasonable Suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
 13. “Safety-Sensitive Position” means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.
- B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a) The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.
- b) The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a) a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b) a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c) a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d) a position of employment funded by a federal grant; or
- e) any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer, that is contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a) The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the

presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.

- b) Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c) The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d) Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the

workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

5. Random Testing

The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a) is under the influence of cannabis, drugs, or alcohol;
- b) has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c) has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d) has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks’ written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

1. The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Employee or Job Applicant to Refuse Drug and Alcohol Testing
Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in paragraphs 2 and 3 of this Section IV.D.
2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing
Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.
3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing
Any job applicant in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a) If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b) The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c) The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d) Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e) Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a) If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b) An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the

school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments F and G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, or request or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline, which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
 - a) the school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

- b) the employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
 4. Notwithstanding paragraph A, the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
 5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
 6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee-registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
 7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.
- G. Withdrawal of a Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain of Custody Procedures

The school district shall establish its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures must require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding paragraphs 1 and 2, evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

V. **POSTING**

The school district shall also post notice in an appropriate and conspicuous location on school district premises that the school district has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in the school district's personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: March 1, 1998

MSBA/MASA Model Policy 417

Orig. 1995

Revised: 1/20/87, 5/15/90, 6/14/04, 6/26/06, 10/27/08
11/23/15, 9/11/17, 1/22/2018, 5/26/26

Rev. 2025

417 CHEMICAL USE AND ABUSE

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish and a chemical abuse pre assessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. “Chemical abuse,” as applied to students means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.
- B. “Controlled substances,” as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and “marijuana” as defined in Minnesota Statutes section 152.01, subdivision 9. but not distilled

spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

- C. “Drug prevention” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. “Teacher” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises.

B. Programs and Activities

The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a

student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse pre assessment team, or staff member assigned duties similar to those of such a team, of this information.

2. Students involved in the abuse, possession, transfer, distribution or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section.121A.40-121A.56
3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Pre Assessment Team

Every school that participates in a school district chemical abuse program shall establish a chemical abuse pre assessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.

The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.

Destruction of Records

- a) If the pre assessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

- b) If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c) Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. EMPLOYEES

- A. The school district shall establish a drug-free awareness program to inform employees about:

The dangers of drug abuse in the workplace

The school district's policy of maintaining a drug-free workplace.

Available drug counseling, rehabilitation, and employee assistance programs.

The penalties that may be imposed on employees for drug abuse violations.

- B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
Minn. Stat. § 126C.44 (Safe Schools Levy)
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Definitions; Medical Cannabis)

Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. §§ 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug/Alcohol Testing, and Cannabis)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Students Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

Adopted: February 25, 2008

Revised: 4/27/09; 11/14/16; 2/10/20, 5/26/26

438 ESTABLISHMENT OF PAYROLL PAY DATES

I. PURPOSE

The purpose of this policy is to set the payroll pay dates for all school district employees.

II. GENERAL STATEMENT

It is the policy of this school district to pay all school district employees semi-monthly. Pay dates will be the 15th and the 30th of every month except for February. The pay dates for February shall be the 15th and the last day of the month.

If a pay date falls on a weekend or a bank holiday, the pay date shall be the preceding business day.

Adopted: November 22, 2004

MSBA/MASA Model Policy 529

Orig. 1999

Revised: 8/22/05; 6/26/17, 5/26/26

Rev. 2026

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following:

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes or significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

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

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

F. School Staff Member

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. 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
4. A person employed by, or under contract to, the school board to perform a special task such as 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.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section II.C., above), will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection of Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section II. of this Policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent for the purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing written notice of a student's violent behavior to a classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

- A. Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training, which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (School Attendance - Education
Records)

Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification of Students with Violent
Behavior)
Minn. Stat. § 121A.75 (Law Enforcement Notice to Schools)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch 9, Art. 2 § 53

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)

Adopted: August 9, 2004

MSBA/MASA Model Policy 609

Revised: 6/26/06; 9/13/10; 8/14/17, 5/26/26

Orig. 1995

Rev. 2024

609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature, which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religion.
 - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony.. The school district must provide annual notice to parents of this policy..

- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. § 1201A.10, (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251 (2000)
Lemon v. Kurtzman, 403 U.S.602 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690F.3d996 (8th Cir.2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Floreay v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist. 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Adopted: April 11, 2005

*Revised: 6/26/06; 9/22/08; 4/24/17; 9/11/17; 5/27/25
4/27/26; 5/26/26*

MSBA/MASA Model Policy 620

Orig. 1998

Rev. 2026

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445, or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least 18 credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 18 credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's

entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation Requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or non final grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an International Baccalaureate course will be multiplied by a factor of 1.1
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

Adopted: April 22, 2024

MSBA/MASA Model Policy 621

Orig. 2023

Revised: 4/22/24, 5/26/26

Rev. 2025 (October)

621 THE READ TO ENSURE ACADEMIC DEVELOPMENT ACT - READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. “Multitiered system of support” or “MTSS” means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student’s needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. “Oral language,” also called “spoken language,” includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. “Phonemic awareness” means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. “Phonics instruction” means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. “Progress monitoring” means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. “Reading comprehension” means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. “Structured literacy” means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children’s literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. “Three-cueing system,” also known as “meaning structure visual (MSV),” means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. “Vocabulary development” means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and

again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE

- B. The school district must identify any screener it uses in the district's annual literacy plan
- C. The school will administer screeners biannually. After the screener, the school will communicate to the parents for each student who is not reading at or above grade level. The communication will be parent-friendly and include the following information:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with the school, may opt a student out of the literacy screener if the team decides that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school 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 multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner.

- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, 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.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student 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.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must 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.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a) students in kindergarten through grade 3;
 - b) students who demonstrate characteristics of dyslexia; and
 - c) students in grades 4 to 12 who are identified as not reading at

grade level; and

9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training in an approved evidence-based training program to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

- A. The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:
1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
 2. evidence-based training using a training program approved by MDE;
 3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119;
 4. materials, training, and ongoing coaching to ensure reading interventions under

Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: September 11, 2017

Orig. 2017

Revised: 5/26/26_____

735 ELECTRONIC FUNDS TRANSFERS

I. PURPOSE

The purpose of this policy is to establish and authorize procedures for electronic transfer of district funds.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish that for any transfer of funds request, an additional requirement is imposed for the first transfer to any account. The authorized employee who is processing the transfer must confirm the transfer by verbal communication with the recipient over a verified phone number prior to authorizing or requesting the transfer.

III. AUTHORIZED EMPLOYEES

The Finance Director and Assistant Business Manager are authorized to process electronic funds transfers on behalf of the district. No other district employees are authorized to process electronic funds transfers on behalf of the district.

