



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# SCHOOL BOARD MEETING

## Regular Meeting

May 27, 2014  
6:00 PM

**Board Members:**

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

**Superintendent:**

Patty Phillips

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

***District Mission Statement:***

*A community collaborative dedicated to educating and empowering all learners to excel in our changing world.*

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

**Regular Meeting  
May 27, 2014  
6:00 PM**

**District Education Center, 2520 East 12th Avenue, North St. Paul**

**A G E N D A**

**I. Call to Order and Pledge of Allegiance**

**II. Approval of the Agenda**

**III. Achievement - Hunt**

**A. Business Partners of Work Based Learning Students**

**18**

**1. ARC Value Village**

**2. Marshalls**

**IV. Public Comment**

*An opportunity for public to comment on items pertaining to the agenda. Speakers shall complete a registration card and will have between two and four minutes, depending on the number of speakers, to speak on an agenda topic. The Public Comment section of the meeting shall last no longer than thirty minutes.*

**V. Consent Agenda**

*The Consent Agenda consists of routine items that are acted on in a single, consolidated motion without Board discussion. Board members have the option of pulling items off the Consent Agenda if they wish to discuss them or consider them individually.*

**A. Minutes of April 22, 2014 Board Meeting**

**19**

**B. Routine Personnel Items**

**27**

*Under Routine Personnel items we are recommending the hiring of the following individuals who will be part of the superintendent's cabinet:  
Director of Community Education: Terri Johnson*

*Director of Business Services: Randy Anderson*  
*Following action on the consent agenda, I will share their background information/work experience and introduce you to these two individuals. Both candidates are experienced with Terri Johnson's career in community ed spanning several decades in Eden Prairie. Randy was previously the Director of Business Services in New Prague, Elk River and Lakeville. We are pleased to find quality candidates to fill the shoes of our retiring directors.*

C. Bid Calendar 32

D. Disbursements 33

*\*I recommend that the consent agenda be approved as presented.*

## VI. Reports

A. Student Board Representatives - *Fischer, Phan*

B. Superintendent - *Phillips*

1. Recognition of Anthony Phan

*I will be recognizing Anthony Phan for his contributions and thanking him for his service as a student representative to the school board. Anthony took his role as a student rep seriously, was diligent in researching and reporting North's activities and was poised in his delivery. Anthony is one of North's STAR students, in the top ten percent of his graduating class. He will be attending the U of MN College of Science and Engineering with a plan to major in biomedical engineering with a long range goal of working at Medtronic after college. We wish Anthony the best and thank him for his service in representing North students at the school board table these last two years. Charlotte Zangs will be the new North High Student Board Representative and plans to be in the audience the evening of our meeting.*

2. Recognition of Jada Mitchell

*I had the honor of attending the St. Paul Foundation's Facing Race Ambassador Awards Ceremony in which Tartan senior Jada Mitchell received the coveted award. This is one of those touching*

*heartstrings stories I feel compelled to share with the board and our community. Jada is the youngest individual and FIRST student to ever receive the Facing Race Ambassador Award. Jada is on the Youth Leadership Council, was selected to serve on the National Youth Leadership Board and was one of the students who started Project SWAG, a cross age, "close the achievement gap" mentoring program which started as a pilot at Oakdale Elementary with 20 high school students working with 20 elementary students and has grown to 150 high school students working with 400 elementary students. The program was a collaboration between community education and our educational equity alliance. Jada was nominated for this award by one of her mentors, Angelica Torralba-Olague, who serves as our Community Education Youth Programs Coordinator. Jada won \$10,000 in conjunction with this award and gifted all of the money back to Community Education Youth Programs. The business community is looking for 3 Gs in its future leaders....Global, Good and Grit. Jada Mitchell is a 3 G Queen. She has a global perspective, looks for the greater Good, and has the tenacity and resilient GRIT to duplicate this SWAG success over and over again.*

### C. Teaching & Learning

#### 1. STEM Education - *Burrell/Moore*

*Here are Assistant Superintendent Troy Miller's remarks regarding STEM Education and the EngTEAMS awards:*

*"Dr. Tamara Moore, associate professor of Engineering Education of Purdue University will present awards to District 622 participants in the EngTEAMS grant. Dr. Moore's research is centered on the integration of STEM concepts in K-12 and engaging students in developing models of real world problems and their solutions.*

*District 622 is one of three district partners in a grant awarded to the University of Minnesota STEM Education Center. This was an \$8 million, five-year grant from the National Science Foundation to*

*increase science and math learning through engineering for students in fourth through eighth grades.*

*Twelve District 622 educators participated as Fellows in this National Science Foundation grant during the 2013-2014 school year. Fellows completed 12 days of professional learning at the U of M; designed an engineering unit based on the MN Science Standards; refined their curriculum unit and implemented with their students during the 2013-2014 school year; and engaged in on-going coaching around both content and instruction. Their final unit will be submitted to a digital library resource sponsored by the National Science Foundaton.*

*District 622 EngTEAMS Fellows for 2013-2014:*

*Kellie Kroc, Skyview MS*

*Dave Knapp, Maplewood MS*

*Andrew Thompson, Skyview MS*

*Katie Pangborn, John Glenn MS*

*Molly Stillings, John Glenn MS*

*Julie Cazett, Maplewood MS*

*Sara Flanagan, Maplewood MS*

*Mike McHutchinson, Weaver*

*Sherri Prigge, Eagle Point*

*Dan Elo, Castle*

*Kim Valois, Cowern*

*Patti Life, Carver "*

## **2. Teacher Evaluation Tool - Miller/Mau**

*You will receive an email with three attachments/three documents pertaining to this agenda item, Teacher Evaluation Tool. One document is a one pager that shares the three key messages Peter Mau will be presenting to the board at the meeting. The second item is a brief Powerpoint Presentation that was used at each of the schools in inservicing the staff about the new evaluation system. The third document is an executive summary of our district's Teacher*

*Growth, Development and Evaluation Plan. This is a discussion item at this point in the meeting and will be an action item later on in the meeting. Here are Assistant Superintendent Troy Miller's comments on the Teacher Evaluation Tool:*

*"Peter Mau will be presenting the new teacher growth, development, and evaluation plan for your approval.*

*Teaching & Learning Department staff, Student Services staff, and representatives of NSPMOEA worked collaboratively to develop a plan that meets the needs of our students and staff.*

*The plan was developed during the 2013-2014 school year in response to new legislative requirements. The collaboratively developed plan meets legislative requirements."*

**D. 916 Update - Augé**

36

*Director Augé will give a 916 update and has a handout in your packet on A-R-T, Aggression Replacement Training, an adaptation used in 916 programs.*

**VII. Discussion**

**A. Business Office - Sullivan**

**1. 2014-2015 Budget**

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*This agenda discussion item is intended to give the school board an opportunity to hear, discuss and analyze our preliminary 2014-2015 budget before approving it, as required by statute, at our June 24, 2014 business meeting. On pages 39-46 of your board packets Dr. Sullivan has included a sheet which gives an overview of the budget documents he has included for your viewing; a summary sheet of the preliminary 2014-2015 budget by fund; and a report that outlines the actual and estimated budget balances from 2007-2008 through the proposed budget for 2014-2015. The big picture from Dr. Sullivan is that our general fund is unbalanced to the tune of (\$2,309,667)*

*mainly due to the general fund contributing \$1.9 million to the Beaver Lake/Gladstone project. This deficit will be logged in capital reserves, won't influence our undesignated fund balance and will be corrected in future years by intentionally underspending the capital budget. The rest of our general fund budget is balanced due to our \$2 million in budget reductions and is additionally helped by the \$25 per pupil (\$250,000 in added revenue) recently approved by the 2014 legislature.*

**B. Student Services - McIntyre**

**1. Community Center Lease/ALC Program**

47

*This is a discussion of a resolution that will occur during the action portion of the meeting proposing to terminate the final year of the lease for the North St. Paul Community School per the request of the City of North St. Paul. The City has a long term lease/buyer for the facility, Achiever Academy; and our approval of the resolution ending our lease agreement a year early will give the city the opportunity to finalize the agreement with this group.*

*Included on page 47 of your packets is a one page overview of administration's recommendation that we transition our ALC Program for 11th-12th graders from the North St. Paul Community School to the NE Metro 916 Program beginning July 1, 2014. The one page document includes an overview of the benefits to our students, benefits to the District, the finances and the transition plan.*

*In his discussion of this agenda item and later on in administration's resolution, Director McIntyre will be discussing the specifics of the proposal to expand our existing partnership with Northeast Metro 916 to provide our ALC programming for our 11th and 12th grade students at East View and Capitol View in Little Canada, and also at 916 Mahtomedi in White Bear Lake. ISD 622 currently has approximately 74.75 ADM in the 916 ALC which is approximately 185 students (head count). We would be expanding the ISD 622*

*enrollment in 916 by approximately 60 students from the Community School along with the students enrolled in our Diploma Center Program.*

*Director McIntyre says, "The District Administration has collaborated with the Northeast Metro 916 Administration to develop a transition plan. This plan includes a process to support each student and his/her family in determining the most appropriate program placement in ISD 622 or in Northeast Metro 916 that best meets their educational needs. Included in this transition plan is to keep in place the ALC Student Services Coordinator position in place for 2014-2015 and allow Northeast Metro 916 to contract with ISD 622 for 75% of that position. This position will provide the direct support necessary to individual students and their families in identifying the educational program that best meets their needs as part of the transition from ISD 622 to Northeast Metro 916.*

*The ISD 622 administration has also worked closely with the ISD 622 teacher association to create a plan for the reassignment of staff from the ISD 622 ALC Programs at the North St. Paul Community School and the Diploma Center at Harmony Learning Center into existing positions in ISD 622 in accordance with the master contract."*

## **VIII. Action Items**

### **A. Business Office**

1. Acknowledgment of Contributions - Coborn 48  
*\*I recommend that the school board approves with appreciation the long list of generous contributions listed on pages 48-50 of the board packet for a fiscal year 2013-2014 monetary total of \$170,104.80.*
  
2. Ten Year Facility Plan - Sullivan 51  
*Director Dennis Sullivan has included for your review the Alternative Facilities resolution on page 51 of your packets; the 2015-2016*

*Building Facility Summary sheet on page 52; and a detailed description of the 2015-2016 Alternative Facilities projects on pages 53-56. We have also sent you as an attachment a colored copy of this detailed description of 2015-2016 alternative facility projects. Dr. Sullivan's comments regarding this agenda item are included below:*

*"The District has completed a revision of the 10 year alternative facilities plan. This plan was reviewed by the School Board at the April 15 Study Session and is included in the Board materials. To continue to properly maintain our facilities and to maintain a stable and predictable annual levy for the alternative facilities program, Administration is recommending that the Board approve a \$4 million levy for the 2015-2016 fiscal year to complete the projects included in the list of projects in the Board packet. These projects, along with the 10 year plan, will be submitted to the Minnesota Department of Education for approval and will appear on the district tax levy next fall. The tax impact of this recommendation is estimated to be \$68.15 for a \$150,000 residence. However, because we already have an alternative facilities levy in place, taxpayers should see no increase in property taxes as a result of this program."*

***\*I recommend that the School Board approves the District Ten Year Facility Plan and the attached Fiscal Year 2016 project submission to the Minnesota Department of Education in the amount of \$4,000,000.***

**B. Student Services - McIntyre**

**1. Community Center Lease/ALC Program**

**57**

*During the discussion portion of the meeting Director Cory McIntyre shared a one page executive summary (on page 47 of the board packet) explaining why, because of program, facility and financial benefits, administration is recommending the approval of the city of North St. Paul's request to terminate the final year (2014-2015) of our lease agreement for the North St. Paul Community Center and*

*transition our current 11th-12th grade Alternative Learning Program to the Northeast Metro 916 program beginning July 1, 2014.*

***\*I recommend that the lease with the city of North St. Paul for the North St. Paul Community School be vacated a year early, effective July 1, 2014; and that the students in Grades 11-12 at the District 622 Alternative Learning Program transition to Northeast Metro 916 beginning July 1, 2014.***

C. Human Resources - Gray

1. Nutrition Services Contract 58

*Here are Director Gray's comments on the Nutrition Services Contract:*

*"The negotiations with the Nutrition Services Association were very amicable, with a settlement reached in two sessions.*

*1. The settlement mirrored that given to other non-teacher groups with a lump sum payment in year one equivalent to a \$.48 per hour increase and a 2% increase in the wage scale in year two.*

*2. The District's health insurance contribution increased 4%.*

*3. The total settlement of 5.39% is the same as other non-teacher groups."*

***\*I recommend that the 2013-2015 North St. Paul-Maplewood-Oakdale Association for Nutrition Services Master Agreement, as outlined on page 58 of the board packet, be approved.***

2. Non-Unit Contract 59

*Here are Director Gray's comments on Non-Unit Salaries:*

*"Salaries for the Non-Unit group for 2013-2014 and 2014-2015 have not been established yet. The Non-Unit group (not represented by a union) consists of non-teaching professionals that are specialists,*

*supervisory, or confidential employees.*

*1. The settlement for Non-Units mirrors that given to other non-teacher groups with a lump sum payment in year one and a 2% salary increase for year two.*

*2. The District's health insurance contribution stayed the same in year one and increased 4% in year two.*

*3. The total settlement of 5.39% is the same as other non-teacher groups."*

***\*I recommend that the 2013-2015 Non-Unit package as outlined on page 59 of the board packets be approved.***

### 3. Termination of Probationary Teachers

60

*Here are Director Gray's comments on the Termination of Probationary Teachers:*

*"With 916 providing our 11th and 12th grade ALC program, continuing contract teachers currently teaching in the District 622 ALC need to be reassigned to positions elsewhere in the District. Through attrition and staffing needs we will be able to place all ALC teachers with the exception of a .2 physical education teaching position so we are recommending that this probationary teacher's .2 contract be terminated at the conclusion of the 2013-14 school year and not be renewed for the 2014-2015 school year.*

*A principal has the same probationary period as teachers under the statute. The assistant principal from John Glenn has been guided by the principal and the Assistant Superintendent. Both are recommending release of this probationary principal.*

*Statute requires this to be a roll call vote."*

**\*I recommend that the school board terminates the contracts of the following probationary teacher/principal at the close of the 2013-2014 school year: Teacher Jane Lough .2 and Assistant Principal Kenneth Turner 1.0.**

D. Teaching & Learning

1. Teacher Evaluation Tool - Miller

61

*During the discussion portion of the meeting Peter Mau presented an overview of our Teacher Growth, Development and Evaluation System which is included on pages 61-93 of your packets. State statute requires all Minnesota school boards and teachers' unions to jointly approve a teacher evaluation system for implementation beginning in the 2014-2015 school year. Our administration has worked in partnership with teacher representatives in developing a tool which both meets legislative requirements and builds on the success of the our current system which emphasizes practitioner growth through multiple observations and feedback. The teachers union has approved the evaluation system and we are seeking school board approval.*

**\*I recommend that the school board approves the 622 Teacher Growth, Development and Evaluation System.**

2. Q Comp Annual Report - Burrell

94

*Here are Assistant Superintendent Troy Miller's comments on the Q Comp Annual Report included on pages 94-102 of the board packets:*

*"2013-2014 concludes District 622's eighth year of participation in Minnesota's Alternative Teacher Pay for Performance System (ATPPS) or Q Comp (Quality Compensation).*

*District 622 participated in the Q Comp Annual Review required by MDE. The Annual Review consist of a document review and a site review. Site reviews include an observation of a PLC and an interview of both career ladder teachers and participants. Sites reviewed this*

*year were Skyview Elementary, Skyview Middle School, Weaver Elementary, and North High School.*

*This required Annual Report reflects feedback gathered from a teacher survey conducted in March of 2014. This comprehensive survey included questions regarding the impact of District 622's participation in the Q comp program and suggested refinements to support continued participation for all stakeholders. 638 teachers completed the survey out of a total 813 licensed staff.*

*District 622's Site Improvement Retreats (Data Retreats) provide site teams with the information needed to identify student learning successes and challenges. Through data analysis, site teams prioritize learning outcomes for their students. The Site Improvement Team designs the learning for all site educators for the upcoming school year.*

**Strengths of District 622 Q Comp Program:**

- instructional coaches provide modeling and support for instructional strategies*
- 94% of teachers report their PLC meets 50 minutes every week or 90 minutes every other week*
- 78% of teachers rate their PLCs as effective or extremely effective in impacting student achievement*
- 65% of teachers rate the Q Comp peer observation process as effective or extremely effective in impacting student achievement*
- 94% of District 622 staff earn performance pay based on providing evidence of on-going participation in the PLC process, peer observation ratings, and continuous progress monitoring of instruction through PLC formative assessments*

**Areas for improvement in District 622's continued participation in Q Comp Program:**

- teacher leaders request more on-going feedback and follow-up training on inter-rater reliability
- provide more flexibility for PLCs that include specialists and student services educators
- provide differentiated training for new and returning teachers for the Q Comp observation process"

**\*I recommend that the 2013-2014 Annual Q Comp Report for District 622 be approved for submission to the MDE as required by June 30, 2014.**

E. School Board

1. Policy Revisions - *Phillips*

103

*The following sixteen policies were reviewed and discussed at the April study session; discussed formally in a first reading at the April board business meeting and are recommended for adoption at this May meeting. The vast majority of the proposed revisions are minor. 14 of the 16 policies are being brought to you for revision due to legislative or legal reference changes, and 2 of the policies are recommended for revision (G-021 Board Officers, Committees and Liaisons and E-031 Fund Balance) because of District 622's specific needs.*

**\*I recommend that the resolution revising the following sixteen policies be approved:**

**G-021 Board Officers, Committees and Liaisons**

**E-031 Fund Balance**

**E-015 Student Attendance**

**E-016 Student Dress and Appearance**

**E-021 Mandated Reporting of Child Neglect**

**E-026 Transportation of Public School Students**

**E-072 Enrollment of Nonresident Students**

**E-082 Distribution of Materials on School District Property by Non-**

## School Persons

### E-083 Distribution of Materials by Students and Employees

### E-090 Testing Accommodations, Modifications, & Exemptions for IEPs, Section 504 Plans & LEP Students

### E-091 Credit for Learning

### EM-020.4 Public and Private Personnel Data and Form: Employee Authorization for Release of Info

### EM-020.15 Student Discipline and Notice of Suspension

### EM-020.17 Protection & Privacy of Public Records & Public Notice & Juvenile System Request for Information

### EM-020.19 Student Disability Nondiscrimination

### EM-020.30 Curriculum Development

a. G-021 (Board Officers, Committees, and Liaisons)	104
b. E-031 ( Fund Balance)	108
c. E-015 (Student Attendance)	111
d. E-016 (Student Dress and Appearance)	118
e. E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)	121
f. E-026 (Transportation of Public School Students)	127
g. E-072 (Enrollment of Nonresident Students)	134
h. E-082 (Distribution of Materials on School District Property by Non-School Persons)	138
i. E-083 (Distribution of Materials by Students and Employees)	143
j. E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)	149
k. E-091 (Credit for Learning)	152
l. EM-020.4 (Public & Private Personnel Data & Form: Employee Authorization for Release of Information)	159
m. EM-020.15 (Student Discipline & Notice of Suspension)	166
n. EM-020.17 (Protection & Privacy of Pupil Records & Public Notice	181

- & Juvenile Justice System Request for Information)
- o. EM-020.19 (Student Disability Nondiscrimination) 207
- p. EM-020.30 (Curriculum Development) 209
- 2. Set 2014-2015 Board Meeting Dates 211

*A proposed calendar for dates for our business meetings, work study sessions, reflection study sessions, a special meeting and a board retreat is listed in the resolution. We tried to keep with the tradition of study sessions on the second Tuesday of the month and business meetings on the fourth Tuesday of the month (with an exception to the rule here and there). There are 12 scheduled business meetings; 7 work study sessions; 4 reflection study sessions; one retreat; and one special meeting to canvass the election. The business meetings will begin at 6 p.m. with the exception of the July 22 business meeting which will begin at 4:30 p.m. The work study sessions will begin at 4:30 p.m. and the reflection study sessions will begin at 5 p.m. The special meeting to canvass the election will begin at 7:00 a.m.*

***\*I recommend that the school board approves the resolution setting the dates and starting times for the business meetings, work study sessions and reflection study sessions for the time frame from July 2014 through June 2015.***

- 3. Set Agenda for June 24, 2014 Reflection Study Session

***\*I recommend that the agenda for the June 24, 2014 reflection study session be as follows:***

***1)Call to Order***

***2)Check In***

***3)Reports (Committees, Liaisons, Trainings, Conferences)***

***a)Phase IV (Hunt/Augé), b)Equity Mentoring Workshop (Augé)***

***c)916 (Augé)***

4)Internal Board Goal Review

5)Adjourn

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

*\*I recommend that we set a closed session to evaluate the superintendent (allowed under Minnesota's Open Meeting Law 13D.05, Subdivision 3a ) on July 22, 2014 in Room 202 immediately following the 4:30 p.m. board business meeting.*

**IX. Board Communications**

*An opportunity for Board Members to share relevant information from partnerships, assigned meetings or community events.*

**X. Future Board Meeting Dates**

- A. June 24, 2014 Reflection Study Session 5:00 p.m. (Conference Room 202)
- B. June 24, 2014 Board Business Meeting 6:00 p.m. (Board Room)

**XI. Adjourn**

II. A. ACHIEVEMENT AWARDS, *presented by: Hunt*

The School Board of the North St. Paul-Maplewood-Oakdale School District is proud of its students, citizens, and staff who demonstrate service “above and beyond” the call of duty. We are proud to recognize the following individual(s):

**Sandy Le Texier - ARC Value Village**

Sandy Le Texier stands out as a relentless motivator and supporter of Work Based Learning. For many years, she has welcomed our Next Step students and given them a place to develop their work skills. She sets achievable goals for them each time they volunteer. If Sandy sees a lack of motivation in a student, she is quick to provide a new goal. Recently five students volunteered with a goal of clearing a wall of donated items. Together they sorted over 6,000 lbs of merchandise and were named the “Fab 5” by their job coach. The pride and smiles on their faces afterwards were a joy to see. The first of May, she hired a student volunteer from Next Step and is giving him his first paid employment. He is so happy and proud to be an ARC employee. Sandy is changing the lives of people with disabilities and making a difference with Work Based Learning for District #622.