Adopted: January 10, 2005

Revised: 4/25/11; 4/13/20, 5/26/26

MSBA/MASA Model Policy 901

Orig. 1995

Rev. 2026

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:
- B. Maximum use should be made of public school facilities within the school district service area.
- C. Educational needs and interest of area residents should be determined periodically.
- D. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- E. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.
- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.
- D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)



School Board Agenda Item

Date: May 26, 2026
Place on Agenda: Business Meeting
Action Requested: Review Only
Attachment: Policies 425, 535, 606, 606.1, 606.5, 618, 721

Topic: Policy Review - Second Reading
Presenter(s): Board Chair
Background: <p>The following policies were reviewed by the School Board Policy Committee and are now on their second reading:</p> <ul style="list-style-type: none">● #425 - Staff Development● #535 - Service Animals● #606 - Textbooks and Instructional Materials● #606.1 - Reconsideration of Textbooks and Instructional Materials● #606.5 - Library Materials● #618 - Assessment of Student Achievement● #721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources <p>These updates help keep district policies clear, consistent, and aligned with current expectations.</p>
Recommendation: <p>Review Only.</p>
Alternatives: <p>N/A</p>

Adopted: January 24, 2005

MSBA/MASA Model Policy 425

Orig. 2001

*Revised: 6/14/05; 6/25/07; 6/10/09
11/26/18; 1/8/24*

Rev. 2026#16

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The Board of Education will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include non teaching staff, parents and administrators.

B. Establishing the Site Professional Development Teams

1. Administrators will determine the site professional development teams based on site and staff need.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

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

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the Board of Education;



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



- d) Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e) Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a) Focus on the school classroom and research-based strategies that improve student learning;
 - b) Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c) Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d) Enhance teacher content knowledge and instructional skills; including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e) Align with state and local academic standards;
 - f) Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g) Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h) Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i) Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.



7. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.
 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
 - D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the Board of Education the extent to which staff at the site have met the outcomes of the Staff Development Plan.
 - E. The Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
 - F. The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount up to two percent of its basic



revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; pre-service and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.

- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

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

VII. EDUCATION SUPPORT PROFESSIONALS, PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must provide training that aligns with needs identified by MN State Statute and may consult the exclusive representative for employees receiving this training before creating or planning the training.



- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- ~~E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (c) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.~~

VIII. REPORTING

- A. The School District and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's ~~world's best workforce~~ comprehensive achievement and civic readiness report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a) curriculum development and curriculum training programs;
 - b) Staff development training models, workshops, and conferences; and
 - c) the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).



B. The report will be signed by the superintendent and staff development chair.

Legal References:

- Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
- Minn. Stat. § 120A.415 (Extended School Calendar)
- Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
- Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
- Minn. Stat. § 121A.642 (Paraprofessional Training)
- Minn. Stat. § 122A.187 (Expiration and Renewal)
- Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
- Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
- Minn. Stat. § 122A.60 (Staff Development Program)
- Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
- Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
- Minn. Stat. § 123B.147, Subd. 3 (Principals)
- Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
- Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
- Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
- Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

Adopted: November 14, 2016

MSBA/MASA Model Policy 535

Orig. 2019

Revised 2026

Revised: February 10, 2020

535 SERVICE ANIMALS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent



protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.

C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.

- D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and
2. What work or tasks is the service animal trained to perform.

- E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.



- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individuals authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.



- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening



are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal **or non-service animal** is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations **for Persons with Disabilities**)
Minn. Stat. § 363A.19 (Discrimination Against **Blind, Deaf, or Other Persons with Physical or Sensory** Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)



Adopted: _____

MSBA/MASA Model Policy 606

Orig. 1995

Revised: 8/9/04; 8/22/05; 9/25/06; 4/24/17
4/13/20

Rev. 2026#2

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

- A. The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials ~~that~~which:
1. support the goals and objectives of the education programs;
 2. consider the needs, age and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget.
 5. are in the English language. Another language may be used, pursuant to **Minnesota Statutes section Minn. Stat. § 124D.61**.
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and



7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.
- D. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the students.
- E. The Board recognizes the right of an individual parent to request that his/her child not have to use specific materials provided a written request is made to the appropriate building principal. When the materials in question are a part of a course requirement, acceptable alternative materials will be provided.
- F. No parent or group of parents has the right to select the materials for students other than for their own children.



Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 120B.235, (American Heritage Education)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials & School Board Members to be Disinterested; Penalty)

20 U.S.C. 1232h(a) (Protection of Pupil Rights)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist, No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References:

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)



**Request for Reconsideration of
Textbooks and Other Instructional Materials**

To: _____,
Principal _____ School

Title of textbook, material, name of speaker, location of field trip, unit of instruction:

School/Class/Teacher: _____

1. To what do you object? Please be specific, cite portions, and page numbers. If more room is needed, use the reverse side of this form or attach additional pages.)

2. Did you read, listen, view or observe this material, speaker, field trip, or unit of instruction in its entirety? If not, what parts did you examine?

3. What action do you desire the school to take?

4. Request made by: _____
First and Last Name

Signed: _____ Date: _____

Address: _____ Phone: _____

Email: _____



Adopted: November 11, 1975

*Revised: 12/19/79; 1/5/88; 5/7/91; 8/9/04
8/14/17; 4/13/20*

606.1 RECONSIDERATION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

I. PURPOSE

- A. The purpose of this policy is to provide direction for reconsideration of textbooks or other instructional materials within school district programs.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. Additionally, the school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. PARENT REVIEW OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. Parents have the right to examine materials used in the classroom or otherwise made available to students.
- B. The Board recognizes the right of an individual parent to request that his/her child not have to use specific materials provided a written request is made to the appropriate building principal. When the materials in question are a part of a course requirement, acceptable alternative materials will be provided.
- C. No parent or group of parents has the right to select the materials for students other than for their own children.

IV. RECONSIDERATION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The school board will follow these procedures when dealing with reconsideration of textbooks and other instructional materials.
 - 1. Any parent who wishes to request reconsideration of the use of any material(s) shall make such request in writing on forms provided through building principals. This form is attached and is to be considered a part of these procedures.



-
2. When parent objection(s) arise, the teaching and administrative staffs will determine when and how to deal with the material(s) in question. Recommendations will be based on such considerations as:
 - a) Appropriateness
 - b) Maturity of students
 - c) Needs of the students
 - d) Time and emphasis given
 3. The principal shall provide, within five school days, a written response to the request for reconsideration, outlining the status of the material and the recommendation(s) made to the superintendent and related factors such as the people he/she involved in arriving at his/her recommendation. Distribution of this shall be made to all concerned citizen(s), teacher(s), superintendent, and the school board.
 4. Upon receipt of the principal's response to the request for reconsideration the item shall be placed on the agenda of the next regular meeting. The final decision for this recommendation shall rest with the school board.
 5. The reconsideration process may be halted at any point if the objection is resolved to the satisfaction of all concerned. In such cases, a brief report of the details will be furnished to all recipients of the initial request.



**Request for Reconsideration of
Textbooks and Other Instructional Materials**

To: _____, _____
Principal School

Title of textbook, material, name of speaker, location of field trip, unit of instruction:

School/Class/Teacher: _____

1. To what do you object? Please be specific, cite portions, and page numbers. If more room is needed, use the reverse side of this form or attach additional pages.)

2. Did you read, listen, view or observe this material, speaker, field trip, or unit of instruction in its entirety? If not, what parts did you examine?

3. What action do you desire the school to take?

_____ Have the staff re-evaluate it? _____ Withdraw the material.

_____ Do not assign this material to my child in the classroom. _____ Other (please specify)

4. Would you wish to be present at a session for re-evaluation of this material?

_____ Yes _____ No

5. Request made by: _____

First and Last Name

Signed: _____ **Date:** _____

Address: _____ **Phone:** _____

Email: _____



606.5 LIBRARY MATERIALS

I. PURPOSE

- A. The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials. To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials

III. DEFINITIONS

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials. For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building. Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:
 - 1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
 - 2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;



3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
 4. has technology and Internet access; and
 5. is served by a licensed school library media specialist or licensed school librarian.
- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
1. A licensed library media specialist under Minnesota Rules, part 8710.4550;
 2. An individual with a master’s degree in library science or library and information science; or
 3. A professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:



1. Practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
2. Legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and 606.5-3 discipline of the school; or
3. Compliance with state or federal law.

[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51--that includes the new provisions above.]

V. SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;



f. High interest for intended audience; and

g. Readability.

6. The selection of library materials shall conform to the constraints of the school district budget.

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

~~E. Gifts and Donations of Library Materials Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. [Here White Bear Lake edited to only accept money for materials - Edina kept this as-is] The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.~~

Donations. The district will not accept donated materials for inclusion in its libraries unless the materials are already part of the existing library collection. The district will accept monetary donations.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL



-
- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made. Because of the time required to process a request for removal, the District will process no more than nine requests (one for each full month that school is in session) for removal per school year, and the book must not have been challenged in the previous 5 years.
- C. Informal Request for Reconsideration of Specific Library Material
1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
 2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed Formal Request for Reconsideration of Specific Library Collection Material form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.
- If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.
2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. One member of the school district administration
-

- b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration
 - f. Two student representatives (as appropriate to the specific request).
3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
- a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.
6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

- Legal References:***
- Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
 - Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 - Minn. Stat. § 123B.09 (School Board Responsibilities)
 - Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
 - Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
 - Minn. Rules Part 8710.4550 (Library Media Specialists)
 - Bd. of Educ., *Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853 (1982)
 - Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)
- Cross References:***
- MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
 - MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)



Adopted: April 11, 2005

Revised: 6/25/07; 9/22/08; 11/26/18

MSBA/MASA Model Policy 618

Orig. 1998

Rev. 202615

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness to be used to determine how well students have achieved Graduation Standards.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area. "Academic Standards" are the Minnesota Academic Standards in the subject areas of language arts, mathematics, science, social studies, physical education and the arts.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band. "Benchmark" means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state Academic Standard.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- D. “Cultural competence,” “cultural competency,” or “culturally competent,” for purposes of statewide accountability, means the ability of families and educators ~~and will~~ to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages. ~~“Elective standards” are the academic standards adopted by the school district in the subject areas of health, vocational and technical education, and world languages.~~
- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards are required to be implemented in the classroom. ~~and (2) a locally adopted expectation for student learning in health.~~

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. ~~These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.~~

B. Local Assessments

Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards.

C. Statewide Academic Standards Testing

1. The school district will utilize state constructed tests developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.
2. The school district will administer annually, in accordance with the process determined by MDE, the state constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows: accountability tests to all students in grades three through eight and at the high school level as follows:
 - a) computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b) state-developed high school reading and mathematics tests aligned with state academic standards;
 - c) high school reading in grade 10, mathematics in grade 11, and a high school writing test aligned with state standards, when it becomes available; and
 - d) science assessments Annual science assessments are required in one (1) in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
 - e) language arts and mathematic assessments in grades three through eight and at the high school level; and
 - f) science assessments in one grade in the grades three through five span, the grades six through nine span, and a life assessment in the grades nine through twelve span.
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program team, or students with limited English proficiency, shall be exempt from or provided appropriate.

technically sound accommodations or alternate assessments for statewide and local testing with the approval of the student's parent or guardian.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
6. Students who do not meet or exceed the Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, must 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 Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.

D. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a) explains the need for state academic standards;
 - b) identifies the state assessments that are aligned with state standards;
 - c) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d) states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e) summarizes the provisions in Minnesota Statutes section 120B.306, subdivision 1; and
 - f) notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.
3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, will be encouraged to participate in a nationally ~~normed~~ recognized college entrance exam ~~in grade 11 or 12.~~
- D. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.
- To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.
- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.306 (District Assessment Requirements)

Minn. Stat. § 120B.307 (College and Career Readiness)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

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 3501.3520 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)

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 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: April 24, 2017

MSBA/MASA Model Policy 721

Orig. 2016

Revised: November 26, 2018

Rev. 2026/219

721 PROCUREMENT POLICY

~~UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES~~

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

C. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below of this definition:

1.
 - a. The federal financial assistance that a non-federal entity the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly

- from a pass-through entity, as described in 2 Code of Federal Regulations section C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2b) of the definition of Federal financial assistance in 2 Code of Federal Regulations 200.1, 2 Code of Federal Regulations section C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which the school district non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, C.F.R. Part 200, does not include a legal instrument, even if the school district non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

E. Procurement Methods

1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micropurchase threshold of (generally \$10,000, except as otherwise discussed in 48 Code of Federal Regulations, C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 1. 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 \$150,000 (periodically adjusted for inflation).
 2. 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 3. 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 4. 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district non-federal entity for financial statement purposes, or \$10,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award,

including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section C.F.R. § 200.431 (Compensation - Fringe Benefits).

- H. “Competitive procurement process” means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.
- I. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- J. “Severance pay” is a payment in addition to regular salaries and wages by the school district non federal entities to workers whose employment is being terminated.
- K. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- L. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- M. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement Methods

- 1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micropurchase threshold of generally \$25,000, except as otherwise discussed in 48 Code of Federal Regulations, C.F.R. Subpart 2.1 or as periodically adjusted for inflation).

B.

- 1. 2. “Procurement by small purchase procedures”

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of \$175,000. are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 \$150,000 (periodically adjusted for inflation). If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

C.