**Tina Kogler - Marshalls**

Tina Kogler runs the stockroom of Marshalls like a well-oiled machine. For years she has embraced Work Based Learning and taken student volunteers under her wing. She gives them an excellent opportunity to learn the ins and outs of the retail world. Providing clear goals and hands on experience, students have grown immensely under her direction. Her expectations of the pace of work expected and procedures to be followed are clear cut and understood by the work coordinator, job coach and student volunteers. It is a great opportunity for students to develop job skills which can lead to paid employment. This year Marshall’s hired a volunteer from Next Step, providing this student with a first paid employment opportunity. This student has at times struggled, but Tina’s clear expectations and communication have allowed for the situation to be examined and potential solutions implemented. It is not an easy job motivating and teaching these students important job skills. Tina’s patience, communication, support and motivation have made a difference in the lives of students in Work Based Learning with District #622.

Sandy LeTexier and ARC Value Village along with Tina Kogler and Marshalls are nominated by Susan Johnson on behalf of the District 622 Work Based Learning Coordinators.

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

**REGULAR MEETING  
SCHOOL BOARD  
April 22, 2014**

Chair Coborn called the meeting to order at 7:01 pm with the following present: Chair Coborn, Vice Chair Augé, Clerk Hunt, Directors Wheeler, Yener, Superintendent Phillips, Student Representatives Donna Fischer and Anthony Phan. Absent: Treasurer Livingston and Director Neve. Arriving at 7:36 pm: Treasurer Livingston.

Others present were: Bob Biddick, Director of Technology; Keith Gray, Director of Human Resources; Cory McIntyre, Director of Student Services; Troy Miller, Assistant Superintendent; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance.

Coborn noted that Livingston had a work obligation and would be late to the meeting; she added that Neve was unable to attend.

Augé moved and Yener seconded the following motion, which carried:

THAT the agenda be approved as presented.

Wheeler presented Achievement Awards to the EXCEL Award Winners: Community Contribution winners Marcie Mitchell and Barbara McNeely for their dedication to Early Childhood Screening; and Community Education Youth winner Grimson Vaughn Burgos for his dedication to youth programs and Joseph Grandell for his work with Early Childhood Stepping Stones Preschool.

Wheeler moved and Yener seconded the following resolution, which carried:

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

North High School Student Board Representative Anthony Phan reported on the following items: The school year is coming to an end and May will be busy and full of activities; AP testing begins May 5 with over 400 students taking more than 600 tests; Prom will be at the Landmark Center on May 17; Show Choir Extravaganza is May 1 - 3; STAARS Banquet is May 21 and will honor the top 10% of students in the graduating classes from North and Tartan; spring sports are going well with the baseball and softball teams each holding a 5 - 0 record so far;

as the weather warms, the clothing changes and students were reminded at a recent assembly to keep their clothing appropriate; and Relay for Life will take place on May 30-31.

Tartan High School Student Board Representative Donna Fischer reported on the following items: The rainy and snowy weather has made it difficult for spring sports, however having turf has been fantastic and has allowed athletes to play 6 games that normally would have been cancelled on a grass field; the Robotics Team qualified for the State Championship event, DECA has 6 students competing in the International Competition; BPA recently had 29 students compete with 18 students emerging as finalists; BPA will be hosting a blood drive; Prom will be on May 10 at River Center; and the Academic Awards will take place on April 23.

Phillips shared a video which featured Webster Elementary's after school basketball program which focused on athletics and academics and introduced Webster Principal Mona Perkins who shared the additional information about the popular program. Perkins talked about the history of the program and mentioned how she is looking into ways to expand it for next year.

Miller presented a principal evaluation tool, one that he has been using for six years and meets the new state requirements. Miller shared a summary of the plan, process and timelines, the summative form, scoring rubric and survey questions.

Augé, Coborn and Yener reflected on their recent NSBA conference and reported on highlights from the experience. They each shared a brief overview on what they learned and thanked the District for the professional development opportunity.

Phillips presented a first reading of 16 policies proposed for revision. She noted that the Board had reviewed these at their April 15, 2014 Work Study Session and that 14 of the 16 policies reflect legislative or legal reference changes, and two of the policies (G-021, Board Officers, Committees and Liaisons; and E-031 Fund Balance) are proposed for revision because of District 622's specific needs. The remaining 14 policies are: E-015 (Student Attendance), E-016 (Student Dress and Appearance), E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse), E-026 (Transportation of Public School Students), E-072 (Enrollment of Nonresident Students), E-082 (Distribution of Materials on School District Property by Non-School Persons), E-083 (Distribution of Materials by Students and Employees), E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students), E-091 (Credit for Learning), EM-020.4 (Public & Private Personnel Data & Form: Employee Authorization for Release of Information), EM-020.15 (Student Discipline & Notice of Suspension), EM-020.17 (Protection & Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information), EM-020.19 (Student Disability Nondiscrimination), and EM-020.30 (Curriculum Development). These policies will have a second reading and will be proposed for action at the May 27, 2014 board business meeting.

Hunt moved and Livingston seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
John Smith	\$2,000.00	Skyview Middle School
Anonymous	\$50.00	North High School Backpack Program
Anonymous	\$42.32	Meals on Wheels
Metro Meals on Wheels	\$1625.09	Meals on Wheels
John Gagne	\$100.00	Meals on Wheels
Anonymous	\$131.85	Meals on Wheels
P.L. Norton	\$42.00	Meals on Wheels
Keith & Debbie Kruse	7 craft scissors (valued at \$70.00)	Carver Elementary School
Heather Peterson	Student reading books (valued at \$30.00)	Castle Elementary School
North High Fastpitch Booster Club	\$7,300.00	North High School Athletics
Charles Christopherson	6 - \$25.00 gift cards (valued at \$150.00)	John Glenn students
American Legion Post 39	\$250.00	John Glenn Jet Fuel Food Program
Skyview Elementary PTO	\$170.00	Skyview Elementary
Wells Fargo Foundation	\$265.38	Skyview Elementary - Grade 3
Thomson Reuters	\$268.21	Skyview Elementary
Tartan Soccer Booster Club	205 pairs of game socks (105 pair royal blue and 100 pair white), new boys varsity uniforms; soccer mule, 4 bownets, 10 soccer balls, 64 replacement jerseys, 76 shorts and game DVDs. (valued at \$9,224.21)	Tartan High School Soccer Program
Steve Sauvageau	\$50.00	North High School Backpack Program
D.L. Johnson	\$50.00	Meals on Wheels
Hope Lutheran Church Women	\$150.00	Meals on Wheels
Veronica Paslawski	\$8.00	ISD 622 Community Bridge

Hunt moved and Livingston seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2013-2015 Local 70 Master Agreement be approved.

	<b>2013-2014</b>	<b>2014-2015</b>
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<b>Salary Schedule Improvement</b>	<b>\$.67/hour</b> Paid in a one-time lump sum  \$1,520.00 for FT \$1,150.00-10 month FT \$900.00 for PT No step movement	2% (two percent) increase on salary schedule. Advance two steps.
<b>Health Insurance Caps</b>	No Change	Single \$629.72/month Family \$1478.16/month
<b>Total</b>		<b>5.39</b>

Livingston moved and Augé seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2013-2015 Local 12 Master Agreement be approved.

	<b>2013-2014</b>	<b>2014-2015</b>
<b>Salary Schedule Improvement</b>	<b>Lump Sum Payments - Year 1 (No step movement/longevity increases)</b> Employees working 20+ hours per week: \$615 Employees working <20 hours per week: \$375	<b>Salary Schedule - Year 2 2% increase on salary</b>  <b>(Employees hired on or prior to 1/15/13 will move TWO steps, employees hired between 1/16/13 and 1/15/14 will move ONE step, and employees hired after 1/15/14 will remain on their current step placement.)</b>
<b>Health Insurance Caps</b>	No Change	Single \$562.02/month Family \$1207.68/month
<b>Total</b>		<b>5.39</b>

Wheeler moved and Augé seconded the following resolution, which carried on a roll call vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that pursuant to Minnesota Statutes, the teaching contracts of the following probationary teachers are hereby terminated at the close of the 2013-2014 school year and are not renewed for the 2014-2015 school year:

K-5

Teacher/FTE

Arver, Jessica - 1.0  
Blackledge, Laura - 1.0  
Brooks, Chad - 1.0  
Howell, Karen - .32  
Meyer, Susan - .32  
Miller, Erin - 1.0  
Miller, Lauren - 1.0  
Miskowic, Katie - 1.0  
Ousley, Nancy - 1.0  
Quinn, Jennifer - 1.0  
Schulke, Erin - 1.0  
Reninger, Emma - 1.0  
Rowan, Jackie - 1.0  
Stafford, Amy - .32  
Vanek, Julie - 1.0  
Welsh, Dan - .42  
Wohnoutka, Nancy - 1.0

**Total FTE:        14.38**

**6-12**

**Teacher/FTE**

Beithon, Brock - 1.0  
Duffy, Margaret - .20  
Hagstrom, Emily - 1.0  
Hruby, Dennis - .13  
Larson, Katie - .10  
Mattner, Sean - 1.0  
MacIver, Marin - 1.0  
Nelson, Alicia - 1.0  
Ragsdale, Catherine - 1.0  
Rock, Patrick - 1.0  
Sannes, Sarah - 1.0  
Savino, Amy - 1.0  
Schifsky, Tara - .13  
Severson, Jennifer - 1.0  
Smithberg, Christine - .60  
Thompson, Andrew - .20  
Tlusty, Melanie - .40  
Wendorf, Joshua - 1.0

**Total FTE:            12.76**

## Special Services

### Teacher/FTE

Bearss, Alice - .50  
Berentson, Amy - 1.0  
Guild, Alicia - .80  
Johnson, Susan - .70  
Klein, Jennifer - 1.0  
Lenart, Lauren - 1.0  
Mancini, Dominick -  
1.0  
Musil, Theresa - 1.0  
Nelson, Jessica - 1.0  
Padden, Michelle - 1.0  
Thornberg, Monika -  
1.0  
Vandenberghe,  
Melissa 1.0  
Vilinskis, Zachary - .50  
Vilinskis, Zachary - .50  
Voisin, Adrian - 1.0  
Wilde, Ben - 1.0

**Total FTE:           14.00**

Augé moved and Wheeler seconded the following resolution, which carried on a roll call vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 as follows:  
1. That it is proposed that Melanie Bruyers, a teacher of said school district, be placed on unrequested leave of absence (.20 FTE) effective for the 2014-2015 school year, pursuant to M.S. 122A.40, subdivision 11.

Coborn asked the Board to change the start times of the May 27, 2014 and June 24, 2014 business meetings to 6:00 p.m. Augé moved and Livingston seconded the following motion, which carried:

THAT the May 27, 2014 and June 24, 2014 School Board Business Meetings start times be changed from 7 p.m. to 6 p.m.

Coborn asked the Board to set a Board Retreat to discuss the superintendent search process. Wheeler moved and Hunt seconded the following motion, which carried:

THAT a School Board Retreat be held on Tuesday, September 9, 2014 from 4:30 - 6:30 p.m. at Hillcrest Clubhouse (located at 2200 East Larpenteur Avenue) with the following agenda item: Superintendent Search Process, Timeline, and Subcommittee.

Augé moved and Yener seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that ISD 622 School Board Members will provide a complimentary Welcome Back Barbeque lunch for all ISD 622 staff members on August 27, 2014 from 11:00 a.m. - 12:30 p.m. at North High School.

During Board Communications, the following items were shared:

- ✓ Wheeler noted that Phillips had commended the Board during the evening's meeting for their hard work and difficult, courageous decisions. He added his thanks to the District employees for their work behind the scenes.
- ✓ Augé reported how she had attended the Equity Mentoring Workshop and MSBA's Phase IV Workshop (along with Hunt). She said that both experiences were outstanding and she would be sharing her report at the June 24 Reflection Study Session.
- ✓ Coborn mentioned that it is school carnival season and invited everyone to attend the festivities at the area schools. Coborn stated that the Richardson and Cowern carnivals will both take place on Friday, May 2.

Livingston moved and Wheeler seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 8:15 p.m.

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Clerk

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

<b>Employment</b>						
<b>First Name</b>	<b>Last Name</b>	<b>Employed as</b>	<b>Building</b>	<b>Effective</b>	<b>Pay Rate</b>	<b>Per</b>
Megan	Ahlers	Girls Lacrosse	North	3/31/14	\$ 5,199.18	
Randy	Anderson	Director of Business Services	District Wide	7/1/2014	\$150,000.00	year
Jason	Arndt	Boys Tennis	Tartan	3/24/14	\$ 3,342.33	
Yared	Assefa	Enrichment Instructor	District Wide	4/1/14	\$ 8.50	hour
Kristin	Brastad	Supervisor at Track Conference	John Glenn Middle	5/14/2014	\$ 16.72	hour
Rick	Dickinson	Boys Lacrosse	Tartan	3/31/2014	\$ 5,575.50	
Steve	Dombrosk	GSA Club Advisor	North	9/3/2013	\$ 768.50	
Lindsey	Engrav	Bowling Coach	Tartan	3/17/2014	\$ 3,404.22	
Kayla	Finn	PBIS Specialist	Castle	4/2/14	\$ 11,605.26	year
Lawrence	Fronczak	Boys Tennis	Tartan	3/17/2014	\$ 4,827.81	
Jeremy	Funk	Boys Lacrosse	Tartan	3/24/2014	\$ 3,466.12	
Dewyn	Guse	NU Indian Education Tutor	District Wide	4/17/14	\$ 13.38	hour
Paul	Hazzard	Girl's Golf	North	3/17/2014	\$ 4,704.02	
Stephen	Heinz	Enrichment Instructor	District Wide	4/21/2014	\$ 16.00	hour
Blake	Helquist	Boys Lacrosse	North	3/31/14	\$ 1,640.22	
Rick	Howard	Boys Lacrosse	North	3/31/2014	\$ 1,640.22	
Steve	Jensen	Boys Lacrosse	North	3/31/2014	\$ 3,651.81	
Terri	Johnson	Director of Community Education	District Wide	7/1/14	\$125,000.00	year
Heather	Kosec	Program Supervisor	Next Step	7/1/2014	\$ 90,000.00	year
Ron	Kruschwitz	Misc. Athletics	Maplewood	4/25/2014	\$ 16.72	hour
Don	Lee	Boy's Golf	Tartan	3/17/2014	\$ 4,951.60	
Cole	Leitch	Boys Lacrosse	Tartan	3/31/2014	\$ 3,589.91	
Kevin	Lindahl	Boys Lacrosse	Tartan	3/31/2014	\$ 3,589.91	
Melanie	Meyer	GSA Club Advisor	North	9/3/13	\$ 768.50	
Barb	Miller	Girl's Golf	Tartan	3/17/2014	\$ 4,332.65	
Denver	Moeller	Baseball	John Glenn Middle	4/28/2014	\$ 784.80	
Denver	Moeller	Baseball Umpire	John Glenn Middle	4/21/2014	\$ 55.00	game
Denver	Moeller	Baseball/Softball Umpire	John Glenn Middle	5/1/14	\$ 55.00	game
Matt	Monson	Boy's Golf	Tartan	3/17/2014	\$750.00	
Andy	Persby	Baseball	North	3/17/2014	\$ 2,875.00	
Candace	Petersen	Girl's Golf	Tartan	3/17/2014	\$ 750.00	
Andy	Ronayne	Girls/Boys Track	Tartan	3/24/14	\$ 2,599.59	
Diane	Saccoman	Supervisor at Track Conference	John Glenn Middle	5/14/14	\$ 16.72	hour
Carmen	Schreiner	Softball	Tartan	3/17/14	\$ 3,466.12	
Kevin	Thompson	Umpire	John Glenn Middle	4/15/2014	\$ 55.00	game
Andria	Warner	Girls Lacrosse	North	3/31/2014	\$ 3,528.06	

## Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Loma	Benner	Lunch Monitor .08	Lunch Monitor .07	9/2/2014	\$17.61	hour
Julie	Cambonne	Bldg EA .10	Bldg EA .04	9/2/2014	\$13.47	hour
Charles	Christopherson	Industrial Arts 1.0	Industrial Arts 1.10	4/24/2014	\$75,078.75	year
Carol	Daly	Copy Rm EA .17	Copy Rm EA .15	9/2/2014	\$14.05	hour
Sheryl	Erickson	SE Bldg Para .25	CREED Para .25	9/2/2014	\$18.35	hour
Christopher	Galbraith	FAN Para .25	MN Para .25	9/2/2014	\$18.35	hour
Janet	Gustafson	FSIII	Substitute Cook	6/9/2014	\$12.12	hour
Elizabeth	Hubert	Lunch/Playground Monitor .06	Adv. Conn. Child Care Para .08	9/2/2014	\$11.91	hour
Rosanne	Hull	FAN Para .25	CREED Para .25	9/2/2014	\$14.51	hour
Stefanie	Lender	Program Supervisor	School Psychologist	7/1/2014	per contract	
James	Malone	Bldg EA .10	Bldg EA .04	9/2/2014	\$13.82	hour
Gayle	Nason	FS2	Substitute Cook	6/9/2014	\$12.12	hour
Ginamarie	Proctor	Lunch Monitor .08	Lunch Monitor .06	9/2/2014	\$14.33	hour
Therese	Rasch	Lunch Monitor .08	Lunch Monitor .06	9/2/2014	\$14.33	hour
Janet	Ringsred	Intervention EA .25	Media EA .25	9/2/2014	\$17.12	hour
Emily	Roberts	BSN-RN	Sub BSN-RN	5/2/2014	\$25.00	hour
Olivia	Verick	School Counselor .8	School Counselor 1.0	4/7/2014	\$36,056.14	year
Althea	Wera	FS1A	Substitute Cook	6/9/2014	\$12.12	hour
Diane	Werling	SE Bldg Para .25	Para Job Coach .25	9/2/2014	\$18.35	hour
Carolyn	Witzel	Lunch Monitor .08	Lunch Monitor .06	9/2/2014	\$17.61	hour
Teresa	Zurbey	COTA .33	Adv. Conn. Program Asst. .33	9/2/2014	\$19.75	hour

# Resignation

First Name	Last Name	Assignment	Building	Effective
Melanie	Bruyers	Teacher	North	6/9/2014
Carole	Caputa	COTA	Districtwide	5/15/2014
Charlie	Cicalelo	Guidance Counselor	North	6/9/2014
James	Friend	PT Bus Driver	Bus Garage	4/30/2014
Ann	Gerding	Leave of Absence	Districtwide	5/14/2014
Catherine	Gobernatz	Resignation Agreement	Districtwide	5/14/2014
Craig	Goodwin	Bus Driver	Bus Garage	6/13/2014
Terryl	Gordon	Behavior Intervention Specialist	Maplewood	6/10/2014
Mollie	Hagman	Leave of Absence	Districtwide	3/25/2014
Herman	Hassinger	PT Bus Driver	Bus Garage	6/6/2014
Patrick	Hauan	CID Teacher	Castle	8/1/2014
George	Heller	PT Bus Driver	Bus Garage	3/28/2014
Ronald	Heroff	PT Bus Driver	Bus Garage	6/6/2014
Lynda	Hickey	Playground/Lunch Monitor	Skyview Elementary	4/28/2014
Margaret	Houge	Speech Teacher	Castle	6/9/2014
Donna	Hutchinson	Principal's Secretary	Skyview Elementary	6/20/2014
Nicholas	Jackson	Adv. Conn. CC Para	Cowern	5/7/2014
Kathleen	Jensen	EL Teacher	Districtwide	6/9/2014
Roxanne	Lerach	Before School Monitor	Richardson	6/9/2014
Roxanne	Lerach	Copy Rm EA	Richardson	6/9/2014
Melissa	Lutz	Leave of Absence	Districtwide	3/28/2014
Debbie	Neidt	Media EA	North	6/9/2014
Mike	Pendleton	Leave of Absence	Districtwide	5/2/2014
Mary Jo	Peterson	ECSE Para	Beaver Lake	6/1/2014
Anne	Pflugl	Title I Teacher	Castle	6/9/2014
Scott	Pierce	Special Ed Teacher	North	6/9/2014
Edward	Rangitsch	Custodian	John Glenn	5/16/2014
David	Rutledge	World Language Teacher	Tartan	6/9/2014
Carl	Saarion	PT Bus Driver	Bus Garage	6/6/2014
Elizabeth	Souba	PBIS Specialist	North	6/6/2014
Nancy	Stalland	Teacher - Reading Specialist	Tartan	3/14/2014
Marsha	Stohler	ECSE Speech Teacher	Gladstone	6/9/2014
Ehsan	Tebyanifard	PT Bus Driver	Bus Garage	6/1/2014
Noelle	Tollefson-Schenck	PBIS Specialist	Maplewood	6/6/2014
Elizabeth	Waeghe	Leave of Absence	Districtwide	4/11/2014
Jessica	Wasilewski	Student Advocate	Skyview Middle	6/10/2014
Sandra	Winegarten	Grade 3 Teacher	Skyview Elementary	6/9/2014
Jeanne	Zlonis	Occupational Therapist	Beaver Lake	6/30/2014