- 2. 3. “Procurement by sealed bids (formal advertising)”

This procurement method involves ~~is~~ a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D.

~~3.~~4. “Procurement by competitive proposals”

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E.

~~4.~~5. “Procurement by noncompetitive proposals”

This procurement method is procurement through solicitation of a proposal from only one source.

IV. **GENERAL PROCUREMENT STANDARDS** ~~ACCEPTABLE METHODS OF PROCUREMENT~~

- A. ~~General Procurement Standards~~ The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered ~~used when possible.~~

H. Thresholds for Employee Purchases

The superintendent and/or (insert title(s) as appropriate), in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy.

Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

1. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than \$1,000 and is consistent with this policy's requirements.
2. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:
 - a. Superintendent: Up to (insert dollar amount)
 - b. (insert title): Up to (insert dollar amount)

~~I. Methods of Procurement~~

~~The school district must use one of the following methods of procurement:~~

- ~~1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.~~
- ~~2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.~~
- ~~3. Procurement by sealed bids (formal advertising).~~

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

- A. Procurements for \$25,000 or less If the amount of the contract is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it

shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for \$25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding \$25,000 but not \$175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts. Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;
4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;
5. any or all bids may be rejected if there is a sound documented reason; and
6. in order for a sealed bid to be feasible, the following conditions must be present:
 - a. a complete, adequate, and realistic specification or purchase description is available;
 - b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and
3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by competitive proposals.

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;
2. Proposals must be solicited from an adequate number of qualified sources.
3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by noncompetitive proposals.

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;
2. The item is available only from a single source;
3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition.

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.
2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);
 - b. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - c. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- D. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services procurement transactions are current and include enough qualified sources to ensure maximum open and free competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- E. Non-federal entities are The school district is prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards.

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations section CFR §§ 200.311, 200.314, and 200.315.

2. Managing Equipment

~~Management requirements.~~ Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

- ~~1.~~ a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- ~~2.~~ b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- ~~3.~~ c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- ~~4.~~ d. Adequate maintenance procedures must be developed to keep property in good condition.
- ~~5.~~ e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

~~C.~~ H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;
2. Information that the federal agency or pass-through entity designates as sensitive; and
3. other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and ~~the tracking of funds to a level of expenditures adequate~~ to establish that ~~such~~ funds have been used ~~in accordance with~~ ~~according to the~~ federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control ~~and accountability~~.

Advance payments to ~~the~~ school district must be limited to the minimum amounts needed and ~~be~~ timed ~~to be in accordance~~ with ~~the~~ actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the ~~school district non-federal entity~~ for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should ~~align~~ ~~be in compliance~~ with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with ~~the United States Constitution,~~ federal statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information ~~and other information~~ considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). **EDGAR can be accessed at:** <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. “Omni Circular” ~~or~~ “(also known as 2 **C.F.R.** **Code of Federal Regulations**, Part 200^{s2} ~~or the~~ “**Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards**” ~~or the Uniform Grant Guidance~~) means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal **awarding** agency or passthrough entity makes by any appropriate payment mechanism, ~~including a predetermined payment schedule, before and~~ payment method before the **school district** ~~non-federal entity~~ disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 **Code of Federal Regulations** **C.F.R.** Part 200, subpart **Es** under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. **Advertising and public relations;**
2. **Advisory councils;**
3. **Audit costs and related services;**
4. **Bonding costs;**
- ~~4. **Communication costs;**~~
5. **Compensation for** personal services;
6. **Compensation – fringe benefits;**

7. Conferences;
8. Contingency provisions;
9. Depreciation and use allowances;
10. Employee morale, health, and welfare costs;
11. Equipment and other capital expenditures;
12. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs assets;
13. Insurance and indemnification;
14. Intellectual property;
15. Maintenance, operations, and repair costs;
16. Materials and supplies costs, including costs of computing devices;
- ~~13. Meetings and conferences;~~
17. Memberships, subscriptions, and professional activity costs;
18. Organization costs;
19. Participant costs;
20. Plant and security costs;
21. Pre-award costs;
22. Professional service costs;
23. Proposal costs;
24. Publication and printing costs;
25. Rearrangement and alteration-reconversion costs;
26. Recruiting costs;
27. 27. Relocation costs of employees;
28. Rental costs of buildings and equipment;
29. Scholarships, student aid costs, and tuition remission;
30. Specialized service facilities;

- 31. Taxes;
- 32. Telecommunication and video surveillance costs;
- 33. Termination and standard closeout costs;
- 34. Training and education costs; and
- 35. Transportation costs; and
- 36. Travel costs.

D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations CFR Part 200, subpart E; thus, the following list is not exhaustive:

~~1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;~~

- 1. Alcoholic beverages;
- 2. Bad debts;
- 3. Contingency provisions (with limited exceptions);
- 4. Contributions and donations
- 5. Entertainment (with limited exception);
- 6. Fundraising and investment management costs (with limited exceptions);
- ~~7. Donations;~~
- ~~8. Contributions;~~
- ~~9. Entertainment (amusement, diversion, and social activities and any associated costs);~~
- 7. Fines, and penalties, damages, and other settlements;
- 8. General costs of government government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
- 9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations section C.F.R. § 200.449¹ as allowable);
11. Lobbying;
12. Losses on other Federal awards or contracts;
13. Selling and marketing;
14. Student activity costs;
15. Religious use;
16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. 1. Necessary for the proper and efficient performance or administration of the program.
 - b. 2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

- e. 3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
- d. 4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
- e. 5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require school districts local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three (3) situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in school wide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DO Federal agency, MDE, and the agency's MDE Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200 this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

~~E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.~~

~~F. E. Travel Costs. Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.~~

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges. The method used must be consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of according to the school district's written policy reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify that the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel written policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel established written policy for all school district travel; and
3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in SAM.gov that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.
2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

- (i) Subrecipient's name (must match the name associated with its unique entity identifier);
- (ii) Subrecipient's unique entity identifier;
- (iii) Federal Award Identification Number (FAIN);
- (iv) Federal Award Date;
- (v) Subaward Period of Performance Start and End Date;
- (vi) Subaward Budget Period Start and End Date;
- (vii) Amount of Federal Funds Obligated in the subaward;
- (viii) Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

- (ix) Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
 - (x) Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);
 - (xi) Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;
 - (xii) Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;
 - (xiii) Identification of whether the federal award is for research and development; and
 - (xiv) Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).
- (2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;
- (3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;
- (4) Indirect cost rate;
- (5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and
- (6) Appropriate terms and conditions concerning the closeout of the subaward.
3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:
- a. The subrecipient's prior experience with the same or similar subawards;
 - b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal

- Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;
- c. Whether the subrecipient has new personnel or new or substantially changed systems; and
 - d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).
4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.
5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:
- a. Review financial and performance reports.
 - b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.
 - c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.
 - d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing

subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:
 - a. Providing subrecipients with training and technical assistance on program-related matters;
 - b. Performing site visits to review the subrecipient's program operations; and
 - c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.
7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.
8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.
9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Employee Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

- B. Employee Conflict of Interest**—No employee, officer, or agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents, and board member of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agent, or board member of the school district. Disciplinary

actions may be undertaken pursuant to the school district’s Discipline, Suspension, and Dismissal of School Employees policy.

- C. **Organizational Conflicts of Interest.** If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- D. **Disclosing Conflicts of Interest.** The school district ~~must~~ will disclose in writing any potential conflict of interest to MDE in accordance with ~~applicable~~ established federal awarding agency policies.

Legal References:

- Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
- Minn. Stat. § 16C.28 (Contracts; Awards)
- Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
- Minn. Stat. § 123B.52 (Contracts)
- Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
- Minn. Stat. § 471.38 (Claims)
- Minn. Stat. § 471.391 (Declaration Form)
- Minn. Stat. § 471.392 (Penalty)
- Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
- 18 U.S.C. (Crimes and Criminal Procedures)
- 31 U.S.C. §§ 3729–3733 (False Claims)
- 2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
- 2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
- 2 C.F.R. 200 Subpart E (Cost Principles)
- 2 C.F.R. 200 Subpart F (Audit Requirements)
- 2 C.F.R. § 200.122 (Definitions; Capital Assets)
- 2 C.F.R. § 200.101 (Applicability)
- 2 C.F.R. § 200.112 (Conflict of Interest)
- 2 C.F.R. § 200.113 (Mandatory Disclosures)
- 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals Risk Posed by Applicants)
- 2 C.F.R. § 200.208 (Specific Conditions)
- 2 C.F.R. § 200.2142 (Suspension and Debarment)
- 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)

- 2 C.F.R. § 200.305(b)(1) (Federal Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Federally-owned and Exempt Property Real Property)
- 2 C.F.R. § 200.311 (Federally-owned and Exempt Real Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319(e) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms)
- 2 C.F.R. § 200.328 (Financial Reporting Monitoring and Reporting Program Performance)
- 2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
- 2 C.F.R. § 200.339 8 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.413 (Direct Costs)
- 2 C.F.R. § 200.414 (Indirect Costs)
- 2 C.F.R. § 200.415 (Required Certifications)
- 2 C.F.R. § 200.425 (Audit Services)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)
- 2 C.F.R. § 200.464 (Relocation Costs of Employees)
- 2 C.F.R. § 200.474 3 (Transportation Costs)
- 2 C.F.R. § 200.475 4 (Travel Costs)
- 2 C.F.R. § 200.513 (Responsibilities)
- 2 C.F.R. § 200.521 (Management Decisions)
- 45 C.F.R. § 75.2 (Definitions)
- 45 C.F.R. § 75.317 (Insurance Coverage)
- 45 C.F.R. § 75.320 (Equipment)
- 48 C.F.R. Subpart 2.1 (Definitions)

- Cross References:**
- MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
 - MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
 - ~~MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)~~
 - MSBA/MASA Model Policy 412 (Expense Reimbursement)
 - MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
 - MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
 - MSBA/MASA Model Policy 702 (Accounting)
 - MSBA/MASA Model Policy 703 (Annual Audit)

- Resources:** Minnesota Department of Education (MDE): Procurement Handbook [January 8, 2025] (accessed 01/07/26)
- MDE: Competitive Proposal Method [April 2020] (accessed 01/07/26)
- Office of Management and Budget: OMB Guidance for Federal Financial Assistance (Uniform Guidance) (accessed 02/20/26)
- U.S. DOE: Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations (accessed 01/09/26)
- U.S. DOE: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (accessed 01/09/26)



School Board Agenda Item

Date: May 26, 2026

Place on Agenda: Business Items

Action Requested: Approval

Attachment: Resolution – Federal Micro-Purchasing Policy Addendum

Topic: Federal Micro-Purchasing Policy
Presenter(s): Ra Chhoth, Executive Director of Finance and Operations
<p>Background:</p> <p>The attached resolution is to increase the district’s micro-purchase threshold for federal funds from \$10,000 to \$25,000.</p> <p>Under the Uniform Grant Guidance (UGG) for federal funds, the micropurchase threshold is \$10,000. This means that for any purchase over \$10,000 with federal funds we are required to obtain multiple quotes from qualified sources. Under MN Statute, the threshold for requiring multiple quotes is \$25,000. Federal guidance allows entities to establish a higher micro-purchase threshold up to \$50,000</p>
<p>Recommendation:</p> <p>The administration recommends raising the threshold to align with Minnesota Statutes in order to streamline purchasing processes within the district</p>
<p>Alternatives:</p> <p>N/A</p>

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SPECIAL SCHOOL DISTRICT No. 6
(South St Paul)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of Special School District No. 6, State of Minnesota, was held on May 26, 2026 at 6:00 PM., for the purpose, in part, of approving an increase to the Special School District No. 6's federal Micro-purchase threshold of \$10,000 to \$25,000 to be consistent with Minnesota Stat. § 471.345, subd. 5, as allowed by 2 CFR § 200.320(a)(1)(iv), for the acquisition of property or services under a Federal award.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING THE INCREASE OF THE FEDERAL MICRO-PURCHASE THRESHOLD OF \$10,000 TO \$25,000 TO BE CONSISTENT WITH MINNESOTA STATUTE § 471.345, SUBD. 5, AS ALLOWED BY 2 CFR § 200.320(a)(1)(iv), FOR THE ACQUISITION OF PROPERTY OR SERVICES UNDER A FEDERAL AWARD.

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

WHEREAS, Special School District No. 6 entering into an agreement for the sale or purchase of supplies, materials, equipment or the rental thereof, or the construction, alteration, repair or maintenance of real or personal property must abide by the Minnesota statutes relating to contracting and bidding.

Minn. Stat. § 471.345, the Uniform Municipal Contracting Law, was established to provide dollar limits for all municipalities upon contracts which shall or may be entered into on the basis of competitive bids, quotations, or purchase or sale in the open market. Minn. Stat. § 471.345. Generally, the following thresholds apply:

1. For contracts over \$175,000 – sealed bids, solicited by public notice and subject to the particular requirements of the governmental subdivision.
2. For contracts from \$25,000 to \$175,000 – sealed bids or direct negotiation, with two quotations whenever possible.
3. For contracts of \$25,000 or less – open market or quotations (with at least two contract quotations, if practicable).

WHEREAS, **Special School District No. 6** must have and use documented procurement procedures, consistent with State, local, and tribal laws and regulations and the standards of this **2 CFR § 200.318**, for the acquisition of property or services required under a Federal award or subaward.