<b>Termination</b>				
<b>First Name</b>	<b>Last Name</b>	<b>Assignment</b>	<b>Building</b>	<b>Effective</b>
John	Anderson	Coach	North	5/6/2014
Dawn	Beardsley	Intervention EA	Carver	6/9/2014
Ashley	Cole	SE Bldg Para	Tartan	6/9/2014
Leonard	Crouse	Coach	North	5/6/2014
Bradley	Dean	SE Bldg Para	Carver	6/9/2014
Laresa	Fitzgerald	Classroom EA	Skyview MS	6/9/2014
Helen	Gregori	Coach	North	5/5/2014
David	Hobbs	Coach	North	5/6/2014
Brenda	Hosek	Playground/Lunch Monitor	Skyview Elementary	5/5/2014
Stacy	Jackson	Adv. Conn. Program Asst.	Skyview Elementary	6/9/2014
Justin	Joerger	Coach	North	5/6/2014
Erin	Kampa	Coach	North	5/6/2014
Julie	Kelly	Bldg EA	Richardson	6/9/2014
Kristen	Kostuch	MN Para	John Glenn	6/9/2014
Aron	Kukowski	Leave of Absence	DW	5/14/2014
Nathan	Luong	Coach	North	5/6/2014
Emily	Madigan	Coach	North	5/6/2014
Jemma	Storbakken	SE Bldg Para	John Glenn	6/9/2014
Elizabeth	Swartout	Coach	North	5/6/2014
Cindy	Vangsness	Leave of Absence	DW	5/14/2014
Roxanne	Walt	Media EA	Richardson	6/9/2014
Kevin	Wasiluk	Coach	North	5/5/2014
Christopher	Williams	Coach	North	5/6/2014

<b>Lay-Off</b>				
<b>First Name</b>	<b>Last Name</b>	<b>Assignment</b>	<b>Building</b>	<b>Effective</b>
Sarah	Anderson	COTA	Districtwide	6/9/2014
Sally	Bailey	SE Bldg Para	Next Step	6/9/2014
Jan	Caballero	Adv. Conn. CC Para	Carver	6/9/2014
Amy	Carlson	COTA	Districtwide	6/9/2014
Robyn	Engen	SE Bldg Para	Next Step	6/9/2014
Lynn	Ferguson	COTA	Districtwide	6/9/2014
Elizabeth	Hubert	Before School Monitor	Carver	6/9/2014
Julianne	Knapp	1:1 SE Para	Next Step	6/9/2014
Lynn	Leverly	Hall Monitor	NSP Community School	6/9/2014
Michael	Valento	Before School Monitor	Webster	6/9/2014
Paige	Veiman	SE Bldg Para	Next Step	6/9/2014
Samantha	Walcheski	CID Para	Tartan	6/9/2014
Michael	Wales	Lunch Monitor	Webster	6/9/2014



## BID/RFP CALENDARS

<u>NAME OF BID</u>	<u>BID OPENING</u>	<u>BOARD MEETING</u>
NUTRITION SERVICES DAIRY PRODUCTS	May 28, 2014 10:00 A.M. Room 202	June 24, 2014
NUTRITION SERVICES DISPOSABLE PRODUCTS	May 28, 2014 2:00 P.M. Room 211A	June 24, 2014
NUTRITION SERVICES PRIME VENDOR – FOOD PRODUCTS	May 29, 2014 2:00 P.M. Room 202	June 24, 2014

<u>NAME OF RFP</u>	<u>RFP DUE DATE/TIME</u>	<u>BOARD MEETING</u> (if applicable)
NUTRITION SERVICES BAKERY PRODUCTS	May 28, 2014 3:00 P.M.	N/A

*“Notice to Bidders” can be found on ISD 622 website at [www.isd622.org](http://www.isd622.org). Click on “New Bid/RFP Posted” Quick Link to see a complete listing of Bids and RFPs.*

*Note: RFP’S have a due date/time only. There is not a formal opening or reading of the proposals unless noted. Bids have a due date/time and room location for the formal opening and reading of the bids.*

IV. DISBURSEMENTS

State statutes require school boards to provide for payment of just claims and also require that a list of electronic fund transfers be submitted to the school board at its next regular meeting. This action will authorize payment of audited and allowable claims, purchase of investments, transfers to the payroll account, and transactions by electronic fund (wire) transfers.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following disbursements and transfers be approved:

General Fund	\$ 1,211,268.00
Food Service	332,451.00
Community Service	1,254,526.00
Building	51,284.00
Debt Redemption	0.00
Trust	103,068.00
OPEB Benefits Trust	4,703.00
	<hr/>
A/P Checks Disbursed (04-01-14 thru 04-30-14)	\$ 2,957,300.00
Payroll Disbursed - Net (04-01-14 thru 04-30-14)	\$ 4,640,309.00
Wire Transfers (04-01-14 thru 04-30-14)	\$ 16,332,379.00
Investments on 05-12-14	\$ 44,337,092.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	MATURES	AMOUNT
MSDLAF OTHER FUNDS	MM	0.02%	(BALANCE AT 05-12-14		\$106,371.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.04%	(BALANCE AT 05-12-14		\$25,525,498.00
P M A SECURITIES OPEB BONDS	VARIOUS	0.04%	(BALANCE AT 05-12-14		\$16,867,084.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.30%	(BALANCE AT 05-12-14		\$1,838,139.00
					<u>\$44,337,092.00</u>

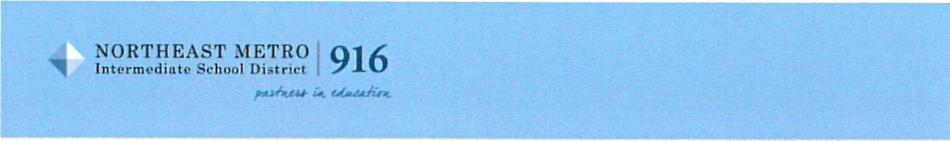
NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

04/01/2014 thru 04/30/2014

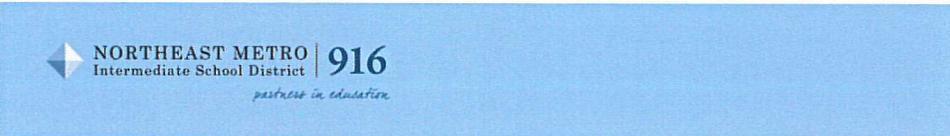
DATE	FROM	TO	AMOUNT	REASON
04/01/14	PREMIER BANK	DELTA DENTAL	\$138,652.00	MONTHLY PAYMENT
04/01/14	PREMIER BANK	STATE OF MINN.	\$116,973.00	PAYROLL TAX
04/03/14	P M A	HEALTH PARTNERS	\$264,624.00	MEDICAL CLAIMS
04/03/14	P M A	PREMIER BANK	\$150,000.00	A/P - P/R*
04/04/14	PREMIER BANK	I R S	\$58,014.00	PAYROLL TAX
04/07/14	PREMIER BANK	HEALTH PARTNERS	\$284,517.00	HEALTH CLAIMS
04/07/14	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/07/14	PREMIER BANK	STATE OF MINN.	\$8,764.00	PAYROLL TAX
04/11/14	P M A	PREMIER BANK	\$4,800,000.00	A/P - P/R*
04/11/14	PREMIER BANK	ANNUITY COMPANIES	\$681,800.00	PAYROLL PAYABLES
04/14/14	PREMIER BANK	HEALTH PARTNERS	\$223,490.00	HEALTH CLAIMS
04/14/14	PREMIER BANK	STATE OF MINN.	\$20,354.00	UC TAX
04/15/14	PREMIER BANK	CORPORATE HEALTH	\$21,581.00	FLEX PROCESSING
04/15/14	PREMIER BANK	I R S	\$854,576.00	PAYROLL TAX
04/15/14	PREMIER BANK	NSPMOEA	\$36,660.00	UNION DUES
04/17/14	PREMIER BANK	STATE OF MINN.	\$137,388.00	PAYROLL TAX
04/18/14	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
04/21/14	P M A	PREMIER BANK	\$1,200,000.00	A/P - P/R*
04/21/14	PREMIER BANK	HEALTH PARTNERS	\$277,197.00	HEALTH CLAIMS
04/22/14	PREMIER BANK	ANNUITY COMPANIES	\$720,387.00	PAYROLL PAYABLES
04/28/14	P M A	PREMIER BANK	\$4,600,000.00	A/P - P/R*
04/28/14	P M A	PREMIER BANK	\$140,295.00	DEBT SERVICE
04/28/14	PREMIER BANK	HEALTH PARTNERS	\$159,066.00	HEALTH CLAIMS
04/28/14	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
04/29/14	PREMIER BANK	CORPORATE HEALTH	\$44,969.00	FLEX PROCESSING
04/30/14	PREMIER BANK	I R S	\$844,370.00	PAYROLL TAX
04/30/14	PREMIER BANK	MERCHANT SERVICES	\$5,284.00	CREDIT CARD FEE
04/30/14	PREMIER BANK	MISCELLANEOUS	\$878.00	MISCELLANEOUS
04/30/14	PREMIER BANK	NSPMOEA	\$36,540.00	UNION DUES
		TOTAL	\$16,332,379.00	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS



AGGRESSION REPLACEMENT TRAINING:  
ADAPTATIONS FOR  
ASD/DCD/EBD PROGRAMS IN 916

Jenn Bulmer, MSW, LICSW, School Social Worker  
Heather Cronin-Ott, MA ED, Autism Resource Specialist



What is A-R-T?

- A-R-T contains three integrated and coordinated components:
  - Social Skills Training
  - Anger Control Training
  - Moral Reasoning
- It is hypothesized that using the purposeful combination of these three interventions yield a more reliable and longer term positive outcomes in reducing aggressive and violent behavior than each can do individually.

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

## A-R-T Components

- Social Skills Training:
  - Behavioral component of A-R-T
  - A systemic psychoeducational intervention to teach prosocial behaviors.
  - Learning prosocial behaviors offers the student an opportunity to substitute expected behaviors for aggression (unexpected behaviors).
  - To teach social skills:
    - Model
    - Role-play
    - Give positive feedback
    - Transfer training (using the skill in natural environment)

### Mission

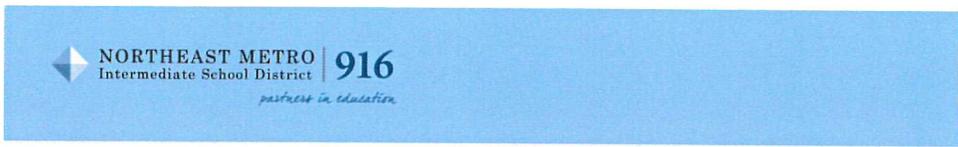
Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

## Social Skill Card Example

<p style="color: red; font-weight: bold;">SKILL CARD: Making a Complaint</p> <p>1. I don't like this </p> <p>2. No thank you </p> <p>3. I want _____ </p>	<p style="color: red; font-weight: bold;">SKILL CARD: Making a Complaint</p> <p>1. What do you not like? </p> <p>2. Who should I tell? </p> <p>3. Take 3 deep breaths. </p> <p>4. Tell the person what I don't like using kind words. </p> <p>5. Ask the person for help </p>
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### Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

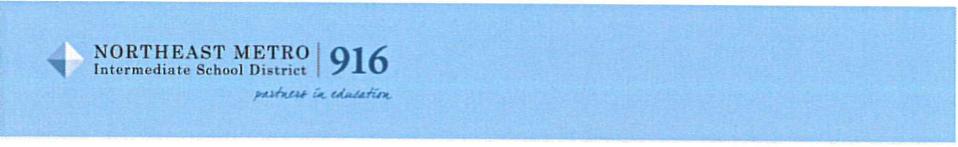


## A-R-T Components

- Anger Control Training:
  - “What not to do when angry”
  - Identify your “hassles” and respond appropriately includes:
    - Identify triggers
    - Identify cues
    - Use anger reducers
    - Use reminders
    - Think ahead
    - Use self-evaluation

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.



## A-R-T Components

- Moral Reasoning:
  - Increase student’s ability to increase social decision making with fairness, justice and concern with the needs and rights of others
  - Moral reason should challenge youth to think at different levels regarding problem situations that are relevant to their lives.

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

**BUSINESS SERVICES DEPARTMENT**

DATE: May 27, 2014  
TO: Superintendent Phillips & School Board  
FROM: Dennis M. Sullivan  
RE: Preliminary 2014-2015 Draft of District Budgets

Please find attached reports outlining preliminary budget figures for 2014-2015.

1. A summary sheet presenting the preliminary 2014-2015 budgets by fund.
2. A report outlining actual and estimated budget balances from 2007-2008 through the proposed budget year 2014-2015. The fund balances on this report represent total fund balances including all reserves.

These reports are intended to give the School Board an opportunity to conduct a preliminary analysis prior to approving the final budget at the June 24 Board Meeting. The numbers may be subject to minor changes prior to final adoption in June.

### **General Fund**

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

- The general fund is unbalanced in the amount of (\$2,309,667). Of that total over-expenditure, \$1,904,514 is in the capital section of the budget. This is roughly the amount that the general fund is contributing to the Beaver Lake/Gladstone project that is not allowable for alternative facilities funding. This deficit will show up in the capital reserve section of our finances and will not affect our undesignated fund balance. This capital deficit will have to be corrected in future years by under-spending the capital budget.
- The remaining general fund budget is basically balanced due to our budget reduction of \$2 million.
- The general fund revenue includes the additional \$25/pupil approved by the 2014 Legislature. This amounts to about \$250,000 in added revenue.

### **Building Construction Fund**

The Construction Fund is unbalanced in the amount of \$1,020,000. This is due to the added costs of the Beaver Lake/Gladstone project and the need to replace the field lights at North High School. The revenue to cover this deficit will be received in 2015-16 through the Alternative Facilities levy process. We will have to cash flow this cost for one year.



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NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

**BUSINESS SERVICES DEPARTMENT**

### **Debt Service Fund**

The debt service fund is unbalanced in the amount of \$1,022,815. The difference will be covered by debt excess that accumulates in the fund due to the requirement that we levy 105% of our debt to guard against tax delinquency.

**All other funds are within acceptable parameters.**

ISD 622 PROJECTED 2014-2015 REVENUES, EXPENDITURES AND FUND BALANCE										
BY FUND										
Fund	Projected Fund Balance 06-30-13	2013-2014 Revenue Budget	2013-2014 Expenditure Budget	Projected Fund Balance 06-30-14	2014-2015 Revenue Budget	2014-2015 Expenditure Budget	Projected Fund Balance 06-30-14	2014-2015 Revenue Budget	2014-2015 Expenditure Budget	Projected Fund Balance 06-30-14
<b>General Fund</b>										
General	***	100,148,962	86,417,311	***	105,548,959	85,870,192	***	105,548,959	85,870,192	***
ALC	***		1,868,173	***		1,435,849	***		1,435,849	***
Athletics	***	489,900	1,867,928	***	311,200	1,943,077	***		1,943,077	***
Capital Expenditure (Fin 302)	***	4,180,131	3,963,692	***	3,846,555	5,751,069	***		5,751,069	***
Federal Programs	***	4,811,089	4,884,929	***	4,459,621	4,373,534	***		4,373,534	***
Pupil Transportation	***		7,821,804	***		7,932,116	***		7,932,116	***
Special Education	***	10,000,000	19,390,126	***	10,026,000	19,196,165	***		19,196,165	***
<b>General Fund Total</b>	<b>15,493,797</b>	<b>119,630,082</b>	<b>126,213,963</b>	<b>8,909,916</b>	<b>124,192,335</b>	<b>126,502,002</b>	<b>6,600,249</b>		<b>126,502,002</b>	<b>6,600,249</b>
<b>Food Service Fund</b>	<b>894,563</b>	<b>6,073,000</b>	<b>6,032,700</b>	<b>934,863</b>	<b>5,996,500</b>	<b>5,954,000</b>	<b>977,363</b>		<b>5,954,000</b>	<b>977,363</b>
<b>Community Service Fund</b>	<b>458,725</b>	<b>8,060,721</b>	<b>7,879,950</b>	<b>639,496</b>	<b>8,044,952</b>	<b>8,050,079</b>	<b>634,369</b>		<b>8,050,079</b>	<b>634,369</b>
<b>Operating Funds Total</b>	<b>16,847,085</b>	<b>133,763,803</b>	<b>140,126,613</b>	<b>10,484,275</b>	<b>138,233,787</b>	<b>140,506,081</b>	<b>8,211,981</b>		<b>140,506,081</b>	<b>8,211,981</b>
<b>Building Construction Fund</b>	<b>1,411,234</b>	<b>600,000</b>	<b>1,991,703</b>	<b>19,531</b>	<b>3,274,500</b>	<b>4,294,500</b>	<b>(1,000,469)</b>		<b>4,294,500</b>	<b>(1,000,469)</b>
<b>Debt Service Fund</b>										
Bond Refundings	18,695,359			18,695,359						18,695,359
Debt Service	2,510,232	12,058,189	12,880,470	1,687,951	12,484,344	13,507,159	665,136		13,507,159	665,136
<b>Debt Service Fund Total</b>	<b>21,205,591</b>	<b>12,058,189</b>	<b>12,880,470</b>	<b>20,383,310</b>	<b>12,484,344</b>	<b>13,507,159</b>	<b>19,360,495</b>		<b>13,507,159</b>	<b>19,360,495</b>
<b>Trust Funds</b>	<b>879,015</b>	<b>800,000</b>	<b>800,000</b>	<b>879,015</b>	<b>1,203,600</b>	<b>1,200,000</b>	<b>882,615</b>		<b>1,200,000</b>	<b>882,615</b>
<b>OPEB Irrevocable Trust Fund</b>	<b>19,589,346</b>	<b>2,280,000</b>	<b>4,075,000</b>	<b>17,794,346</b>	<b>1,130,000</b>	<b>3,195,000</b>	<b>15,729,346</b>		<b>3,195,000</b>	<b>15,729,346</b>
<b>OPEB Debt Service Fund</b>	<b>406,485</b>	<b>3,104,560</b>	<b>2,995,000</b>	<b>516,045</b>	<b>2,736,414</b>	<b>2,679,603</b>	<b>572,856</b>		<b>2,679,603</b>	<b>572,856</b>
<b>TOTAL ALL FUNDS</b>	<b>60,338,756</b>	<b>152,606,552</b>	<b>162,868,786</b>	<b>50,076,522</b>	<b>159,062,645</b>	<b>165,382,343</b>	<b>43,756,824</b>		<b>165,382,343</b>	<b>43,756,824</b>

ISD 622 PROJECTED 2014-2015 REVENUES, EXPENDITURES AND FUND BALANCE						
BY FUND						
Fund	2013-2014 Revenue Budget	2014-2015 Revenue Budget	2014-2015 Revenue Incr(Decr)	2013-2014 Expenditure Budget	2014-2015 Expenditure Budget	2014-2015 Expenditure Budget
<b>General Fund</b>						
General	100,148,962	105,548,959	5,399,997	86,417,311	85,870,192	
ALC			0	1,868,173	1,435,849	
Athletics	489,900	311,200	(178,700)	1,867,928	1,943,077	
Capital Expenditure (Fin 302)	4,180,131	3,846,555	(333,576)	3,963,692	5,751,069	
Federal Programs	4,811,089	4,459,621	(351,468)	4,884,929	4,373,534	
Pupil Transportation			0	7,821,804	7,932,116	
Special Education	10,000,000	10,026,000	26,000	19,390,126	19,196,165	
<b>General Fund Total</b>	<b>119,630,082</b>	<b>124,192,335</b>	<b>4,562,253</b>	<b>126,213,963</b>	<b>126,502,002</b>	
<b>Food Service Fund</b>						
Food Service Fund	6,073,000	5,996,500	(76,500)	6,032,700	5,954,000	
<b>Community Service Fund</b>						
Community Service Fund	8,060,721	8,044,952	(15,769)	7,879,950	8,050,079	
<b>Operating Funds Total</b>	<b>133,763,803</b>	<b>138,233,787</b>	<b>4,469,984</b>	<b>140,126,613</b>	<b>140,506,081</b>	
<b>Building Construction Fund</b>						
Building Construction Fund	600,000	3,274,500	2,674,500	1,991,703	4,294,500	
<b>Debt Service Fund</b>						
Bond Refundings						
Debt Service	12,058,189	12,484,344	426,155	12,880,470	13,507,159	
<b>Debt Service Fund Total</b>	<b>12,058,189</b>	<b>12,484,344</b>	<b>426,155</b>	<b>12,880,470</b>	<b>13,507,159</b>	
<b>Trust Funds</b>						
Trust Funds	800,000	1,203,600	403,600	800,000	1,200,000	
<b>OPEB Irrevocable Trust Fund</b>						
OPEB Irrevocable Trust Fund	2,280,000	1,130,000	(1,150,000)	4,075,000	3,195,000	
<b>OPEB Debt Service Fund</b>						
OPEB Debt Service Fund	3,104,560	2,736,414	(368,146)	2,995,000	2,679,603	
<b>TOTAL ALL FUNDS</b>	<b>152,606,552</b>	<b>159,062,645</b>	<b>6,456,093</b>	<b>162,868,786</b>	<b>165,382,343</b>	