WHEREAS, all procurement transactions for the acquisition of property or services required under a Federal award must be conducted in a manner providing full and open competition consistent with the standards of **2 CFR § 200.319** and **2 CFR § 200.320**.

2 CFR § 200.320 Methods of Procurement to be followed:

1. For contracts over the Simplified Acquisition Threshold, generally defined as \$250,000 in the Federal Acquisition Regulations (FAR) – formal procurement methods such as sealed bids or proposals are appropriate.

2. For contracts determined to be “small purchases”, that is the aggregate dollar amount of which is higher than the micro-purchase threshold and smaller than the Simplified Acquisition Threshold, price or rate quotations must be obtained from an adequate number of qualified sources.
3. For contracts determined to be “Micro-purchases”, currently defined in the Federal Acquisition Regulations (FAR) as \$10,000 or less– Micro-purchases may be awarded without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents it files accordingly. Purchase cards can be used for micro-purchases if procedures are documented and approved by the non-Federal entity.

WHEREAS, 2 CFR 200.320 (a)(1)(iv) allows for **Special School District No. 6** to increase their micro-purchase threshold up to \$50,000. Non-Federal entities may establish a threshold higher than the micro-purchase threshold identified in the FAR in accordance with the requirements of this section. The **Special School District No. 6** may self-certify a threshold up to \$50,000 on an annual basis and must maintain documentation to be made available to the Federal awarding agency and auditors in accordance with 2 CFR § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of a higher threshold consistent with State law.

THEREFORE; BE IT RESOLVED that the **School Board** approves an increase to the **Special School District No. 6**’s federal Micro-purchase threshold of \$10,000 to \$25,000 to be consistent with Minnesota Stat. § 471.345, subd. 5, as allowed by 2 CFR § 200.320(a)(1)(iv), for the acquisition of property or services under a Federal award.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of Special School District No. 6, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Special School District No. 6, 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 increasing the federal micro-purchase threshold from \$10,000 to \$25,000 to be consistent with Minnesota Stat. § 471.345, subd. 5, as allowed by 2 CFR § 200.320(a)(1)(iv), for the acquisition of property or services under a Federal award.

WITNESS MY HAND officially as such Clerk this 26th day of May 2026.

Clerk
Special School District No. 6



School Board Agenda Item

Date: May 26, 2026

Place on Agenda: Regular Agenda/Business Items

Action Requested: Approval

Attachment: Acceptance of Gifts Resolution

Topic: Acceptance of Gifts
Presenter(s): Ra Chhoth, Executive Director of Finance and Operations
Background: <p>Per school board policy, the School Board may receive and accept, for the benefit of the school district, bequests, donations of money, or gifts for any purpose. All gifts received by the District must comply with applicable fire codes, health guidelines, and safety regulations (i.e. furniture, technology, and appliances).</p>
Recommendation: <p>Administration recommends the approval of the Acceptance of Gifts Resolution.</p>
Alternatives: <p>Do not approve the Acceptance of Gifts Resolution and direct administration with the next steps.</p>

Board Meeting Date: May 26, 2026

Acceptance of Gifts Resolution

Monetary

Donation Amount	Designated To	Donation From	Purpose

Value in Kind

Donation Item	Designated To	Donation From	Purpose
Golf Equipment	Athletic Department	Jeff Bater	Donation



School Board Agenda Item

Date: May 26, 2026

Place on Agenda: Business Items

Action Requested: Approval

Attachment: Resolution –#917 LTFM Revenue Program
Appendix A – LTFM Plan FY28

Topic: #917 Long Term Facilities Maintenance Revenue Program
Presenter(s): Ra Chhoth, Executive Director of Finance and Operations
Background: <p>Attached is a resolution approving South St Paul’s portion of Intermediate School District No. 917’s Long Term Facilities Maintenance (LTFM) Revenue.</p> <p>#917 does not have authority to levy and therefore cannot levy for Long Term Facilities Maintenance Revenue dollars. The member districts are allowed to levy on behalf of #917 and the funds are then paid to #917 for the work.</p> <p>Their proposed 2027-28 budget is \$689,973.00 (the 2026-27 budget was \$421,100), and South St Paul’s share of that budget is \$29,374.04 (the previous levy for SSP was \$17,594.06). The allocation for each #917 member district is based on the number of students and net tax capacity in that district.</p> <p>In addition, #917 will submit their 10-Year LTFM plan to the Minnesota Department of Education (MDE).</p>
Recommendation: Approval
Alternatives: Do not approve. #917 will not receive SSP share of LTFM revenue.

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SPECIAL SCHOOL DISTRICT #6
(South St. Paul)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of Special School District No. 6, State of Minnesota, was held on _____, 2026 at _____ m., for the purpose, in part, of approving the Intermediate School District No. 917's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Inspector _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 917'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

1. The School Board of Intermediate School District 917 has approved a long-term facility maintenance program budget for its facilities for the 2027-28 school year in the amount of \$689,973.00 of which our District #6 proportionate share is \$29,374.04. The various components of this program budget are attached as Exhibit A here to and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A.)
2. Minnesota Statutes, Section 123B.57, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a formula that weights two components equally between the member districts; total net tax capacity and Adjusted pupil units. The

long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2028 is hereby approved, subject to approval by the Commissioner of Education.

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

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of Special School District No. 6, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Special School District No. 6, 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 Intermediate School District No. 917's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate 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 this ____ day of _____, 2026.