**North St. Paul/Maplewood/Oakdale School District**

**2007-2008 Budget Balance Sheet**

**TOTAL FUND BALANCES**

	2006-2007 Audited Fund Balance	2007-2008 Audited Revenue	2007-2008 Transfers	2007-2008 Total Revenues	2007-2008 Audited Expenditures	2007-2008 Transfers	2007-2008 Total Expenditures	2007-2008 Audited Fund Balance
General	15,565,819	110,239,763	0	110,239,763	105,607,472	0	105,607,472	20,198,110
Food Service	708,581	5,473,272	0	5,473,272	5,564,324	0	5,564,324	617,529
Community Service	888,748	7,963,742	0	7,963,742	7,601,403	0	7,601,403	1,251,087
<b>Total Operating</b>	<b>17,163,148</b>	<b>123,676,777</b>	<b>0</b>	<b>123,676,777</b>	<b>118,773,199</b>	<b>0</b>	<b>118,773,199</b>	<b>22,066,726</b>
Construction	7,708,718	10,942,721	0	10,942,721	8,041,701	0	8,041,701	10,609,738
Debt Service	24,668,091	11,776,715	0	11,776,715	11,824,686	0	11,824,686	24,620,120
Trust Accounts	708,925	1,062,127	0	1,062,127	1,067,831	0	1,067,831	703,221
<b>Total Non-Operating</b>	<b>33,085,734</b>	<b>23,781,563</b>	<b>0</b>	<b>23,781,563</b>	<b>20,934,218</b>	<b>0</b>	<b>20,934,218</b>	<b>35,933,079</b>
<b>Total All Funds</b>	<b>50,248,882</b>	<b>147,458,340</b>	<b>0</b>	<b>147,458,340</b>	<b>139,707,417</b>	<b>0</b>	<b>139,707,417</b>	<b>57,999,805</b>

**North St. Paul/Maplewood/Oakdale School District**

**2008-2009 Budget Balance Sheet**

**TOTAL FUND BALANCES**

	2007-2008 Audited Fund Balance	2008-2009 Audited Revenue	2008-2009 Transfers	2008-2009 Total Revenues	2008-2009 Audited Expenditures	2008-2009 Transfers	2008-2009 Total Expenditures	2008-2009 Audited Fund Balance
General	20,198,110	116,517,278	0	116,517,278	113,032,454	0	113,032,454	23,682,934
Food Service	617,529	5,414,277	0	5,414,277	5,364,951	0	5,364,951	666,855
Community Service	1,251,087	7,822,715	0	7,822,715	7,981,211	0	7,981,211	1,092,591
<b>Total Operating</b>	<b>22,066,726</b>	<b>129,754,270</b>	<b>0</b>	<b>129,754,270</b>	<b>126,378,616</b>	<b>0</b>	<b>126,378,616</b>	<b>25,442,380</b>
Construction	10,609,738	6,385,286	0	6,385,286	8,024,606	0	8,024,606	8,970,418
Debt Service	24,620,120	10,505,948	0	10,505,948	25,315,634	0	25,315,634	9,810,434
Trust Accounts	703,221	1,262,984	0	1,262,984	1,226,958	0	1,226,958	739,247
<b>Total Non-Operating</b>	<b>35,933,079</b>	<b>18,154,218</b>	<b>0</b>	<b>18,154,218</b>	<b>34,567,198</b>	<b>0</b>	<b>34,567,198</b>	<b>19,520,099</b>
<b>Total All Funds</b>	<b>57,999,805</b>	<b>147,908,488</b>	<b>0</b>	<b>147,908,488</b>	<b>160,945,814</b>	<b>0</b>	<b>160,945,814</b>	<b>44,962,479</b>

**North St. Paul/Maplewood/Oakdale School District**

**2009-2010 Budget Balance Sheet**

**TOTAL FUND BALANCES**

	2008-2009 Audited Fund Balance	2009-2010 Audited Revenue	2009-2010 Transfers	2009-2010 Total Revenues	2009-2010 Audited Expenditures	2009-2010 Transfers	2009-2010 Total Expenditures	2009-2010 Audited Fund Balance
General	23,682,934	117,806,025	712,589	118,518,614	116,974,307	0	116,974,307	25,227,241
Food Service	666,855	5,587,496	0	5,587,496	5,561,900	0	5,561,900	692,451
Community Service	1,092,591	7,556,311	0	7,556,311	7,817,509	0	7,817,509	831,393
<b>Total Operating</b>	<b>25,442,380</b>	<b>130,949,832</b>	<b>712,589</b>	<b>131,662,421</b>	<b>130,353,716</b>	<b>0</b>	<b>130,353,716</b>	<b>26,751,085</b>
Construction	8,970,418	6,712,750	0	6,712,750	8,138,139	712,589	8,850,728	6,832,440
Debt Service	9,810,434	15,455,329	0	15,455,329	14,715,774	0	14,715,774	10,549,989
Trust Accounts	739,247	1,190,996	0	1,190,996	1,320,459	0	1,320,459	609,784
<b>Total Non-Operating</b>	<b>19,520,099</b>	<b>23,359,075</b>	<b>0</b>	<b>23,359,075</b>	<b>24,174,372</b>	<b>712,589</b>	<b>24,886,961</b>	<b>17,992,213</b>
<b>Total All Funds</b>	<b>44,962,479</b>	<b>154,308,907</b>	<b>712,589</b>	<b>155,021,496</b>	<b>154,528,088</b>	<b>712,589</b>	<b>155,240,677</b>	<b>44,743,298</b>

**North St. Paul/Maplewood/Oakdale School District**

**2010-2011 Budget Balance Sheet**

**TOTAL FUND BALANCES**

	2009-2010 Audited Fund Balance	2010-2011 Audited Revenue	2010-2011 Transfers	2010-2011 Total Revenues	2010-2011 Audited Expenditures	2010-2011 Transfers	2010-2011 Total Expenditures	2010-2011 Audited Fund Balance
General	25,227,241	116,696,818	2,508,799	119,205,617	121,188,987	0	121,188,987	23,243,871
Food Service	692,451	5,593,934	0	5,593,934	5,722,663	0	5,722,663	563,722
Community Service	831,393	7,960,467	0	7,960,467	8,292,912	0	8,292,912	498,948
<b>Total Operating</b>	<b>26,751,085</b>	<b>130,251,219</b>	<b>2,508,799</b>	<b>132,760,018</b>	<b>135,204,562</b>	<b>0</b>	<b>135,204,562</b>	<b>24,306,541</b>
Construction	6,832,440	6,752,554	0	6,752,554	6,515,957	0	6,515,957	7,069,037
Debt Service	10,549,989	20,493,777	0	20,493,777	23,458,562	0	23,458,562	7,585,204
Trust Accounts	609,784	1,207,140	0	1,207,140	1,162,690	0	1,162,690	654,234
<b>Total Non-Operating</b>	<b>17,992,213</b>	<b>28,453,471</b>	<b>0</b>	<b>28,453,471</b>	<b>31,137,209</b>	<b>0</b>	<b>31,137,209</b>	<b>15,308,475</b>
<b>Total All Funds</b>	<b>44,743,298</b>	<b>158,704,690</b>	<b>2,508,799</b>	<b>161,213,489</b>	<b>166,341,771</b>	<b>0</b>	<b>166,341,771</b>	<b>39,615,016</b>

**North St. Paul/Maplewood/Oakdale School District**

**2011-2012 Budget Balance Sheet**

**TOTAL FUND BALANCES**

Fund	2010-2011 Audited Fund Balance	2011-2012 Audited Revenue	2011-2012 Transfers	2011-2012 Total Revenues	2011-2012 Audited Expenditures	2011-2012 Transfers	2011-2012 Total Expenditures	2011-2012 Audited Fund Balance
General	23,243,871	118,732,109	3,723,772	122,455,881	116,051,546	4,230,000	120,281,546	25,418,206
Food Service	563,722	6,014,172	0	6,014,172	5,852,477	0	5,852,477	725,417
Community Service	498,948	8,317,527	0	8,317,527	8,172,357	0	8,172,357	644,118
<b>Total Operating</b>	<b>24,306,541</b>	<b>133,063,808</b>	<b>3,723,772</b>	<b>136,787,580</b>	<b>130,076,380</b>	<b>4,230,000</b>	<b>134,306,380</b>	<b>26,787,741</b>
Construction*	7,069,037	55,524	0	55,524	4,631,876	0	4,631,876	2,492,685
Debt Service	7,585,204	16,100,188	9,140,071	25,240,259	15,720,070	4,675,000	20,395,070	12,430,393
Trust Accounts	654,234	1,363,447	0	1,363,447	1,214,207	0	1,214,207	803,474
<b>Total Non-Operating</b>	<b>15,308,475</b>	<b>17,519,159</b>	<b>9,140,071</b>	<b>26,659,230</b>	<b>21,566,153</b>	<b>4,675,000</b>	<b>26,241,153</b>	<b>15,726,552</b>
<b>Total All Funds</b>	<b>39,615,016</b>	<b>150,582,967</b>	<b>12,863,843</b>	<b>163,446,810</b>	<b>151,642,533</b>	<b>8,905,000</b>	<b>160,547,533</b>	<b>42,514,293</b>

**North St. Paul/Maplewood/Oakdale School District**

**2012-2013 Budget Balance Sheet**

**TOTAL FUND BALANCES**

Fund	2011-2012 Audited Fund Balance	2012-2013 Audited Revenue	2012-2013 Transfers	2012-2013 Total Revenues	2012-2013 Audited Expenditures	2012-2013 Transfers	2012-2013 Total Expenditures	2012-2013 Audited Fund Balance
General	25,418,206	116,430,059	0	116,430,059	126,354,468	0	126,354,468	15,493,797
Food Service	725,417	5,903,110	0	5,903,110	5,733,964	0	5,733,964	894,563
Community Service	644,118	7,769,162	0	7,769,162	7,954,555	0	7,954,555	458,725
<b>Total Operating</b>	<b>26,787,741</b>	<b>130,102,331</b>	<b>0</b>	<b>130,102,331</b>	<b>140,042,987</b>	<b>0</b>	<b>140,042,987</b>	<b>16,847,085</b>
Construction*	2,492,685	39,132	0	39,132	1,120,643	0	1,120,643	1,411,174
Debt Service	12,430,393	11,826,967	9,962,832	21,789,799	12,666,077	0	12,666,077	21,205,591
Trust Accounts	803,474	718,862	0	718,862	718,862	0	718,862	803,474
<b>Total Non-Operating</b>	<b>15,726,552</b>	<b>12,584,961</b>	<b>9,962,832</b>	<b>22,547,793</b>	<b>14,505,582</b>	<b>0</b>	<b>14,505,582</b>	<b>23,420,239</b>
<b>Total All Funds</b>	<b>42,514,293</b>	<b>142,687,292</b>	<b>9,962,832</b>	<b>152,650,124</b>	<b>154,548,569</b>	<b>0</b>	<b>154,548,569</b>	<b>40,267,324</b>

**North St. Paul/Maplewood/Oakdale School District**

**2013-2014 Budget Balance Sheet**

**TOTAL FUND BALANCES**

Fund	2012-2013 Estimated Fund Balance	2013-2014 Budgeted Revenue	2013-2014 Transfers	2013-2014 Total Revenues	2013-2014 Budgeted Expenditures	2013-2014 Transfers	2013-2014 Total Expenditures	2013-2014 Estimated Fund Balance
General	15,493,797	119,630,082	0	119,630,082	126,213,963	0	126,213,963	8,909,916
Food Service	894,563	6,073,000	0	6,073,000	6,032,700	0	6,032,700	934,863
Community Service	458,725	8,060,721	0	8,060,721	7,879,950	0	7,879,950	639,496
<b>Total Operating</b>	<b>16,847,085</b>	<b>133,763,803</b>	<b>0</b>	<b>133,763,803</b>	<b>140,126,613</b>	<b>0</b>	<b>140,126,613</b>	<b>10,484,275</b>
Construction*	1,411,174	600,000	0	600,000	1,991,703	0	1,991,703	19,471
Debt Service	21,205,591	12,058,189	0	12,058,189	12,880,470	0	12,880,470	20,383,310
Trust Accounts	803,474	800,000	0	800,000	800,000	0	800,000	803,474
<b>Total Non-Operating</b>	<b>23,420,239</b>	<b>13,458,189</b>	<b>0</b>	<b>13,458,189</b>	<b>15,672,173</b>	<b>0</b>	<b>15,672,173</b>	<b>21,206,255</b>
<b>Total All Funds</b>	<b>40,267,324</b>	<b>147,221,992</b>	<b>0</b>	<b>147,221,992</b>	<b>155,798,786</b>	<b>0</b>	<b>155,798,786</b>	<b>31,690,530</b>

**North St. Paul/Maplewood/Oakdale School District**

**2014-2015 Budget Balance Sheet**

**TOTAL FUND BALANCES\***

Fund	2013-2014 Estimated Fund Balance	2014-2015 Budgeted Revenue	2014-2015 Transfers	2014-2015 Total Revenues	2014-2015 Budgeted Expenditures	2014-2015 Transfers	2014-2015 Total Expenditures	2014-2015 Estimated Fund Balance
General	8,909,916	124,192,335	0	124,192,335	126,502,002	0	126,502,002	6,600,249
Food Service	934,863	5,996,500	0	5,996,500	5,954,000	0	5,954,000	977,363
Community Service	639,496	8,044,952	0	8,044,952	8,050,079	0	8,050,079	634,369
<b>Total Operating</b>	<b>10,484,275</b>	<b>138,233,787</b>	<b>0</b>	<b>138,233,787</b>	<b>140,506,081</b>	<b>0</b>	<b>140,506,081</b>	<b>8,211,981</b>
Construction*	19,471	3,274,500	0	3,274,500	4,294,500	0	4,294,500	(1,000,529)
Debt Service	20,383,310	12,484,344	0	12,484,344	13,507,159	0	13,507,159	19,360,495
Trust Accounts	803,474	1,203,600	0	1,203,600	1,200,000	0	1,200,000	807,074
<b>Total Non-Operating</b>	<b>21,206,255</b>	<b>16,962,444</b>	<b>0</b>	<b>16,962,444</b>	<b>19,001,659</b>	<b>0</b>	<b>19,001,659</b>	<b>19,167,040</b>
<b>Total All Funds</b>	<b>31,690,530</b>	<b>155,196,231</b>	<b>0</b>	<b>155,196,231</b>	<b>159,507,740</b>	<b>0</b>	<b>159,507,740</b>	<b>27,379,021</b>

\*Does not include OPEB Funds

# Alternative Learning: A Partnership Model

## The Recommendation

School District 622 is recommending that the District’s current Alternative Learning Program for grades 11-12 transition from the North St. Paul Community School to the Northeast Metro 916 Intermediate School District Program beginning July 1, 2014.

District 622 had discussed making a transition to the 916 Program in 2015, but the City of North St. Paul was approached by a long-term lease/buyer for its building and has asked the School District to vacate the lease a year early.

## Benefits to Our Students

The 916 Program will provide our 11th and 12th grade students with more choices, greater flexibility and better facilities.

- The 916 Program is Nationally Accredited and offers students a comprehensive curriculum with a wide variety of elective courses to choose from.
- The 916 Program offers a more flexible schedule for students, including 1:1 technology in the buildings, group and individual courses, and summer school options, allowing students more opportunities to graduate on-time.
- The 916 Program provides students with the opportunity to earn either their home school’s diploma or the 916 Program diploma.

## Benefits to the District

By making the transition to the 916 Alternative Learning Program, District 622 can provide its students access to a high-quality, comprehensive program at a cost-savings to the District.

- **A Cost Savings:** The District’s current Alternative Learning Program operates at a NET LOSS of more than \$600,000.
- **More Space:** The current facilities are inadequate to meet the learning needs of our students. The program can only serve 60 students and there is a waiting list.
- **Future Partnerships:** The District can explore an additional regional 916 Alternative Learning Center with other areas districts whom 916 has been assisting with ALC programming.

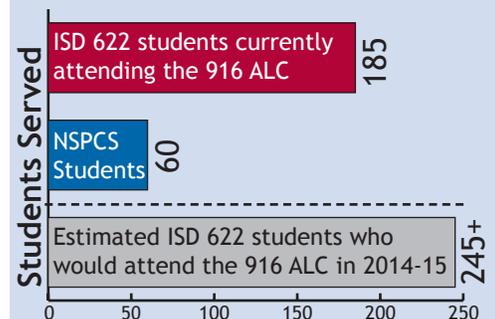


## The Transition Plan

District 622 is working in collaboration with the Northeast Metro 916 Intermediate School District to transition students from the North St. Paul Community School to either the East View Program in Little Canada or the 916 Mahtomedi Program.

- District 622 ALC staff will meet individually with students and families to discuss their educational program options.
- District 622 and 916 will maintain an ALC Student Services Coordinator to provide direct support to District 622 students.
- Transportation will be provided to both program locations for students who live in School District 622.

Current Program		Proposed Partnership
Annual Budget	\$1.5 million	Revenue from the state for students in the ALC Program would go directly to the 916 Program, resulting in no net loss to the District’s General Fund budget.
Annual Expenses	\$2.1 million	
<b>NET LOSS = -\$600,000</b>		<b>NET LOSS = \$0</b>



## ACKNOWLEDGEMENT OF CONTRIBUTIONS

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

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
3M Foundation	\$16,500.00	Meals on Wheels
David Reiland/Metro Heating & Cooling	\$500.00	Tartan Skills USA National competition participation for Taylor Olson
The Jungle Theater	Gift certificate valued at \$86.00	Richardson Spring Carnival
Taco John's	Gift certificates valued at \$100.00	Richardson Spring Carnival
TA Schifsky & Sons	Gift certificate valued at \$50.00	Richardson Spring Carnival
Sun Ray Lanes	Gift certificate valued at \$60.00	Richardson Spring Carnival
Sandberg Mortuary	\$100.00	Richardson Spring Carnival
Saints North	Admission passes valued at \$100.00	Richardson Spring Carnival
Pizza Ranch	Gift cards valued at \$40.00	Richardson Spring Carnival
Pine Tree Apple Orchard	Gift certificate valued at \$11.00	Richardson Spring Carnival
Perkins – Deb Pedro	Gift certificates valued at \$30.00	Richardson Spring Carnival
Papa John's	5 pizza cards valued at \$70.00	Richardson Spring Carnival
Oak Springs Chiropractic	Gift certificate	Richardson Spring Carnival
NSP Dairy Queen – Charles Callahan	Gift certificates valued at \$25.00	Richardson Spring Carnival
North St. Paul Pizza Factory	Gift certificate valued at \$15.00	Richardson Spring Carnival
North St. Paul Chiropractic	Gift certificate valued at \$60.00	Richardson Spring Carnival
Minnesota Vikings	Autographed photo	Richardson Spring Carnival
Mixed Blood Theatre	Gift voucher valued at \$40.00	Richardson Spring Carnival
Minnesota Zoo	Family 4-Pack valued at \$86.00	Richardson Spring Carnival
McDonald's	Cone Coupons valued at \$50.00	Richardson Spring Carnival
Maplewood Community Center	Admission Passes valued at \$40.00	Richardson Spring Carnival
Keys 4/4 Kids	Gift certificate valued at \$225.00	Richardson Spring Carnival
Hejny Rental	Gift certificate valued at \$50.00	Richardson Spring Carnival
Garry Insurancenter	\$50.00	Richardson Spring Carnival
Flips Gymnastics	Gift certificate valued at \$67.00	Richardson Spring Carnival
Donatelli's	Gift certificates valued at \$40.00	Richardson Spring Carnival
Chili's	Free kids meal coupons valued at \$500.00	Richardson Spring Carnival
Brave New Workshop	A pair of tickets valued at \$60.00	Richardson Spring Carnival
BakkenWood Hair Studio	Gift basket valued at \$60.00	Richardson Spring Carnival
Acapulco Mexican Restaurant	Gift cards valued at \$40.00	Richardson Spring Carnival
Hirshfield's	Gift card valued at \$25.00	Richardson Spring Carnival
Science Museum of Minnesota	Admission vouchers valued at \$80.00	Richardson Spring Carnival
Stages Theatre Company	Gift voucher valued at \$60.00	Richardson Spring Carnival
McPhillips Bros. Roofing Co.	\$100.00	Richardson Spring Carnival
Berwald Roofing Co.	\$50.00	Richardson Spring Carnival
Maplewood North Lions	\$300.00	Richardson Spring Carnival
Apollo Heating and Air	Programmable Thermostat & T-	Richardson Spring Carnival

	shirt – valued at \$229.00	
Downtowner Car Wash	6 full service car washes valued at \$81.00	Richardson Spring Carnival
North St. Paul Historical Society	DVD's valued at \$15.00	Richardson Spring Carnival
Plaza TV & Appliance	10 piece cookware set valued at \$280.00	Richardson Spring Carnival
Papa Murphy's	Free pizza cards valued at \$50.00	Richardson Spring Carnival
Grand Casino Mille Lacs/Hinckley	Gift certificate for one-night stay	Richardson Spring Carnival
Park Square Theatre	Gift certificate valued at \$72.00	Richardson Spring Carnival
Paul McCarthy – State Farm Ins.	\$50.00	Richardson Spring Carnival
The Woodbury Family	Games valued at \$25.00	Richardson Spring Carnival
Chanhassen Dinner Theater	2 dinner theater tickets valued at \$124.00	Richardson Spring Carnival
St. Paul Saints	Game tickets valued at \$24.00	Richardson Spring Carnival
Triple Crown	Gift certificates valued at \$20.00	Richardson Spring Carnival
Water Park of America	Gift certificate	Richardson Spring Carnival
Sky Zone	2 admission passes valued at \$24.00	Richardson Spring Carnival
Anchor Bank	Gift card valued at \$50.00	Richardson Spring Carnival
YMCA – White Bear Lake	Guest passes valued at \$200.00	Richardson Spring Carnival
Fantastic Sam's – Oakdale	Gift certificate valued at \$13.00	Richardson Spring Carnival
Keys Café	Gift certificate valued at \$10.00	Richardson Spring Carnival
City & County Credit Union	Auto safety kid valued at \$40.00	Richardson Spring Carnival
Guthrie Theater	Backstage Pass valued at \$24.00	Richardson Spring Carnival
ECMC Group	\$15,410.73	Maplewood Middle School
622 Education Foundation	\$400.00	CREED Pilot Program
Candy Peterson	4 baskets for silent auction valued at \$80.00	Richardson Spring Carnival
Culver's	Gift certificates valued at \$100.00	Richardson Spring Carnival
Minnesota Orchestra	Tickets to Mozart Symphonies valued at \$100.00	Richardson Spring Carnival
Costco	Gift Card valued at \$25.00	Richardson Spring Carnival
Shangri-La	Gift certificates valued at \$60.00	Richardson Spring Carnival
Perfect Image	\$30.00	Richardson Spring Carnival
Lynn Radunz	\$500.00	Meals on Wheels
Karen and Ray Bade	\$250.00	Meals on Wheels
K.B. Service Company	\$168.00	Meals on Wheels
Linda Lynch	\$100.00	Meals on Wheels
Margaret Curran	\$100.00	Meals on Wheels
Jerome Richgels	\$100.00	Meals on Wheels
Kendal Loewen	\$100.00	Meals on Wheels
Margaret Hanson	\$100.00	Meals on Wheels
Cathy Miller	\$50.00	Meals on Wheels
Mary Ellen Getts	\$50.00	Meals on Wheels
Neal & Suzanne Nelson	\$50.00	Meals on Wheels
Margaret Arney	\$50.00	Meals on Wheels
Lynn Howe	\$50.00	Meals on Wheels
Jean & Roger Schwartz	\$50.00	Meals on Wheels
Lorraine Fischer	\$50.00	Meals on Wheels
Century Avenue Collision Center	\$50.00	Meals on Wheels
James Brennan	\$50.00	Meals on Wheels
Ronald Shaw	\$50.00	Meals on Wheels
Len and Mary Jo Hassel	\$50.00	Meals on Wheels
Mary Ann Thell	\$42.00	Meals on Wheels
Joann & Marvin Bjostad	\$42.00	Meals on Wheels

Patricia Williamson	\$35.00	Meals on Wheels
David Anderson	\$35.00	Meals on Wheels
Brenda Hedrick	\$35.00	Meals on Wheels
Paul & Pam Woodward	\$35.00	Meals on Wheels
Darlene & Jules Loipersbeck	\$30.00	Meals on Wheels
M.J. Kohler	\$25.00	Meals on Wheels
M.M. Ellingwood	\$25.00	Meals on Wheels
Bruce & Marilyn Fisher	\$20.00	Meals on Wheels
Karen Pohl	\$20.00	Meals on Wheels
Patricia Lemke	\$20.00	Meals on Wheels
Gerald Schneider	\$15.00	Meals on Wheels
Patrick Rowan	\$15.00	Meals on Wheels
Crystal Adney	\$73.80	North High Backpack Program
Maplewood Dental Association, PA	6 dozen toothbrushes	Project Family Connect 622
Sharon Bryse	\$2,000.00	North High Art Department
Judith Rohde	\$50.00	John Glenn Math Carnival
Britta and Adam Ketcher	3 Texas Instrument Calculators valued at \$180.00	North High Student Use
Theresa Martinson & Michael Colter	\$300.00	North High Fusion Drumline
Carol Ann Gustafson	\$100.00	Carver – Deep Portage

MOTION:

SECOND:

Total fiscal year 2013-2014 monetary contributions: \$170,104.80

APPROVAL OF FISCAL YEAR 2016 ALTERNATIVE FACILITIES FUNDING PROPOSAL

The District has completed a revision of the Alternative Facility 10 Year Plan through FY2025 and has developed the attached list of projects that represent the FY2016 section of the plan. The ten year plan and funding options were presented to the School Board at their April 15, 2014 Study Session.

In an effort to maintain a stable annual levy for the alternative facilities program, administration is recommending a funding level of \$4 million for fiscal year 2016 to be collected as a pay-as-you-go levy.

Total amount to be financed with annual levy:	\$4,000,000
Estimated 2016 tax impact on \$150,000 residence:	\$ 68.17

Therefore, the following resolution is recommended:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board approve the District 10 Year Facility Plan and the attached Fiscal Year 2016 project submission to the Minnesota Department of Education in the amount of \$4,000,000.

# Building Facility Summary

Facility	Fiscal Year 2015/2016	Fiscal Year 2016/2017	Fiscal Year 2017/2018	Fiscal Year 2018/2019	Fiscal Year 2019/2020	Fiscal Year 2020/2021	Fiscal Year 2021/2022	Fiscal Year 2022/2023	Fiscal Year 2023/2024	Fiscal Year 2024/2025
Carver	\$235,000	\$557,575	\$389,500	\$0	\$622,500	\$273,400	\$275,000	\$188,000	\$478,000	\$1,225,430
Castle	\$616,500	\$350,000	\$168,000	\$80,000	\$969,640	\$0	\$0	\$0	\$16,000	\$1,511,800
Cowern	\$39,250	\$762,500	\$717,225	\$0	\$267,500	\$0	\$1,015,000	\$0	\$168,750	\$2,392,110
Eagle Point	\$147,000	\$0	\$0	\$910,000	\$0	\$840,000	\$576,400	\$214,750	\$372,525	\$1,645,950
Oakdale	\$105,000	\$123,050	\$286,507	\$0	\$50,000	\$0	\$280,000	\$0	\$0	\$1,231,750
Richardson	\$115,000	\$0	\$200,000	\$0	\$0	\$260,000	\$836,975	\$0	\$0	\$637,250
Weaver	\$115,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000	\$65,000	\$643,000
Webster	\$292,000	\$75,000	\$200,000	\$0	\$0	\$0	\$0	\$0	\$337,500	\$1,488,560
<b>John Glenn</b>	<b>\$218,950</b>	<b>\$50,000</b>	<b>\$137,500</b>	<b>\$0</b>	<b>\$12,500</b>	<b>\$682,750</b>	<b>\$650,575</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,403,075</b>
Maplewood	\$97,000	\$0	\$0	\$1,602,500	\$650,000	\$0	\$245,900	\$658,750	\$250,000	\$4,767,245
Skyview	\$25,000	\$625,000	\$1,000,000	\$30,000	\$417,360	\$150,000	\$95,000	\$649,046	\$1,653,475	\$2,915,829
<b>North High</b>	<b>\$355,000</b>	<b>\$200,000</b>	<b>\$0</b>	<b>\$165,000</b>	<b>\$1,000,000</b>	<b>\$262,500</b>	<b>\$0</b>	<b>\$131,954</b>	<b>\$658,750</b>	<b>\$3,441,150</b>
Tartan High	\$252,300	\$550,000	\$700,000	\$1,000,000	\$0	\$774,000	\$0	\$1,050,000	\$0	\$551,000
<b>Polar Arena</b>	<b>\$0</b>	<b>\$2,145,350</b>								
Tartan Arena	\$0	\$4,375	\$201,241	\$0	\$0	\$172,350	\$0	\$0	\$0	\$1,275,000
Beaver Lake	\$722,000	\$490,000	\$0	\$0	\$0	\$0	\$0	\$212,500	\$0	\$2,662,000
Gladstone	\$490,000	\$100,000	\$0	\$0	\$0	\$0	\$25,150	\$845,000	\$0	\$3,100,210
Harmony	\$25,000	\$0	\$27	\$100,000	\$10,500	\$0	\$0	\$0	\$0	\$1,270,125
Education Center	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$956,225
Transportation	\$150,000	\$112,500	\$0	\$0	\$0	\$385,000	\$0	\$0	\$0	\$0
Warehouse	\$0	\$0	\$0	\$112,500	\$0	\$200,000	\$0	\$0	\$0	\$75,000
<b>Totals</b>	<b>\$4,000,000</b>	<b>\$36,338,059</b>								



Building	Item Description	Fiscal Year 2015/2016	Total Costs per Building Site
<b>Beaver Lake Education Center</b>	<b>Site and Grounds</b>		
	Parking Lot costs from 2014 project overages	\$200,000.00	
	<b>Exterior Envelope</b>		
	Roofing Replacement	\$7,000.00	
	<b>Mechanical</b>		
	Mechanical costs from 2014 project overages	\$400,000.00	
	<b>Electrical</b>		
	Replace P/A System	\$60,000.00	
	Replace Clock System	\$55,000.00	
<b>Carver Elementary</b>	<b>Interior Finishes</b>		
	Wall Paint	\$50,000.00	
	<b>Mechanical</b>		
	Replace Air Handling Unit in Gym	\$160,000.00	
	<b>Electrical</b>		
	Replace P/A System in Gym	\$25,000.00	
			<b>\$235,000.00</b>
<b>Castle Elementary</b>	<b>Site and Grounds</b>		
	Replace Playground Equipment	\$160,000.00	
	<b>Exterior Envelope</b>		
	Roofing Replacement	\$7,500.00	
	<b>Interior Finishes</b>		
	Replace Toilet Rooms	\$291,000.00	
	<b>Mechanical</b>		
	Replace Flush Valves at Toilets	\$18,000.00	
	<b>Electrical</b>		
	Replace P/A System in Gym	\$75,000.00	
Replace Clock System	\$65,000.00		
			<b>\$616,500.00</b>
<b>Cowern Elementary</b>	<b>Exterior Envelope</b>		
	Roofing Replacement	\$14,250.00	
	<b>Mechanical</b>		

	Replace portion of Head-End DDC Controls	\$25,000.00	\$39,250.00
<b>Eagle Point Elementary</b>			
	<b>Site and Grounds</b>		
	Provide drainage away from north side of Building	\$85,000.00	
	<b>Exterior Envelope</b>		
	Roofing Replacement	\$12,000.00	
	<b>Interior Finishes</b>		
	Replace Corridor Ceilings	\$50,000.00	\$147,000.00
<b>Gladstone Community Center</b>			
	<b>Exterior Envelope</b>		
	Roofing Replacement	\$150,000.00	
	Replacement of Exterior Windows	\$25,000.00	
	<b>Mechanical</b>		
	Mechanical costs from 2014 project overages	\$200,000.00	
	<b>Electrical</b>		
	Replace P/A System in Gym	\$60,000.00	
	Replace Clock System	\$55,000.00	\$490,000.00
<b>Harmony Learning Center</b>			
	<b>Mechanical</b>		
	Connect Condensing Units to DDC Controls	\$25,000.00	
<b>Oakdale Elementary</b>			
	<b>Exterior Envelope</b>		
	Roofing Replacement	\$30,000.00	
	<b>Mechanical</b>		
	Replace remaining Pnuematic Controls with DDC Controls	\$75,000.00	\$105,000.00
<b>Richardson Elementary</b>			
	<b>Electrical</b>		
	Replace P/A System in Gym	\$60,000.00	
	Replace Clock System	\$55,000.00	\$115,000.00

<b>Weaver Elementary</b>	<b>Electrical</b>			
	Replace P/A System in Gym	\$60,000.00		
	Replace Clock System	\$55,000.00		
				<b>\$115,000.00</b>
<b>Webster Elementary</b>	<b>Site and Grounds</b>			
	Replace Playground Equipment	\$160,000.00		
	<b>Exterior Envelope</b>			
	Roofing Replacement	\$12,000.00		
	<b>Electrical</b>			
Replace P/A System in Gym	\$65,000.00			
Replace Clock System	\$55,000.00			
				<b>\$292,000.00</b>
<b>Skyview Elementary and Middle School</b>	<b>Exterior Envelope</b>			
	Roofing Replacement	\$25,000.00		
				<b>\$25,000.00</b>
<b>John Glenn Middle School</b>	<b>Exterior Envelope</b>			
	Roofing Replacement	\$25,200.00		
	Study Structural Crack in Building	\$50,000.00		
	<b>Mechanical</b>			
	Replace Plumbing Fixtures	\$93,750.00		
	Replace remaining Galvanized Domestic Water Piping	\$50,000.00		
<b>Maplewood Middle School</b>	<b>Exterior Envelope</b>			
	Roofing Replacement	\$12,000.00		
	<b>Electrical</b>			
	Replace P/A System in Gym	\$65,000.00		
	<b>Life Safety</b>			
Install additional Card Readers	\$20,000.00			
				<b>\$97,000.00</b>
<b>North High School</b>	<b>Site and Grounds</b>			
	Replace Stadium Lighting	\$200,000.00		
	<b>Exterior Envelope</b>			

	Roofing Replacement	\$100,000.00	
	Electrical		
	Replace Security Panel and Install additional Cameras	\$55,000.00	
			\$355,000.00
Tartan High School	Exterior Envelope		
	Roofing Replacement	\$52,300.00	
	Mechanical		
	Replace Temperature Controls	\$125,000.00	
	Electrical		
	Replace P/A System in Gym	\$75,000.00	
			\$252,300.00
Transportation Building	Exterior Envelope		
	Comply with City's CUP Requirements	\$150,000.00	
			\$150,000.00
	<b>TOTAL 2015/2016 FISCAL YEAR</b>		<b>\$4,000,000.00</b>

## Community Center Lease/ALC Program

In 2013-2014, District 622 entered into an agreement with the City of North St. Paul to lease the North St. Paul Community School to serve 11-12 Graders in an Alternative Learning Center Program. The City of North St. Paul has requested District 622 to vacate the last year of the lease effective July 1, 2014 because they have a long-term lease/buyer for the facility. District 622 has developed a plan to expand the Alternative School Program with Northeast Metro 916 and transition the District 622 Alternative Learning Program for Grades 11-12 from the North St. Paul Community School to Northeast Metro 916 beginning July 1, 2014

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the lease with the City of North St. Paul for the North St. Paul Community School be vacated a year early effective July 1, 2014; and, that the students in Grades 11-12 at the District 622 Alternative Learning Program transition to Northeast Metro 916 beginning July 1, 2014.

**RATIFICATION OF THE 2013-2015 NORTH ST. PAUL-MAPLEWOOD OAKDALE  
ASSOCIATION FOR NUTRITION SERVICES MASTER AGREEMENT**

A settlement has been bargained between the North St. Paul-Maplewood-Oakdale Association for Nutrition Services and Independent School District 622. The membership of the Association has voted and ratified the proposed agreement. The proposed settlement is a two-year agreement covering the years 2013-14 and 2014-15 with lump sum payments in year one and 2% increase in the wage schedule for year two. The total package cost increase, including all associated costs, is 5.39%.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2013-2015 North St. Paul-Maplewood-Oakdale Association for Nutrition Services Master Agreement be approved.

MOTION:  
SECOND:

**North St. Paul-Maplewood-Oakdale Association for Nutrition Services  
Settlement Summary**

	<b>2013-2014</b>	<b>2014-2015</b>								
<b>Salary Schedule Improvement</b>	<b>Lump Sum Payments - Year 1</b> Ranging from \$720 to \$311 depending upon position	<b>Wage Schedule - Year 2</b> <b>2% increase on salary</b>								
<b>Health Insurance Caps</b>	No Change	<table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Single before 3/1/93</td> <td style="text-align: right;">\$581.95</td> </tr> <tr> <td style="padding-left: 20px;">Family before 3/1/93</td> <td style="text-align: right;">\$1,293.99</td> </tr> <tr> <td style="padding-left: 20px;">Single after 3/1/93</td> <td style="text-align: right;">\$517.94</td> </tr> <tr> <td style="padding-left: 20px;">Family after 3/1/93</td> <td style="text-align: right;">\$1,151.65</td> </tr> </table>	Single before 3/1/93	\$581.95	Family before 3/1/93	\$1,293.99	Single after 3/1/93	\$517.94	Family after 3/1/93	\$1,151.65
Single before 3/1/93	\$581.95									
Family before 3/1/93	\$1,293.99									
Single after 3/1/93	\$517.94									
Family after 3/1/93	\$1,151.65									
<b>Total</b>		<b>5.39</b>								

II. THE 2013-2015 NON-UNIT SALARIES

The Non-Unit group consists of non-teaching professionals that are specialists, supervisory or confidential employees. A package that falls within the District's budget and School Board's parameters has been established. As with all non-teaching groups, the Non-Unit group will receive a two year total package of 5.39% using the Minnesota School Board Association costing model. The package covers two-years and represents a 2% increase on the salary schedule for 2013-14 paid in lump sum and 2% for 2014-15.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2013-2015 Non-Unit package outline below be approved.

MOTION:  
SECOND:

**Non-Unit Summary**

	<b>2013-2014</b>	<b>2014-2015</b>
<b>Salary Schedule</b>	2% paid in lump sum	2%
<b>Health/Vision Insurance Caps</b>	No Increase	Single \$629.72/month Family \$1478.16/month
<b>Total</b>		<b>5.39</b>

VII. B. 1. TERMINATION OF PROBATIONARY TEACHERS

The individuals named in the following resolution are teachers/principals who have probationary status in the district and who are proposed for termination for the 2014-2015 school year. Approval of this resolution requires a majority roll call vote.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that pursuant to Minnesota Statutes, the teaching contracts of the following probationary teachers/principals are hereby terminated at the close of the 2013-2014 school year and are not renewed for the 2014-2015 school year:

**Teacher/FTE**

Lough, Jane -- .2

**Principal/FTE**

Turner, Kenneth – 1.0

**Total FTE: 1.2**

## **Teacher Growth, Development, and Evaluation System Approval**

Legislation requires all Minnesota school boards and teachers' unions to jointly approve a Teacher Growth, Development, and Evaluation System which adheres to legislative requirements, or use the state default model.

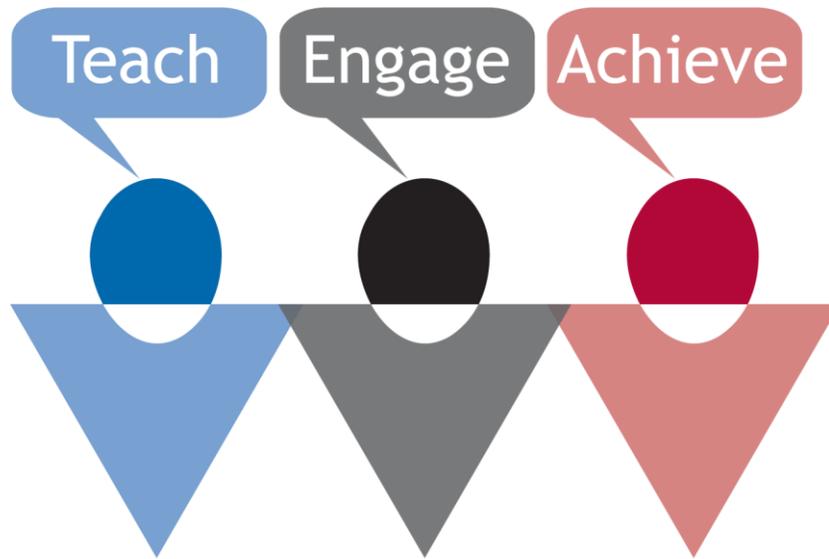
Administration has worked collaboratively with NSPMOEA over the 2013-2014 school year to develop a locally created plan that meets legislative requirements and builds on the success of the evaluation system currently in use, which emphasizes teacher growth through frequent observations and dialogue between teachers and administrators.

NSPMOEA voted to approve the proposed 622 Teacher Growth, Development, and Evaluation System.

The new Teacher Growth, Development, and Evaluation System must be implemented beginning in the 2014-2015 school year.

Therefore, the Assistant Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District 622 that the 622 Teacher Growth, Development, and Evaluation System be approved.



## Teacher Growth, Development, and Evaluation System

# DRAFT

05.09.14

Pending Approval by the North St. Paul-Maplewood-Oakdale School Board and the North St. Paul-Maplewood-Oakdale Education Association

Developed 2013-2014

This is the draft plan developed by the North St. Paul-Maplewood-Oakdale School District. The District and NSPMOEA must come to joint agreement on an evaluation model or must use the State model ([MDE Teacher Evaluation Default Model](#)).