Clerk
Special School District #6

Project #	Object Code	Description	FY28	FY27 Expenditures	FY26 Current Estimate	FY26 Revised Expenditures
Environmental Health & Safety - Finance Code 352						
Numerous expenditures covered in this area please see attachment # 3 page 12-14 for details on allowable expenditures						
305		Fees For Services (Hepatitis A & B, Metro ECSU, MSDS on-line \$3,500, Safe Schools training \$3,500	\$8,000	\$7,500	\$7,500	\$7,500
366		CPR training and mileage reimbursements - Full training in Jun 2026	\$2,500	\$0		\$0
401		Supplies (personal protective equipment, disposable gloves, clothes, pads, masks, pest control, chemical storage). 80% Special Ed, 20 % Secondary	\$12,500	\$11,533	\$13,433	\$11,533
170		IAQ Coordinator Stipend	\$2,500	\$4,400	\$2,500	\$4,400
200		IAQ Coordinator Benefits	\$700	\$667	\$667	\$667
820		Mgmt asst. prog. (Virnig Consulting for H&S) and Metro ECSU H&S M	\$3,500	\$4,000	\$4,000	\$4,000
		Total Health & Safety	\$29,700	\$28,100	\$28,100	\$28,100
Physical Hazard Control - Finance Code 347						
401		PPE for staff (harness, boots, safety glasses, eye wash stations, etc) and safety equipment for special education programs (Ukeru blocking pads \$15k)	\$17,500	\$17,500	\$2,400	\$2,400
Roofing Systems - Finance Code 383						
520		Build reserve for 2028-2030 roof replacement Roof A, B, C	-\$175,000	\$250,000	\$0	\$0
		Total Roofing Systems	\$372,273	\$250,000	\$0	\$0
Site Projects - Finance Code 384						
520		Parking Lot B asphalt/bituminous-crack fill and fog seal		\$15,000		
		Parking Lot A & Service Drive asphalt/bituminous-fog seal & stripe	\$25,000		\$10,625	\$13,500
		Replace outdoor picnic tables				
		Parking Lot A & Service Drive - Mill & Overlay (crack fill and move out 4-5 years)	\$0			
		Total Site Projects	\$25,000	\$15,000	\$10,625	\$13,500
Fire Safety - Finance Code 363						
		Fire Riser - Floor Plan Area A	\$5,075			
		Block facade in front efflorescence	\$10,875			
		Garage Doors (replace 3 doors)	\$8,700			
		Total Building Envelope	\$19,575			
Building Hardware & Equip - Finance Code 369						
		Replace video monitoring camera system (added 2 new cameras)			\$47,458	\$40,000
		CASE Doors (2 sets of double doors)			\$14,000	
		Replace PA System		\$70,000		
		Reach in refrigerators/freezer	\$18,125			
		Warmer	\$14,500			
		Servers - Moved to DCTC October 2024 (not needed)	\$29,000			
		Fob system	\$14,500			
		Total Building Hardware & Equip	\$76,125	\$70,000	\$61,458	\$40,000
Electrical - Finance Code 370						
		Gym			\$15,177	
		Gym Light hangers			\$2,506	
		Main building T8 Fluorescent light replacment			\$87,054	
520		Total Electrical		\$0	\$104,737	\$141,200
Interior Surfaces - Finance Code 379						
520		Interior floor replacement		\$34,000	\$23,430	\$14,000
		Interior maintenance	\$6,525	\$6,500		\$6,100
		Total Interior Surfaces	\$6,525	\$40,500	\$23,430	\$20,100
Mechanical Systems - Finance Code 380						
520		HVAC Unit replacements- RTU #5,17,18,20		\$0	\$11,175	\$10,125
		HVAC Unit replacements- RTU #6, 13, 14, 15	\$313,200			
		Total Mechanical Systems	\$313,200	\$0	\$11,175	\$10,125
		Total LTFM	\$689,973	\$421,100	\$241,925	\$255,425
		Total LTFM - Alliance Education Center	\$642,773	\$375,500	\$211,425	\$224,925

Intermediate School District No. 917
LTFM Levy by Member District, 2025 Payable 2026

Appendix B


Participating Districts (9):

ISD #	Name	<u>Pay 2025 Taxable Net Tax Capacity</u>					Combined Total	District %
		<u>Dakota (19)</u>	<u>Scott (70)</u>	<u>Goodhue (25)</u>	<u>Washington (82)</u>	<u>Hennepin (27)</u>		
6	South St. Paul						29,263,022	3.66%
191	Burnsville						128,693,043	16.12%
192	Farmington						61,646,595	7.72%
194	Lakeville						147,579,714	18.48%
195	Randolph						8,248,351	1.03%
197	West St. Paul						111,157,940	13.92%
199	Inver Grove Heights						51,552,259	6.46%
200	Hastings						60,737,959	7.61%
271	Bloomington						199,574,224	25.00%
		0	0	0	0	0	798,453,107	100.00%

Note: The Taxable Net Tax Capacity (TNTC) consists of net tax capacity, less captured tax increment and fiscal disparities contribution.

FY28 Levy: \$689,973.00

ISD #	Name	APU Est 2026-27 reported as of 12/31/25 by MDE	APU District %	Combined TNTC	NTC District %	50/50 Blended %	District's Portion LTFM Levy
6	South St. Paul	2,729.20	4.85%	29,263,022	3.66%	4.26%	29,374.04
191	Burnsville	7,878.20	14.00%	128,693,043	16.12%	15.06%	103,898.78
192	Farmington	6,768.20	12.03%	61,646,595	7.72%	9.87%	68,125.65
194	Lakeville	13,327.60	23.68%	147,579,714	18.48%	21.08%	145,464.77
195	Randolph	931.80	1.66%	8,248,351	1.03%	1.34%	9,275.93
197	West St. Paul	5,768.80	10.25%	111,157,940	13.92%	12.09%	83,391.47
199	Inver Grove Heig	3,619.04	6.43%	51,552,259	6.46%	6.44%	44,459.38
200	Hastings	4,244.03	7.54%	60,737,959	7.61%	7.57%	52,259.51
271	Bloomington	11,010.12	19.56%	199,574,224	25.00%	22.28%	153,723.46
				-			
		56,276.99	100.0%	798,453,107	100.0%	100.0%	689,973.00

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	ED - 02478-09 old form correct years
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) unde			
District Info.		Enter Information	
District Name:	Intermediate School District 917		
District Number:	907-06		
District Contact Name:	Mark Johns		
Contact Phone #	651-423-8227		
Expenditure Categories			2035
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
349	Other Hazardous Materials		\$0
352	Environmental Health and Safety Management		\$0
358	Asbestos Removal and Encapsulation		\$0
363	Fire Safety		\$0
366	Indoor Air Quality		\$0
Total Health and Safety Capital Projects			\$0
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year			
Finance Code	Category (2)		
358	Asbestos Removal and Encapsulation		\$0
363	Fire Safety		\$0
366	Indoor Air Quality		\$0
Total Health and Safety Capital Projects \$100,000 or More			\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151			
Finance Code	Category 3 (a)		
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.		\$0
Total Remodeling for Approved Voluntary Pre-K Projects			\$0
Remodeling for Gender-Neutral Single-User Restrooms			
Finance Code	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025		
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.		\$0
Total Remodeling for Gender-Neutral Single User Projects			\$0
Accessibility			
Finance Code	Category (4)		
367	Accessibility		\$0
Total Accessibility Projects			\$0
Deferred Capital Expenditures and Maintenance Projects			
Finance Code	Category (5)		
368	Building Envelope		\$0
369	Building Hardware and Equipment		\$70,000
370	Electrical		\$0
379	Interior Surfaces		\$40,500
380	Mechanical Systems		\$0
381	Plumbing		\$0
382	Professional Services and Salary		\$0
383	Roof Systems		\$0
384	Site Projects		\$15,000
Total Deferred Capital Expense and Maintenance			\$125,500
Total Annual 10-Year Plan Expenditures			\$125,500
Fund Balance Section			
Fund 01			
	Beginning Fund Balance 01-467-XX		\$0
	LTFM Fiscal Year Revenue - Levy		\$0
	LTFM Fiscal Year Revenue - AID if Applicable		\$0
	LTFM Fiscal Year Revenue Other		\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0
	LTFM Transfer OUT if applicable - Special Legislation		\$0
	LTFM Estimated Fiscal Year Expenditures		\$0
Ending Fiscal Year Fund Balance 01-467-XX			\$0
Fund 06			
	Beginning Fund Balance 06-467-XX		\$0
	LTFM Fiscal Year Bonded Revenue		\$0
	LTFM Fiscal Year Revenue Other		\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0
	Other Transfers		\$0
	LTFM Estimated Fiscal Year Expenditures		\$0
Ending Fiscal Year Fund Balance 06-467-XX			\$0