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## Teacher Evaluation Committee Members, 2013-2014\*

1. Troy Miller, Assistant Superintendent
2. Rory Sanders, Teacher and NSPMOEA President
3. Becky Boyle, Special Education Teacher
4. Catherine Cranston, Elementary Teacher
5. Paul Dean, High School Teacher
6. Mary Glagvas, Elementary Teacher
7. Diane Grasse, Early Childhood Special Education Teacher
8. Barb Halbreather, High School Teacher
9. Kurt Kirschling, Special Education Teacher
10. Michael McHutchison, Elementary Teacher
11. Katherine Mullin, Elementary Teacher
12. Sharon Burrell, Curriculum and Staff Development Coordinator
13. Sonya Czerepak, Elementary Principal
14. Peter Mau, Supervisor of Educational Programs
15. Jill Miklausich, Middle School Principal
16. Greg Nelson, High School Principal

\* A special thanks to all those who were members of the 2009-2010 Teacher Evaluation Task Force. The plan they created served as a strong foundation for the work of the task force members listed above.

Further thanks are due to the many other individuals not listed above who provided valuable feedback and input during the development of this plan.

## Legislative Requirements

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as “school district” or “district”) and an exclusive representative of the teachers (hereafter referred to as “union” or “teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” Districts must begin evaluating teachers in school year 2014-2015. District teacher evaluation processes satisfy twelve criteria:

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
3. Must be based on Minnesota’s Standards of Effective Practice for Teachers in MN Rule 8710.2000;
4. Must coordinate staff development activities with the evaluation process and outcomes;
5. May allow school time for coaching and collaboration;
6. May include mentoring and induction programs;
7. Must include an option for teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes a teacher’s own performance assessments;
8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines; and
12. Must discipline a teacher who does not adequately improve.

The Minnesota Department of Education (MDE) has developed a state model, which must be used if a district and the local teachers’ union fail to reach “joint agreement” on an evaluation model.

# Timeline for Teacher Growth, Development, and Evaluation System Development and Implementation

## School Year 2013-2014

- Develop evaluation system and seek approval from School Board and NSPMOEA
- Tentative NSPMOEA vote (week of May 19) and School Board approval (May 27, 2014)
- Develop training for staff on the evaluation system

## School Year 2014-2015

- Train staff in teacher evaluation system during welcome back week
- First year of implementation (No continuing contract teachers receive summative evaluations, except those identified by site administrators.)
- Continuing professional development for teachers, summative evaluators, and peer reviewers

## School Year 2015-2016

- Second year of implementation (The first 1/3 of continuing contract teachers receive summative evaluations and any additional teachers identified by site administrators.)
- Continuing professional development for teachers, summative evaluators, and peer reviewers

## School Year 2016-2017

- Third year of implementation (The second 1/3 of continuing contract teachers and any additional teachers identified by site administrators receive summative evaluations.)
- Continuing professional development to support educator evaluation

## School Year 2017-2018

- Fourth year of implementation (The final 1/3 of continuing contract teachers and any additional teachers identified by site administrators receive summative evaluations. All continuing contract teachers are established on the three-year professional review cycle.)
- Continuing professional development to support educator evaluation

# Teacher Growth, Development, and Evaluation System Overview

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*The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, improve their classroom performance over time. Next-generation models, grounded in sound research, will emphasize teacher growth and development.*

-Robert J. Marzano, "Examining the Role of Teacher Evaluation in Student Achievement," 2012

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District 622's Teacher Growth, Development, and Evaluation System has three major parts: 1) teacher practice, 2) student engagement, and 3) student learning and achievement. Figure 1 illustrates how the parts of District 622's Teacher Growth, Development, and Evaluation System fit within a broader context.

## Teacher Practice

Teacher practice is derived from a teacher's knowledge, skills, and responsibilities. Teacher practice is defined by the North St. Paul-Maplewood-Oakdale School District's Performance Standards (described on pages 16-21) and includes Purpose, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication, and Intercultural Competence. Rubrics for the performance standards and evidence from self-reflection, observations of teacher practice and teacher portfolio (optional) are used to determine teacher effectiveness. Teacher practice represents 35 percent of the overall evaluation.

## Student Engagement

Thirty percent of a teacher's evaluation is based on student engagement. When rating this element the administrator considers observations of student engagement, student surveys, and the teacher portfolio (optional).

In Bowen's literature review of student engagement she notes that, "Researchers agree that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged (Dowson & McInerney, 2001; Hancock & Betts, 2002; Lumsden, 1994; Voke, 2002)." Further, a 2009 Canadian Education Association report notes that

A number of researchers (Csikszentmihalyi, 1991; Dweck, 2006; Fried, 2001; Jardine, Clifford, & Friesen, 2008; Schlechty, 2002), and students themselves, are clear that the work students want and need to do should be intellectually engaging.

Effective teaching is characterized by the thoughtful design of learning tasks that have these features:

- The tasks require and instill deep thinking;
- They immerse the student in disciplinary inquiry;
- They are connected to the world outside the classroom;
- They have intellectual rigor; and
- They involve substantive conversation;

As such, engagement is key lever for increasing student learning and achievement.

### Student Learning and Achievement

Teacher practice (above) represents the largest portion of “inputs” in our educational system. Indeed, teachers strive to continuously improve the art of teaching. To this end, teachers and evaluators reflect on the “outcomes” in our educational system, student learning and achievement, with the goal of using the results to help teachers continuously improve. This reflection and data collection allows teachers and evaluators to determine professional development, which is intentionally aligned with specific areas for teacher growth. Such professional development, especially job-embedded professional development, is meant to increase a teacher’s knowledge, skills, and professionalism. Job-embedded professional development is facilitated in professional learning communities.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35percent of a teacher’s evaluation be based on student learning and achievement data.

	How is the component defined?	How is this component measured?	How is this component weighted?
<b>Teacher Practice (Part One)</b>	Defined by six dimensions: 1. Purpose 2. Curriculum & Pedagogy 3. Assessment for Student Learning 4. Classroom Environment & Culture 5. Professional Collaboration & Communication 6. Intercultural Competence	The rating will be determined holistically by the summative evaluator using the rubrics for standards of effective teacher practice and evidence gathered from: <ul style="list-style-type: none"> <li>• Summative evaluator’s observations of teacher practice</li> <li>• Teacher self-evaluation</li> <li>• Teacher portfolio (Optional)</li> </ul>	35%
<b>Student Engagement (Part Two)</b>	Engaged students (1) want to learn, (2) persist in their learning work despite challenges and	The rating will be determined holistically by the summative evaluator.	30%

	<p>obstacles, (3) take pride in demonstrating their learning, and (4) feel a sense of belonging to the learning community. Student engagement is an organizing framework for examining a student’s commitment to, and involvement in, learning, which includes <b>academic, behavioral, cognitive, and affective</b> dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through <b>relationships</b> with students and the <b>relevance</b> and <b>rigor</b> of curriculum and instruction.</p>	<p>Examples of evidence used to determine the rating:</p> <ul style="list-style-type: none"> <li>• Observation using the 5D+ Teacher Rubric (Student Engagement dimension)</li> <li>• Informal observations</li> <li>• Informal student interviews conducted during observations</li> <li>• Student surveys</li> <li>• Teacher created student surveys (optional)</li> <li>• Teacher reflection on student survey responses (with the summative evaluator during the summative year)</li> <li>• Teacher self-assessment</li> <li>• Teacher portfolio (Optional)</li> </ul>	
<p><b>Student Learning and Achievement (Part Three)</b></p>	<p>Defined as student outcomes as measured by valid and reliable assessments of student growth</p>	<ul style="list-style-type: none"> <li>• Growth on aggregated state assessment data available at the school level</li> </ul>	<p>35%</p>

Table A: Parts of the District 622 Teacher Growth, Development, and Evaluation System

# Three-Year Review Cycle

A teacher engages in a continuous three-year professional review cycle as shown in Figure 1. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student learning and achievement data. There is an ongoing series of annual events in which a teacher engages. Self-evaluation, administrator feedback and the peer review process inform annual Individual Growth and Development Plan (IGDP) development. At the end of the three-year cycle, an assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan. An administrator may determine that a continuing contract teacher needs a summative evaluation earlier than the third year in the cycle. In such cases the teacher should be notified as soon as possible, but no later than November 1. One specific example of when an administrator would complete a summative evaluation of a continuing contract teacher before the third year in the three-year cycle is if a teacher moves to a new site.

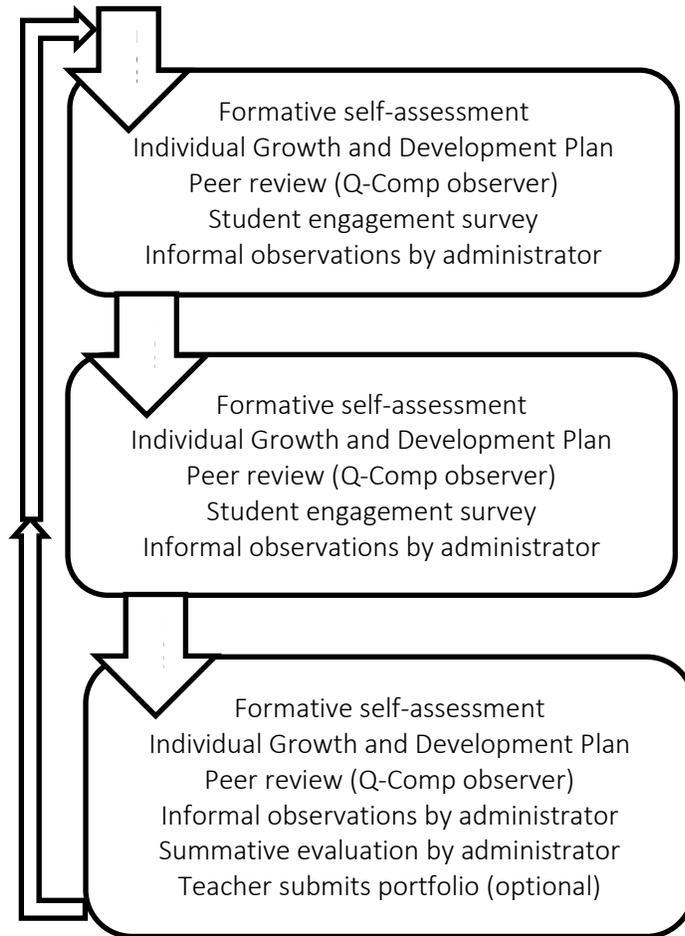


Figure 1: Three-Year Professional Review Cycle

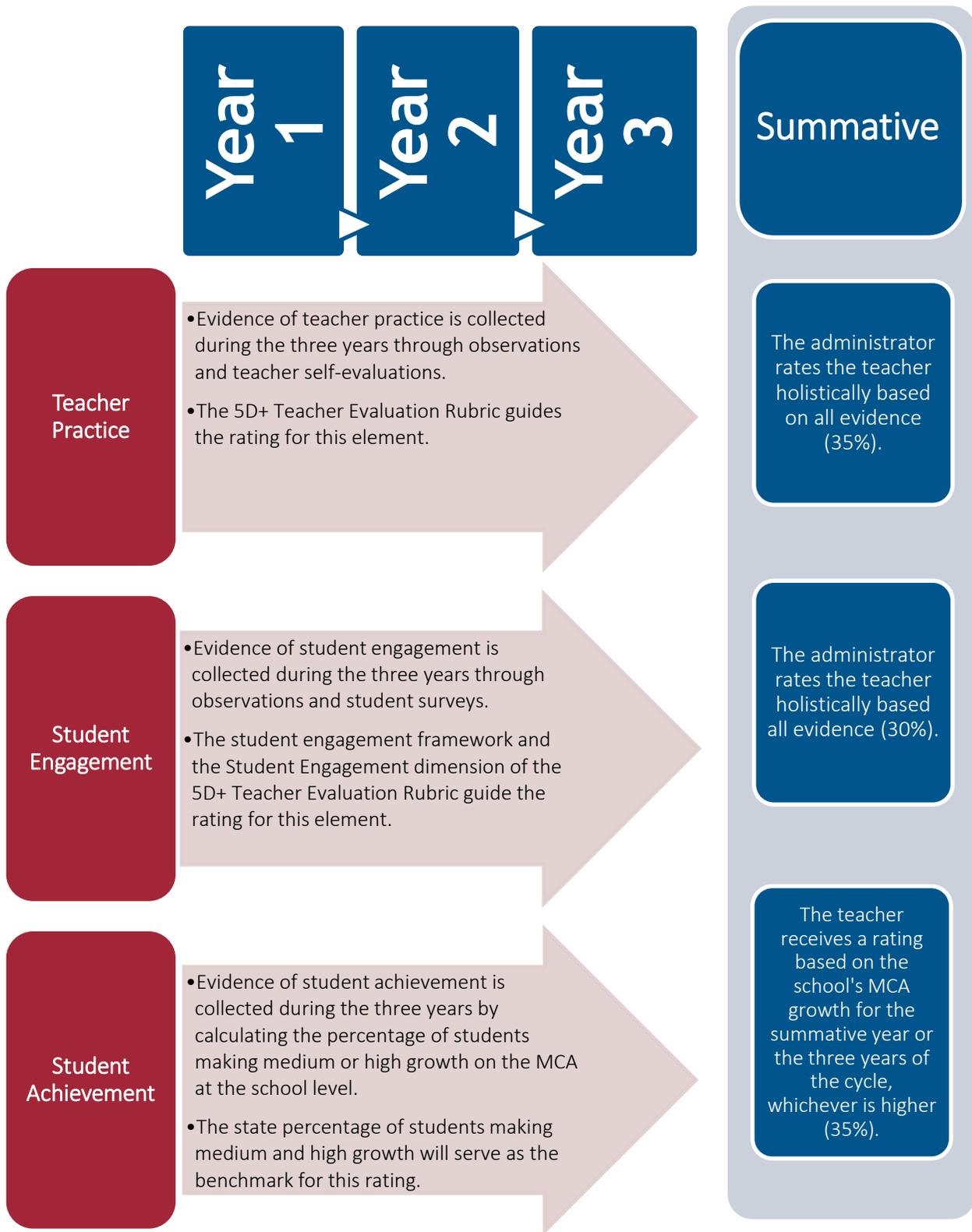


Figure 2: Parts of the Final Performance Rating

# Performance Level Ratings and Expectations

A continuing contract teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating determined by the process found on page 26. The following performance ratings are used for each part of the evaluation system and the final performance rating:

## **Performance Rating 4: Distinguished**

Evidence of exceptional performance exists. The teacher consistently exceeds District 622 Performance Standards and shows leadership, initiative, and the ability to model and mentor colleagues. The teacher is a master teacher with consistent high levels of student engagement and makes contributions to the field.

## **Performance Rating 3: Proficient**

Evidence of strong performance at a rigorous level exists. The teacher meets District 622 Performance Standards. The teacher has strong content knowledge, has positive relationships with his/her students and has a large repertoire of effective teaching and engagement strategies he/she frequently uses with students. The teacher has developed a sophisticated understanding of classroom dynamics and has mastered the work of teaching while working to improve practice.

## **Performance Rating 2: Basic**

Evidence of minimal competence exists. Teacher appears to understand the concepts of the District 622 Performance Standards, but implementation is occasional, sporadic, intermittent, or not entirely successful. Improvement is expected.

## **Performance Rating 1: Unsatisfactory**

Evidence exists that performance rarely meets District 622 Performance Standards. The teacher does not appear to understand concepts underlying the performance standards. Assistance and significant improvement are required.

As shown in Figure 2, the final performance rating is based on evidence from the three parts of the District 622 Teacher Growth, Development, and Evaluation System: teacher practice, student engagement, and student learning and achievement. Put together, the three parts are used to determine a final summative performance rating. An administrator reviews all the evidence (including a portfolio if submitted) and determines a final performance rating.

## Annual Timeline of Activities

District 622’s Teacher Growth, Development, and Evaluation System is designed as a three-year professional review cycle. Teachers, peer reviewers, and summative evaluators participate in ongoing activities each year as outlined below.

### Before the Start of the School Year

<b>School Leadership Team</b>	<ul style="list-style-type: none"> <li>- Review student learning and achievement data.</li> <li>- Develop site improvement plans (goals and action plan).</li> </ul>
-------------------------------	--

### Beginning of the Year (September - October)

<b>School Leadership Team</b>	- Share SIP Goals and Action Plan with staff. These goals/plans will inform teachers’ Individual Growth and Development Plans.
<b>Professional Learning Communities</b>	- Collaborate to develop common portions of Individual Growth and Development Plans as appropriate.
<b>Teachers</b>	- Develop/revise Individual Growth and Development Plans (possible input from peer reviewer and PLC).
<b>Summative Evaluators (Administrators)</b>	<ul style="list-style-type: none"> <li>- Review and approve Individual Growth and Development Plans.</li> <li>- Conduct one formal observation for each probationary teacher (within first 90 days).</li> </ul>

### Throughout the School Year

<b>Teachers</b>	<ul style="list-style-type: none"> <li>- Implement Individual Growth and Development plans.</li> <li>- Collect and review interim student learning and achievement data.</li> <li>- <i>Gather evidence of teacher practice and impact on student learning and achievement for portfolio (optional).</i></li> </ul>
<b>Summative Evaluators (Administrators)</b>	<ul style="list-style-type: none"> <li>- Conduct informal and formal observations.</li> <li>- Collect and document student engagement data during observations.</li> <li>- Provide feedback to teachers in a timely manner.</li> </ul>
<b>Peer Reviewers (Q-Comp Observers)</b>	<ul style="list-style-type: none"> <li>- Conduct and document required peer observations (3x annually for most teachers).</li> <li>- Meet with teachers to provide feedback.</li> </ul>
<b>Professional Learning Communities</b>	<ul style="list-style-type: none"> <li>- Drive ongoing job embedded professional learning.</li> <li>- Create, implement, and analyze common assessments.</li> <li>- Create protocols for reviewing a range of student work samples.</li> </ul>

## End of School Year (May/June)

<b>Teachers</b>	<ul style="list-style-type: none"><li>- Review student learning and achievement data and determine outcomes of goals.</li><li>- <i>Submit portfolios of evidence to summative evaluator (optional).</i></li></ul>
<b>Summative Evaluators (Administrators)</b>	<ul style="list-style-type: none"><li>- Holistically determine ratings for teacher practice and student engagement based on evidence collected during the review cycle.</li><li>- Review school MCA data.</li><li>- Holistically determine summative ratings for teachers based on ratings for each element (teacher practice, student engagement, and student achievement) of the Teacher Growth, Development, and Evaluation Plan.</li></ul> <p><b>(Note:</b> final summative ratings may be delayed until MCA growth data is available from MDE)</p>

## Individual Growth and Development Plan (IGDP)

The Individual Growth and Development Plan is designed to guide a teacher’s individual professional learning and link that learning to the professional review cycle. It is written annually in the fall of each school year. Teachers are encouraged to develop parts of their plan in collaboration with members of his/her professional learning community so that the members can work together to implement their plans.

The Individual Growth and Development Plan includes:

- 3-5 professional growth goals.
  - At least 2-3 goals must be written as SMART (Specific, Measurable, Attainable, Result-based and Time bound) goals.
  - We want to encourage professional growth through innovation and understand that having a SMART goal for an innovation can, in some circumstances, inhibit the innovation. Therefore, we do not require all professional goals to fit the standard SMART criteria.
- An action plan, including activities, resources and evidence to be collected, designed to help the teacher meet the professional growth goal.

The Individual Growth and Development Plan must have goals that align to:

- Areas for teacher growth, aligned to the teacher practice rubric; and
- District, school, and team goals and activities.

An administrator approves the plan and any revisions each year. Initial IGDPs and revisions should be informed by:

- self-assessment/reflection;
- peer review;
- areas of growth identified in formative and summative evaluations;
- goals, priorities, and activities of the teacher’s professional learning community, school and district; and
- student needs.

Each year, all teachers will complete a District 622 Self-Evaluation Form based on District 622’s Performance Standards (see Resources and Forms section). The results of the self-evaluation will help guide teachers to determine areas of focus for their IGDP. In any year following a summative evaluation, teachers may not be required to complete a self-assessment because the teacher’s summative evaluation will inform his/her new IGDP. When appropriate, and approved by the administrator, goals may be carried over from one year to the next.

Teachers will typically meet with their administrator in the spring (a fall meeting may be advantageous based on certain goals) to discuss their IGDP and reflect on his/her professional growth. This dialogue is aided when artifacts reflective of work done and growth made is shared with the administrator.

First year probationary teachers and teachers new to the district will work with their administrator to determine areas of focus for their IGDP. Second and third year probationary teachers will use the results of their previous observations and summative evaluations to determine areas of focus for their IGDP. Because IGDPs of probationary teachers can be guided by the summative evaluation, administrators may not require probationary teachers to complete a self-evaluation.

## Part One -Teacher Practice

A teacher is expected to demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice. Schools are also required by legislation to “establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator.”

### District 622 Performance Standards

The Performance Standards for Teacher Practice are evaluated in District 622 based on the 5D+ Teacher Evaluation Rubric developed by the Center for Educational Leadership at the University of Washington’s College of Education. The framework “is derived from an extensive study of research on the core elements that constitute quality instruction.” It focuses on the following dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication. Each dimension has a set of subdimensions and each subdimension has a set of indicators. The framework includes four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. There are accompanying rubrics for each domain and its components.

Since the early 2000s, the North St. Paul-Maplewood-Oakdale School District has experienced growth in the number of students of color who enroll each year. As the number of students of color has increased, the achievement gap has been persistent and only recently has seen some decreases in some subjects, at some grade levels, with some student populations. During the past 10 years, the district has invested in equity trainings with a specific focus for the last few years on professional development related to equity mindset and skillset. In order to meet the mission of the district, “A community collaborative dedicated to educating and empowering *all* (emphasis added) learners to excel in our changing world,” it is vital to have interculturally competent teachers in all our classrooms. To this end, Dimension 6 (Intercultural Competence) has been added to District 622’s Standards of Performance.

The Hopkins School District (ISD 270) has developed a Cultural Competence Dimension, which is comprehensive and grounded in research. With permission, the North St. Paul-Maplewood-Oakdale School District will use a portion of the Hopkins School District’s Dimension 6 with minor adaptations. Rubrics for classroom teachers for all six dimensions are listed in the Resources and Forms section of this document. All documents and forms can be found on the district’s intranet.

Teachers, summative evaluators, and peer reviewers use the performance standards for teacher practice to measure teacher practices against standards of effective practice; the rubrics are used to determine a teacher’s level of performance and effectiveness. Evaluation activities including principal/supervisor observations and the IGDP reference the performance standards when documenting evidence or offering feedback to teachers. It must be noted that student engagement is an important component of a teacher’s practice. So much so that it is addressed in its own area of the Teacher Growth, Development, and Evaluation System. During observations, administrators will gather data on the student engagement dimension of the 5D+ Teacher Evaluation Rubric to inform the overall rating for that area.

## **Dimensions, Subdimensions, and Indicators of District 622 Performance Standards for Teacher Practice**

### **Dimension 1: Purpose**

#### *Subdimension: Standards*

- Connection to standards, broader purpose and transferable skill
- Connection to previous and future lessons

#### *Subdimension: Teaching Point*

- Teaching point(s) are based on students’ learning needs

#### *Subdimension: Learning Target*

- Communication of learning target
- Success criteria and performance task(s)

### **Dimension 2: Curriculum & Pedagogy**

#### *Subdimension: Curriculum*

- Alignment of instructional materials and tasks

#### *Subdimension: Teaching approaches and/or strategies*

- Discipline specific conceptual understanding
- Pedagogical content knowledge
- Teacher knowledge of content
- Differentiated instruction

#### *Subdimension: Scaffolds for Learning*

- Scaffolds the task
- Gradual release of responsibility

### **Dimension 3: Assessment for Student Learning**

#### *Subdimension: Assessment*

- Self-assessment of learning connected to the success criteria
- Demonstration of learning
- Formative assessment opportunities
- Collection systems for formative assessment data
- Student use of assessment data

#### *Subdimension: Adjustments*

- Teacher use of formative assessment data

### **Dimension 4: Classroom Environment & Culture**

#### *Subdimension: Use of physical environment*

- Arrangement of classroom
- Accessibility and use of materials

#### *Subdimension: Classroom routines & rituals*

- Discussion, collaboration and accountability
- Use of learning time
- Managing student behavior

#### *Subdimension: Classroom culture*

- Student status
- Norms for learning

## **Dimension 5: Professional Collaboration & Communication**

### *Subdimension: Professional learning & collaboration*

- Collaboration with peers and administrators to improve student learning
- Professional and collegial relationships

### *Subdimension: Communication & collaboration*

- Parents and guardians
- Communication within the school community about student progress

### *Subdimension: Professional responsibilities*

- Supports school, district, and state curriculum, policy, and initiatives
- Ethics and advocacy

## **Dimension 6: Intercultural Competence**

### *Subdimension: Patterns of Cultural Interaction*

### *Subdimension: Culturally Responsive Classroom Relationships and Expectations*

### *Subdimension: Staff Development*

**Addressed in the Student Engagement area of District 622's Teacher Growth, Development, and Evaluation System:**

## **Dimension: Student Engagement**

### *Subdimension: Intellectual Work*

- Quality of questioning
- Ownership of learning

### *Subdimension: Engagement Strategies*

- High cognitive demand
- Strategies that capitalize on learning needs of students
- Expectation, support and opportunity for participation and meaning making

### *Subdimension: Talk*

- Substance of student talk

**Probationary Teacher Evaluation**

An Administrator formally observes probationary teachers at least three times annually. The first observation occurs within 90 days of employment. All new teachers to the North St. Paul-Maplewood-Oakdale School District go through an induction process and are assigned a mentor. All new teachers also participate in a year-long New Teacher Orientation.

*The three formal observations will typically take place according to the following schedule:*

First observation – September through November

Second Observation – November through January

Third observation – January through March

In order to provide deeper reflection, dialogue, and growth during the probationary period, administrators and teachers will focus on select dimensions during different observations in different years. The chart below provides guidance to administrators, who, based on the individual needs of the teacher, will make the final determination for focus areas.

EXPERIENCE		EVALUATION PERIOD	DIMENSION FOCUS
<b>Dimension 1</b> <b>Dimension 2</b> <b>Dimension 3</b> <b>Dimension 4</b> <b>Dimension 5</b> <b>Dimension 6</b>	Purpose Curriculum & Pedagogy Assessment for Student Learning Classroom Environment & Culture Professional Collaboration & Communication Intercultural Competence		
1 <sup>ST</sup> Year Probation, no previous experience	Formal Observation #1	Dimension #1, 2, 4	
	Formal Observation #2	Dimension #3, 4, 6 (+ student engagement)	
	Formal Observation #3	Dimension #1, 2, 5 (+ student engagement)	

2 <sup>nd</sup> Year Probation	Formal Observation #1	Dimension #3, 4, 6 (+ student engagement)
	Formal Observation #2	Dimension #1, 2, 5 (+ student engagement)
	Formal Observation #3	Concentrate on specific elements needing focus
3 <sup>rd</sup> Year Probation	Formal Observation #1	Dimension #2, 3, 6 (+ student engagement)
	Formal Observation #2	Concentrate on specific elements needing focus
	Formal Observation #3	Concentrate on specific elements needing focus
Probation (transfer from another district with continuing contract status— four or more years experience)	Formal Observation #1	Dimension #2, 4, 6 (+ student engagement)
	Formal Observation #2	Dimension #1, 3, 5 (+ student engagement)
	Formal Observation #3	Concentrate on specific elements needing focus

Table B: Standards of Performance for Probationary Teachers

### Evidence of Teacher Practice

Evidence gathered by an administrator largely comes from classroom observations and other times when the principal is in contact with a teacher (such as PLC meetings, parent meetings, conferences, etc.). When an administrator offers feedback and documents formal and informal observations, he/she references domains and indicators specific to the evidence and feedback. Other evidence of teacher practice is from a teacher’s Self-Evaluation. If a teacher submits a portfolio for the summative evaluation, the evidence must also be considered for the teacher practice component.

## Determining Rating for Teacher Practice

To determine a rating for teacher practice, an administrator collects evidence from the professional review cycle activities, including:

- Observations by the administrator, including, but not limited to:
  - classroom visits,
  - PLC meetings,
  - professional development and staff meetings,
  - school events, and
  - meetings with families;
- Teacher Self-Evaluation; and
- Teacher's portfolio (optional).

The administrator reviews the body of evidence for teacher practice and looks for patterns in performance and trends over time and compares evidence to the Performance Standards for Teacher Practice Rubrics. The administrator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of purpose, curriculum & pedagogy, assessment for learning, classroom environment & culture, and professional responsibilities & collaboration, and intercultural competence to then determine a rating for the teacher practice. Ratings are recorded in the Teacher Practice section of the Summative Evaluation Rating Form. The administrator uses a holistic approach to determine a rating for the teacher practice. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

## Part Two - Student Engagement

Student engagement is a key element of the District 622 Teacher Growth, Development, and Evaluation Plan. According to Minnesota Statute 122A.40, the plan “must use longitudinal data on student engagement and connection . . .” Further, there has been overwhelming research evidence regarding the strong correlation between high levels of student engagement and high levels of student learning and achievement. The District 622 Teacher Evaluation, Growth, and Development Plan takes a multiple measures approach to the rating of this element. It includes observation, student feedback, and teacher self-evaluation and reflection.

### Student Engagement Definition

Engaged students (1) want to learn, (2) persist in their learning work despite challenges and obstacles, (3) take pride in demonstrating their learning, and (4) feel a sense of belonging to the learning community. Student engagement is an organizing framework for examining a student’s commitment to, and involvement in, learning, which includes **academic**, **behavioral**, **cognitive**, and **affective** dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through **relationships** with students and the **relevance** and **rigor** of curriculum and instruction.

### Determining Rating for Student Engagement

The rating will be determined holistically by the summative evaluator.

Examples of evidence used to determine the rating:

- Formal observation using the 5D+ Teacher Rubric (Student Engagement dimension), minimally each summative year
- Informal observations throughout the three-year summative cycle
- Informal student interviews conducted during observations
- Annual student surveys
- Teacher created student surveys (optional)
- Teacher reflection on student survey responses (with the summative evaluator during the summative year)
- Teacher self-evaluation
- Teacher portfolio (optional)

The administrator reviews the body of evidence for student engagement and looks for patterns in performance and trends over time and compares evidence to the Student Engagement dimension of the 5D+ Rubric and the definition of Student Engagement. The administrator interprets the evidence holistically to determine a rating of Unsatisfactory, Basic, Proficient, or Distinguished. Ratings are recorded in the Student Engagement section of the

Summative Evaluation Rating Form. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

## Dimensions, Subdimensions, and Indicators of District 622 Performance Standards for Teacher Practice

### Dimension: Student Engagement

#### *Subdimension: Intellectual Work*

- Quality of questioning
- Ownership of learning

#### *Subdimension: Engagement Strategies*

- High cognitive demand
- Strategies that capitalize on learning needs of students
- Expectation, support and opportunity for participation and meaning making

#### *Subdimension: Talk*

- Substance of student talk

## Student Surveys

A short student survey will be conducted annually. Results of the survey will provide teachers and summative evaluators insights into student thinking around their engagement academically, behaviorally, cognitively, and affectively.

There are different surveys for students in grades K-2, grades 3-5, and grades 6-12. The length of the surveys and the wording of the questions varies somewhat by level. Further, at each level there are a small number of standard questions that will be given to each student.

Finally, teachers may create their own student surveys in addition to the student surveys described above. For example, many teachers create short, open-ended surveys at the end of each trimester. Teachers are welcome to share these results with summative evaluators to further enhance their dialogue about student engagement.

For more information regarding the administration of the annual student survey, including the survey questions, please refer to the K-5 Student Survey Information and 6-12 Student Survey Information documents listed in the Resources and Forms section.

## Part Three - Student Learning and Achievement

The use of standardized student achievement data as a formal component of teacher evaluation is a new practice for District 622. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35 percent of a teacher's evaluation be on data from "valid and reliable assessments;" to this effect, student learning and achievement is 35 percent of the final summative performance rating for a teacher in District 622. Statute also requires that this data be from "assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results."

For the purposes of teacher evaluation, a District 622 teacher's performance rating level will be based on their school's percent of students making medium or high growth in math and reading from one year's state accountability test to the next. Targets will be set using three-year running rates, with the option to instead use the most recent year, whichever yields the highest performance rating level. The performance level ratings (unsatisfactory, basic, proficient, and distinguished) will be set using the rounded (to the nearest tenth) state percent of students making medium or high growth in math and reading as "proficient," with each performance level rating higher or lower defined by 5 percent increments up or down from the rounded state rate. (For example if the state's percent of students at the elementary level meeting medium or high growth was 62 percent, then 52-56 percent is considered "unsatisfactory;" 57-61 percent is considered "basic;" 62-66 percent is considered "proficient;" and 67-71 percent is considered "distinguished.")

Teachers at schools or programs that do not generate growth data will use the district-wide rates as their benchmark.

### Determining the Rating for Student Learning and Achievement

Student learning and achievement constitute 35 percent of a teacher's evaluation results. A teacher's rating in this area is based on the combined growth of all state assessments administered at the school site the teacher is assigned for the majority of his/her contract. An administrator will use the rubric in Table C to assign student learning and achievement ratings.

Student Learning and Achievement Rating	Levels of Performance for Student Learning and Achievement
Distinguished	<p>Student growth exceeds expectations:</p> <ul style="list-style-type: none"> <li>• Schools making medium or high growth with enough students to increase their current overall proficiency rates on the MCAs.</li> <li>• The percentage of students making medium or high growth is well above the overall state rate.</li> <li>• Distinguished starts at five percentage points above the state rate of students making medium or high growth for the same grade levels.</li> </ul>
Proficient	<p>Student growth meets expectations:</p> <ul style="list-style-type: none"> <li>• Schools are likely making medium or high growth with enough students to increase their current overall proficiency rates on the MCAs.</li> <li>• The percentage of students making medium or high growth is at, or slightly above, the overall state rate.</li> <li>• Proficient starts at the state rate of students making medium or high growth for the same grade levels.</li> </ul>
Basic	<p>Student growth partially meets expectations:</p> <ul style="list-style-type: none"> <li>• Schools are at risk of not making medium or high growth with enough students to maintain their current overall proficiency rates on the MCAs.</li> <li>• The percentage of students making medium or high growth is below the overall state rate.</li> <li>• Basic starts at five percentage points below the state rate of students making medium or high growth for the same grade levels.</li> </ul>
Unsatisfactory	<p>Student growth does not meet expectations:</p> <ul style="list-style-type: none"> <li>• Schools are not making medium or high growth with enough students to maintain their current overall proficiency rates on the MCAs.</li> <li>• The percentage of students making medium or high growth is well below the overall state rate.</li> <li>• Unsatisfactory is any rate more than five percentage points below the state rate of students making medium or high growth for the same grade levels.</li> </ul>

Table C: Student Learning and Achievement Rating

## Summative Evaluation

An administrator will complete a summative evaluation at least once every three years for continuing contract teachers (per statute and district guidelines for probationary teachers). The evaluation will be based on evidence collected through the following:

- Informal observations of teacher practices based on the District 622 Teacher Practice Rubrics
  - Including, but not limited to:
    - classroom visits
    - PLC meetings
    - professional development and staff meetings
    - school events
    - meetings with families
- Formal observations (probationary teachers) of teacher practices based on the District 622 Teacher Practice Rubrics
- Observations of student engagement
- Student engagement data
- Teacher’s reflection on the Individual Growth and Development Plan
- Teacher’s self-evaluation
- School student learning and achievement data in the summative year
- Teacher portfolio (optional)
- Other appropriate sources

### Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a rating for each of the three parts of Teacher Growth, Development, and Evaluation System: teacher practice; student engagement; and student learning and achievement. The three ratings are then used to holistically determine the final summative performance rating for a teacher.

The summative evaluator uses the Summative Evaluation Rating Form to document ratings for each part of the evaluation system, determine the summative score, and document the final performance rating.

A continuing contract teacher who receives a rating of Unsatisfactory will begin an Assistance Phase. A Focused Improvement Plan will be developed and implemented. Teachers who do not make progress in this Assistance Phase must be disciplined according to legislation.

## The Focused Improvement Plan and Formal Discipline

School District 622 has a comprehensive plan for effectively evaluating teacher performance. The evaluation process is supportive and focused on teacher growth and increasing student learning. District 622 administrators are highly skilled and use a variety of methods to support and evaluate staff. A summative rating of Unsatisfactory requires an Assistance Phase. In District 622, the assistance phase includes a Focused Improvement Plan. Beyond the legislative requirements, supervising administrators will determine when a teacher needs a Focused Improvement Plan. A Focused Improvement Plan is not formal discipline. Although a teacher can be placed on a Focused Improvement Plan at any time, when possible a teacher should be informed by April 1 of the intent to be placed on such a plan for the following school year. Focused Improvement Plans include goals, timelines, teacher actions, and administrator and school supports. Focused Improvement Plans are developed by administrators and shared with the teacher for feedback and input. After considering teacher feedback and input, the administrator will finalize the plan, sign it, and present it to the teacher for signature. Both the teacher and the administrator will be provided a signed copy. If a teacher bids to another site at any point in the process, the Focused Improvement Plan follows the teacher to the new site. A sample Focused Improvement Plan is available on the district's intranet. Please see the Resources and Forms section for information on how to access the document.

Administrators are also responsible for following the Teacher's Contract when formal discipline is being enforced. Formal Discipline can happen at any time when appropriate. Teachers who fail to engage in the improvement process and/or fail to adequately improve will face disciplinary action in accordance Minnesota Statutes §122A.40 and §122A.41. Should a teacher enter the disciplinary phase, the administrator will follow School Board policies and the Teacher Contract language as well as state statutes.

## Teacher Portfolio (Optional)

A teacher possesses the individual right to submit a portfolio to his/her summative evaluator as a source of evidence. Submitting a portfolio does not eliminate any other requirements of the teacher evaluation process. The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and a teacher's reflections on professional growth. A summative evaluator must consider portfolio evidence, if submitted, when determining ratings for a summative evaluation. If a teacher chooses not to submit a portfolio, it will not reflect negatively on his/her evaluation.

Portfolios may contain the following evidence:

- reflective statements
- evidence of participation in professional learning activities
- evidence of leadership
- evidence of collaboration with other educators and with families
- sample communications to families and other stakeholders
- self-reflection and peer review observation forms
- student work samples
- examples of teacher work such as lesson plans
- videos of lessons
- student data including results of student learning goals
- student survey results and reflection

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer reviewer or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working in groups. Or, the teacher could offer a reflection stating changes in practice. In this example, the administrator must consider evidence of the existing lesson plans with regards to the Planning and Preparation Domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the Professional Responsibilities Domain.

Evidence of many practices, especially professional development and leadership activities, may not be collected during a peer reviewer's or administrator's observation. A teacher is encouraged to collect and submit evidence in such areas. A teacher choosing to submit a portfolio should align the evidence collected with the District 622 Performance Standards and the Individual Growth and Development Plan. The teacher shall submit the portfolio to the administrator at least two weeks before the scheduled summative evaluation meeting. One exception for submitting portfolio evidence prior to the summative evaluation meeting is for student growth data not available at the time (e.g. MCA growth data).

## **District 622 Peer Reviews (Q Comp Peer Observations)**

For purposes of Q Comp performance, teachers engage in the observation process and reflective dialogue using a rubric that is specific to each site's Q Comp plan and goal. Q Comp legislation requires that each teacher – *probationary and continuing contract* – have three formal Q Comp observations per year, conducted by two different Career Ladder teachers. A standards-based Q Comp observation rubric has been developed by District 622 and NSPMOEA. This Q Comp rubric focuses on enhancing instruction and will use various coaching and observation strategies including: mentoring and peer-to-peer. (Source: District 622's MDE approved quality compensation plan dated May 11, 2006)

As a component of District 622's Peer Review process, Q-Comp Peer Observations will focus on:

- Objective evaluation that includes an instructional performance tool that is comprehensive and aligned with the educational improvement plan and the staff development plan.
- The District 622 Standards for Effective Instructional Practice.

Peer review documents, conversations, and reflections may be used by teachers to inform the development of their Individual Growth and Development Plans. In addition, observation notes from a peer review or other documents generated from the peer review process can be used as part of a teacher portfolio (optional).

## **Induction and Mentoring for New Teachers**

District 622 has an Induction and Mentoring Program designed to:

- accelerate the instructional skills of new teachers through coaching and collaboration;
- understand the curriculum and obtain necessary instructional resources;
- promote professional and personal well-being of new teachers;
- strengthen teacher leadership; and

- increase retention of new teachers and promote positive attitudes toward teaching.

The importance of providing support, guidance, and the encouragement of personal and professional growth to new teachers is mutually recognized and valued by teachers, district administration and the North St. Paul-Maplewood-Oakdale Education Association. Mentors serve as career ladder teachers in the District 622 Q Comp Program. Each new teacher is assigned a mentor. Mentors are experienced teachers who remain in their regular teaching assignments while working with probationary teachers called "mentees."

## Resources and Forms

(available at <http://sharepoint/tal/tgde/default.aspx>)

622 Individual Growth and Development Plan

622 Teacher Self-Evaluation Form

Self-Evaluation Guiding Questions

Self-Evaluation Guiding Questions Addendum

622 Teacher Practice Rubric

622 Teacher Practice Rubric – Intercultural Competence

5D+ Teacher Evaluation GLOSSARY

622 Focused Improvement Plan Template

622 Focused Improvement Plan (sample)

622 Summative Evaluation Rating Form

622 Student Survey Information – 6-12

622 Student Survey Information – K-5

622 Speech Clinician Summative

622 Speech Clinician Self-Assessment Form

622 Speech Clinician Framework and Rubric

622 Social Worker Summative

622 Social Worker Self-Assessment Form

622 Social Worker Framework and Rubric

622 School Counselor Self-Assessment Form

622 School Counselor Rubric

622 School Counselor Summative

622 Resource, Center based, and WBL Teacher Framework and Rubric

622 Resource, Center Based WBL Teacher Self-Assessment Form

622 Resource, Center Based, WBL Summative

622 Psychologist Summative

622 Psychologist Self-Assessment Form

622 Psychologist Framework and Rubric

622 OT Summative

622 OT Self-Assessment Form

622 OT Framework and Rubric  
622 Nursing Summative  
622 Nursing Self-Evaluation Form  
622 Nursing Framework and Rubric  
622 ECSE Teacher Self-Assessment Form  
622 ECSE Summative  
622 ECSE Community and Center Based Teacher Evaluation Rubric  
622 DAPE Summative  
622 DAPE Self-Evaluation Form  
622 DAPE Framework and Rubric

RESOLUTION FOR ADOPTION OF THE 2013-2014 ANNUAL REPORT FOR DISTRICT 622 PARTICIPATION IN MINNESOTA QCOMP PROGRAM (ATPPS)

The Department of Teaching and Learning would like to propose the adoption of the 2013-2014 Annual QComp Report required by MDE for District 622 participation in the Alternative Teacher Performance Pay System (ATPPS).