**South St. Paul
Public Schools**

School Board Agenda Item

Date: May 26, 2026
Place on Agenda: Work Session and Business Items
Action Requested: Approval
Attachment: Presentation

Topic: ATPPS Approval
Presenter(s): Amy Winter, Executive Director of Educational Service
Background: <p>The ATPPS committee consists of teachers, coaches and administrators and are making a recommendation to adopt the ATPPS plan for 2026-2029. This plan was voted on by the teacher's bargaining unit and passed for board approval.</p>
Recommendation: <p>Approval</p>
Alternatives: <p>Do not approve; give guidance to ATPPS committee</p>



South St. Paul
Public Schools

Summary of ATPPS Plan

Academic Years 2026-2029

Amy Winter, Executive Director
of Educational Service

Terms:

- **Q Comp:** Minnesota program that helps districts strengthen teaching and learning through collaboration, coaching, professional development and teacher leadership.
- **ATPPS:** (Alternative Teacher Professional Pay System) local created plan to implement Q Comp.

Overview



ATPPS plan supports teacher professional growth and development.



Aligns professional learning to district priorities



Provides framework for collaboration, coaching, and continuous improvement.



Part of the Minnesota Alternative teacher Professional Pay System (Q Comp)

Terms:

- **ATPPS/ TDE Committee:** Group of 18 staff including teachers, administrators, and peer coaches.
- **Peer Coach Coordinator:** facilitator for supporting the ATPPS/ TDE committee and the Teacher Growth, Development, and Evaluation Plan

Collaboration Process & Approval



Committee Review

Plan was reviewed through the ATPPS/ TDE committee including teachers, admins, and staff.



Strategic Alignment

Focuses on strengthening supports and aligning work across the district.



Bargaining Unit Presentation

The final proposal was presented to the teachers' bargaining unit for formal consideration.



Final Approval

Teachers reviewed proposed updates and voted to pass the plan.

Terms:

- **Teacher Practice Credit:** earned credits through activities of approved professional growth opportunities such as coaching, observations, feedback, etc)
- **BILT:** (Building Instructional Leadership Team) school based leadership team to guide instructional improvement, professional learning and collaboration.

Key Plan Updates

- PLC Alignment (PLC lead stipend position/ BILT guidance)
- Addition of Special Education TOSA support
- Structured Coaching available for teacher practice credit



Questions?

SSP





School Board Agenda Item

Date: May 26, 2026

Place on Agenda: Business Item

Action Requested: Approval

Attachment: MSHSL Resolution

Topic: Minnesota State High School League Membership Resolution
Presenter(s): Lisa Brandecker, Manager of Administrative Services and Communications
Background: <p>The Resolution for Membership is an annual resolution adopted by each Minnesota State High School League member school to renew their membership with the MSHSL. Each school's governing board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as are published in the latest edition of the League's Official Handbook, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. This should be done at the June or July school board meeting prior to the start of the upcoming school year.</p> <p>This annual resolution will go before the School Board for approval at their Tuesday, May 26, 2026 meeting.</p>
Recommendation: <p>Administration recommends the approval of the Resolution for Membership in the Minnesota State High School League.</p>
Alternatives: <p>Do not approve and direct administration with next steps.</p>



**2026-2027 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of South St. Paul High School (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

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

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

South St. Paul High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Kim Humann

(Designated School Board Member – please print)

Brady Krueger

(Designated School Representative – please print)

khumann@sspps.org

Email Address

bkrueger@sspps.org

Email Address

208.02 ACTIVITY REPRESENTATIVES

Brady Krueger

(Boys Sports – please print)

Brady Krueger

(Girls Sports – please print)

Brady Krueger

(Speech – please print)

Brady Krueger

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

Brady Krueger, Activities Director

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*

(Clerk/Secretary - Local Governing Board)

electronically through DocuSign

Date: _____

Signed: *Signature required*

(Superintendent or Head of School)

electronically through DocuSign

Date: _____

Date: May 26, 2026

Place on Agenda: Business Item

Action Requested: Approval

Attachment: Resignation Letter

Topic: Acknowledgement of Board Member Resignation
Presenter(s): Lisa Brandecker, Manager of Admin. Services and Communications
<p>Background:</p> <p>Resignation and Vacancy Pursuant to Minn. Stat. §123B.09, the School Board will formally acknowledge the resignation of Board Member Ryan Duffy effective June 19, 2026, resulting in a vacancy on the Board.</p> <p>Application Period Following the declaration of the vacancy, the School Board will open an application period from May 27 through June 11, 2026, for interested community members seeking appointment to the vacant seat.</p> <p>Interview Process Applicants must be available for interviews on the evening of Monday, June 15 and/or Wednesday, June 17, 2026. Qualifying applicants will be notified of their interview times by 4:00 p.m. on Friday, June 12, 2026.</p> <p>Appointment Timeline Following the interview process, the selected candidate will be recommended for appointment at the June 22, 2026 School Board meeting. If there are no contentions, the appointment will become effective at the July 27, 2026 Board meeting.</p> <p>Term of Appointment The appointment will remain in effect until the November 3, 2026 special election. The individual elected to the position will immediately assume the seat and serve the remainder of Director Duffy's original term through January 2029.</p>
<p>Recommendation:</p> <p>Recommends formally acknowledging the resignation</p>
<p>Alternatives:</p> <p>N/A</p>

Statement of Resignation

Serving as a school board member has been one of the greatest honors of my life. This position has meant a tremendous amount to me, and I am deeply grateful for the opportunity to serve our students, staff, families, and community.

After much thought and consideration, I have made the difficult decision to step down from my position. I will continue to serve as an acting board member until June 19th to help ensure a smooth transition.

This decision comes from a desire to spend more time at home with my wife and child, especially as we prepare to welcome another child into our family. At this stage in my life, I feel it is important to dedicate more time and energy to my family.

I am incredibly thankful for the support, trust, and relationships built during my time on the board. I will always care deeply about the future of our schools and community, and I look forward to continuing to support them in new ways moving forward.

Thank you again for the privilege of serving.

Sincerely,
Ryan Duffy