Intents and Purposes of Minnesota's and District 622's QComp Program:

- Provide incentives for 622 teachers to improve their professional practices and instructional skills
- Tap the professional practices of our experienced instructional staff
- Recruit and retain highly qualified teachers
- Encourage 622 staff to undertake challenging work assignments
- Support our teachers' role in improving student achievement

Structures and systems to support the required components:

- Career Ladder Teachers
- Job-embedded Professional Development
- Teacher Peer Observations
- Performance Pay

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District 622 that the 2013-2014 Annual QComp Report for District 622 be approved for submission to MDE by June 30, 2014.

## Q Comp Annual Report 2013-14

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062114*).

Please provide the following **District Identification Information**.

**District Name:** North St. Paul-Maplewood-Oakdale Schools

**District Number:** 622

**Date Presented to the School Board:** May 27, 2014

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

### Component 1: Teacher Leaders

#### Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no

If no, please explain what changes have occurred and why?

#### Impact

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

Teacher leaders support the work of District 622 educators through leadership in the areas of curriculum and professional learning. K-12 Instructional Coaches and other Career Ladder teachers research best practices, model instructional strategies, support PLC's in gathering and analyzing student achievement data, and make observations on the implementation of identified instructional practices. Teachers new to District 622 are assigned a mentor to support their work in content, instruction, and classroom management.

### **3. How did the work of teacher leaders impact student achievement?**

The Q Comp program supports a common instructional focus for the district, each site, and each individual PLC. Teacher leaders are collaboratively engaged in the data analysis and goal setting both at the district and site level. Common instructional practices are aligned with district and site achievement targets. Teacher leaders are critical in supporting the daily work in the sites through ongoing learning-focused staff meetings and support of the PLC process.

## **Review Findings**

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

Career Ladder teachers are trained in the use of a common observational rubric that is based on the planning, implementation, and achievement of specific instructional strategies. Observers and teachers discuss common formative achievement data and student progress in attaining identified learning targets. This common training provides a district focus for professional learning in curriculum, instruction, and assessment practices. Additional mentor training identifies specific timelines and structures to support their new educator.

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

District 622 conducted an all staff survey in March 2014\* in order to gather feedback regarding the professional impact of the Career Ladder teacher roles. Survey descriptors of *extremely impactful*, *impactful*, and *somewhat impactful* ranged from 89% to 96% as ratings for the effectiveness of the multiple Career Ladder roles. 105 open-ended responses provided more specific feedback regarding the selection, training, support and effectiveness of District 622 Career Ladder teachers.

The reflective questions required in the evaluation process provide teachers with specific responsibilities and a continuum of effectiveness. These reflective questions also provide administrators and teachers a common focus for their conversations.

*\*March 2014 survey responses: 638 responses out of 813 licensed District 622 staff*

## **Recommendations**

### **6. How will the district use the review findings to improve the effectiveness of Component 1?**

The district will provide more on-going opportunities for professional learning that will support the roles of career ladder teachers, specifically more training for mentors. It is recommended that the professional learning for career ladder teachers be differentiated, on-going, site-based, and provide more inter-rater reliability sessions.

## Component 2: Job-embedded Professional Development

### Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
  - a. If no, please explain the changes that have occurred and why?

### Impact

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

The district survey from March 2014 reflects that 94% of teachers report that their PLC does meet 50 minutes every week or 90 minutes every two weeks. (Survey descriptors of *Effective* & *Extremely Effective*)

91% of teachers report that the teacher learning in their PLC and other job-embedded professional development activities positively impacts classroom instruction. (Survey descriptors of *Effective* & *Extremely Effective*)

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

- 78% of teachers report that their participation in weekly or bi-weekly PLC's impacts student achievement. (Survey descriptors of *Effective* & *Extremely Effective*)
- 67% of new teachers reported that new teacher orientation impacts student achievement. (Survey descriptors of *Effective* & *Extremely Effective*)
- 56% of teachers reported that the Q Comp Building Data Day impacts student achievement. (Survey descriptors of *Effective* & *Extremely Effective*)

### Review Findings

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

All District 622 sites identify learning priorities each year at the Site Improvement Retreat through the analysis of continuous progress monitoring of identified instructional strategies and professional learning activities. Site improvement plans identify achievement priorities and strategies to close achievement gaps. Professional learning is determined by student learning needs. Individual PLC's develop SMART goals that are aligned to the building needs and overall district achievement targets.

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

Individual PLC's develop SMART goals that are aligned to the building needs and overall district achievement targets. Site instructional coaches or other career ladder teachers modeled the identified instructional strategies at learning staff meetings. Model classrooms provided teachers the opportunity to observe the strategy in action. PLC's determine a baseline for the identified instructional strategy at the beginning of the trimester and report student achievement results on that identified strategy at the end of each trimester. PLC's are required to use multiple measures of student learning during the trimester to determine effectiveness of the identified instructional strategy.

**Recommendations**

**6. How will the district use the review findings to improve the effectiveness of Component 2?**

The March 2014 survey results indicate more modeling of the instructional strategy is needed. PLC's need to specifically identify the measure/assessment to determine student learning of the strategy prior to implementation of the instructional strategy. Greater emphasis and support for the PLAN component of the Continuous Improvement Model (*Determine summative program data to collect and review*) is needed.

**Component 3: Observation/Evaluation**

**Implementation**

1. **Are licensed staff members observed/evaluated at least three times per year by at least two trained observers/evaluators as outlined in the approved plan (approval letter and subsequent plan change approval letters)?** yes no

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

**Impact**

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

The survey results reflect the challenge of identifying a building wide instructional strategy that is applicable to all the content areas and specific job responsibilities of teachers in a site. Some teachers expressed a desire to continue the same instructional strategy across all three trimesters in order to develop greater understanding of the strategy and to measure growth over the three observations.

**3. What impact did the observation/evaluation process, including coaching, have on student achievement?**

The March 2014 Teacher Q Comp survey indicated that 65.3% of all respondents found the peer observation process to be *effective* or *extremely effective* in improving student achievement. Another 27.2% of respondents found the peer observation process to be *somewhat effective*. 7.4% found the peer observation process *not effective*. Comments from the open response included:

Survey results indicated teachers would prefer to have more instructional coaches rather than full time classroom teachers to conduct the peer observations.

Survey results indicated the trainings for career ladder teachers would be beneficial to all staff members.

## **Review Findings**

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

The observation process is designed to provide specific feedback on the classroom implementation of the school wide instructional strategy. The specific feedback from the observation can be one piece of data for the teacher, along with feedback from common PLC assessments and classroom assessments. By combining the multiple sources of data, teachers develop a continuous feedback structure for their instructional practice.

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

The initial training at the beginning of the year did include inter-rater reliability practice. The follow up trainings did not include inter-rater reliability practice.

## **Recommendations**

**6. How will the district use the review findings to improve the effectiveness of Component 3?**

District 622 needs to improve the emphasis on inter-rater reliability training. This training has not been systemic and required for all career ladder teachers.

District 622 is compiling instructional videos that will be used with both initial training and site-based follow up training during the year. Career ladder teachers will also model pre- and post-conferences related to the shared video observations.

## Component 4: Performance Pay

### Implementation

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

Yes  no

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

### Impact

2. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?

94% 762/813

3. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?

94% 762/813

- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?

98% 587/601

- b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?

83% 175/212

4. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

yes  no

- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

94% 762/813

### Recommendations

5. How will the district use the data to improve the effectiveness of Component 4?

Effective participation in a PLC is a significant component in earning the Q Comp stipend for performance. Teachers must provide evidence of SMART goals for their PLC's that utilize multiple formative assessment measures, results in meeting the trimester SMART goal, and reflection on the effectiveness of the implemented instructional strategy. Formative assessment strategies are an area for further professional learning to support teachers in effective participation in a PLC.

## Component 5: Reformed Salary Schedule

### Implementation

1. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no

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

### Impact

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

95% 774/813

- a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

100% 601/601

- b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

83% 173/212

### Recommendations

3. How will the district use the data to improve the effectiveness of Component 5?

District 622 will refine the new teacher/mentor program to support new teachers over multiple years rather than just the initial year. Feedback from the Q Comp teacher survey suggested offering optional collaborative time as well as on-going learning opportunities for new teachers in their 2<sup>nd</sup> and 3<sup>rd</sup> year of probation.

### General Program Impact and Recommendations

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

Q Comp has been part of a culture shift in our district from a teaching organization to a learning organization. All educators are engaged in on-going, site-based, job-embedded professional learning. Q Comp resources allow us to support an additional two full days of professional learning that prepares 622 educators to set school and individual PLC team learning goals and targets.

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

District 622 has shown progress in closing the achievement gap for all subgroups. Student proficiency for all subgroups in mathematics has seen increases from 4.6% to 10.5% from 2011 to 2013. Q Comp structures support the district in providing an on-going professional learning focus on culturally proficient instruction. These culturally proficient strategies are monitored and evaluated for effectiveness at both a site and PLC level.

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

District 622 will continue the practices of continuous improvement through the structures of the Site Improvement Retreat, alignment of site improvement plans, and evidence of implementation of PLC practices. District 622 will increase the learning opportunities provided for new teachers and offer differentiated professional learning for career ladder teachers.

VII. A. REVISE POLICIES

A major function of the School Board is reviewing, revising, and adopting District #622 policies. Fourteen of the sixteen policies have been proposed for revision to incorporate MSBA recommended changes. These changes reflect updates to legal and cross references (including changes in statute numbers and/or names, new statutes, rules or cases), different forms and/or corrections, and legislative changes. Two policies (G-021, Board Officers, Committees and Liaisons; and E-031 Fund Balance), reflect revisions specific to District 622's needs.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District #622 hereby revises the following policies:

- G-021 Board Officers, Committees and Liaisons
- E-031 Fund Balance
- E-015 Student Attendance
- E-016 Student Dress and Appearance
- E-021 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- E-026 Transportation of Public School Students
- E-072 Enrollment of Nonresident Students
- E-082 Distribution of Materials on School District Property by Non-School Persons
- E-083 Distribution of Materials by Students and Employees
- E-090 Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
- E-091 Credit for Learning
- EM-020.4 Public & Private Personnel Data & Form: Employee Authorization For Release of Information
- EM-020.15 Student Discipline & Notice of Suspension
- EM-020.17 Protection & Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information
- EM-020.19 Student Disability Nondiscrimination
- EM-020.30 Curriculum Development

## Governance

Policy Title	Policy Level	Date Approved/Revised
<b>Board Officers, Committees, and Liaisons</b>	<b>G-021</b>	<b>11/20/07</b> <b>Revised: 12/14/10</b> <b>Revised: 9/25/12</b> <b>Revised: 1/22/13</b> <b>Revised:</b>

The Board of Education of Independent School District 622 - North St. Paul-Maplewood-Oakdale will operate under a specified structure of roles and responsibilities to organize and complete its work effectively, efficiently, and expeditiously.

**Board Officers:** The officers of the Board shall be a Chairperson, a Vice-Chairperson, a Clerk and a Treasurer. The persons who perform the duties of Clerk and Treasurer need not be members of the School Board. The School Board shall appoint a superintendent who shall be an ex officio, nonvoting member of the School Board. All officers of the Board shall hold office for a term of one year and until their successors are elected and have qualified, **with the exception of the chair who could be re-elected for a second term. Should the chair be re-elected, all other officers would assume a second term in order to adhere to the procedures which follow this policy.**

The Board shall elect officers at its organizational meeting held in January, with a discussion of board officers held at a study session prior to January.

### **Board Organizational Meeting**

- a. The first meeting of the calendar year shall be the annual organizational meeting of the District Board of Education. At this meeting Board officers are elected and the Board acts on the official prescribed designations for the District. The Chair shall conduct the election of a Chairperson. The Chairperson then conducts the election of Vice Chairperson, Clerk and Treasurer. The term of each office shall be for one year. Newly elected Board of Education members take the oath of office.
- b. The Board of Education will name the following at its first meeting of the calendar year:
  - (1) Official depositories;
  - (2) Official newspaper;
  - (3) District legal counsel;
  - (4) District auditor;
  - (5) Date, time and location of regular Board of Education meetings

### **The duties of the officers of the Board of Education shall be as follows:**

Chairperson—shall preside at all meetings of the Board and shall perform other duties as directed by law, the State Department of Education regulations and by the School Board of District 622. In carrying out these responsibilities, the Chairperson shall:

- a. Sign the instruments, acts, and orders necessary to carry out the requirements of the state and the will of the Board.
- b. Consult with the Superintendent and others, as appropriate, in the planning of the Board's agenda.
- c. Confer with the Superintendent on crucial matters that may occur between Board meetings.
- d. Appoint Board members to committees.
- e. Call special Board meetings, as necessary.

- f. Speak for the Board at all times except as this responsibility is specifically delegated to others.
- g. Be responsible for the orderly conduct of all Board meetings.
- h. Serve as an ex-officio member of all Board Committees.
- i. Assume other duties as authorized by the Board.

**As presiding officer at all Board meetings, the Chairperson shall:**

- a. Call the meeting to order at the appointed time.
- b. Announce the business to come before the Board in its proper order.
- c. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
- d. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
- e. Explain the effect of a motion if it is not clear to every member.
- f. Restrict discussion to the question when a motion is before the Board.
- g. Answer all parliamentary inquiries.
- h. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, to discuss questions, and to vote.

The Board Vice-Chairperson will act in place of the Chairperson when necessary and preside at meetings when the Chairperson is temporarily absent. The Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence. The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Clerk and Chair.

**The Board Clerk shall:**

- a. Keep, or cause to be kept, complete minutes of the proceedings of all Board meetings.
- b. Sign all bills, salaries and contracts approved by the Board of Education or those required by statute.
- c. Act in place of the Chairperson when necessary and preside at meetings when both the Chairperson and Vice-Chairperson are absent.
- d. Within three days after an election, the Clerk shall notify all persons elected of their election.
- e. On or before September 15 of each year, the Clerk shall:
  - 1. file with the School Board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
  - 2. make and transmit to the commissioner certified reports, showing revenues and expenditures in detail and such other financial information required by law, rule, or as may be called for by the commissioner.
- f. Furnish to the county auditor, on or before September 30 of each year, an attested copy of the Clerk's record, showing the amount of proposed property tax voted by the School District or School Board for school purposes.
- g. The Clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

**The Board Treasurer shall:**

- a. Deposit the funds of the School District in the official depository.
- b. Sign official documents and contracts as prescribed in statute or board policy.
- c. Act in place of the Chairperson when necessary and preside at meetings when the Chairperson, Vice-Chairperson and Clerk are absent.
- d. Make all reports which may be called for by the School Board and perform all duties a Treasurer usually performs.

- e. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer, the Treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

**The Superintendent shall:**

- a. Visit and supervise the schools in the School District, report and make recommendations about their condition when advisable or on request by the School Board;
- b. Recommend to the School Board employment and dismissal of teachers;
- c. Annually evaluate each school principal assigned responsibility for supervising a school building within the district;
- d. Superintend school grading practices and examinations for promotions;
- e. Make reports required by the commissioner; and
- f. Perform other duties prescribed by the school board.

**Board Committees**

The Board may establish committees to study or to make recommendations about specific policy matters to the Board. All committees are advisory to the Board.

Board committees shall be composed of Board members appointed by the Board Chairperson. Appointments shall be announced in public meetings and recorded in Board minutes. If the Superintendent and/or his/her designee serve on a Board committee, he/she/they would be non-voting members.

Committee meeting agendas shall be determined by the committee chairpersons and the Superintendent or designee. All Board committees shall follow the provisions of applicable statutes regarding open meetings.

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and be available to School Board of District 622.

There are no standing committees of the Board in District 622 - North St. Paul-Maplewood-Oakdale.

**Board Representatives and Liaisons**

The Chairperson may appoint representatives, alternates, or liaisons of the Board of Education to organizational groups such as the Minnesota State High School League, MSBA Legislative Assembly, school building committees, Cooperative Educational Service organizations, etc. Such appointments shall be for one year, or term limits of the respective position, or until the discharge of the assigned function of said committee, agency or organization. A discussion of board representatives and liaisons will be held at a study session prior to January. Such liaison positions help establish positive working relationships with other public and private organizations involved in the educational process.

***Rationale:** The Board shall organize to maximize effectiveness in its governance role.*

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
Policy 202 SCHOOL BOARD OFFICERS	Policy 202 Replaced Policy: BCBA (Chairperson or Vice Chairperson) adopted June 28, 1979; BCBB (Clerk) adopted June 28, 1979; BCBC (Treasurer) adopted June 28, 1979; 104 (Appointment of the Superintendent of Schools) adopted March 26, 1992; 105-Appendix A, II.G.3. - (Meetings of the School Board: Special Meetings - Annual Meeting (adopted March 26, 1992; 106 (Board Officers) adopted March 26, 1992 . This Policy Adopted: December 10, 1996

	Rescinded: August 5, 2008
Policy 213 COMMITTEES OF THE SCHOOL BOARD	Policy 213 Replaced Policy: BCEA (Permanent Board Committees) adopted August 3, 1979; BCEAA (Board-Administrative Liaison) adopted September 25, 1980; BCEB (Temporary Board Committees) adopted August 18, 1966; 107 (Board Committee Principles) adopted March 26, 1992. This Policy Adopted: February 25, 1997 Rescinded: August 5, 2008
Policy 204 SCHOOL BOARD MEETING MINUTES	Policy 213 Replaced Policy: BDDG (Minutes) adopted June 28, 1979; 105-Appendix A, II. F. (Meetings of the Schools Board: Minutes) adopted March 26, 1992. This Policy Adopted: December 10, 1996 Rescinded: August 5, 2008
G-021 BOARD OFFICERS, COMMITTEES & LIAISONS (This Policy Adopted: Nov. 20, 2007, Revised: Dec. 14, 2010, Revised: September 25, 2012; Revised: January 22, 2013); <b>Revised:</b>	MSBA 202

Legal References:           Minn. Stat. § 123B.12 (Finance)  
Minn. Stat. § 123B.14 (Officers)  
Minn. Stat. § 123B.143 (Superintendent)  
Minn. Stat. § 126C.17 (Referendum Revenue)  
Minn. Stat. Ch. 205A (School District Elections)

Cross References:       MSBA/MASA Model Policy 101 (Legal Status of the School District)  
MSBA/MASA Model Policy 201 (Legal Status of the School Board)  
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)  
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Fund Balance</b>	<b>E-031</b>	<b>Approved: 6/23/09 Revised: 5/17/11 Revised: Reviewed Annually</b>

1) General Statement of Policy

- a) The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

2) Definitions

- a) "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- b) "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- c) "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- d) "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- e) "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- f) "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or

regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

- g) "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- h) "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

### 3) Classification of Fund Balances

- a) The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

### 4) Minimum Fund Balance

- a) The school district will strive to maintain a minimum unassigned general fund balance of ~~40%~~ **5 – 7 %** of the annual budget.

### 5) Order of Resource Use

- a) If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

### 6) Committing Fund Balance

- a) A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

### 7) Assigning Fund Balance

- a) The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the Director of Business Services. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

### 8) Review

- a) The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

**Rationale:** *The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).*

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
214 FUND BALANCE (This policy adopted: October 11, 2005; rescinded June 23, 2009)	MSBA 714
E-031 OPERATING FUND BALANCE (This policy adopted: June 23, 2009) Revised: May 17, 2011; <b>Revised:</b>	

**Legal References:** Statement No. 54 of the Governmental Accounting Standards Board

**Cross References:** MSBA Service Manual, Chapter 7, Education Funding

**ENDS**  
 (The provisions of this policy substantially reflect statutory requirements)

Policy Title	Policy Level	Date Approved/Revised
Student Attendance	E-015	5/20/08 Revised: 6/24/08 Revised: 11/22/11 Revised: 7/23/13 Revised:

1) General Statement of Policy

a) Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each. Finally, it is the

administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
  - (1) Illness.
  - (2) Serious illness in the student's immediate family.
  - (3) A death or funeral in the student's immediate family or of a close friend or relative.
  - (4) Medical, dental or orthodontic treatment, or a counseling appointment.
  - (5) Court appearances occasioned by family or personal action.
  - (6) Religious instruction not to exceed three hours in any week.
  - (7) Physical emergency conditions such as fire, flood, storm, etc.
  - (8) Official school field trip or other school-sponsored outing.
  - (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
  - (10) Family emergencies.
  - (11) Active duty in any military branch of the United States.

- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family. (Building principal has discretion to excuse with prior notification.)
- (6) Personal trips to schools or colleges. (Building principal has discretion to excuse with prior notification.)
- (7) Oversleeping
- (8) Missed bus/transportation problems
- (9) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Consequences of students with unexcused absences are outlined in E-015P.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
  - a. Students tardy at the start of school must report to the school office for an admission slip.
  - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

  - a. Illness.
  - b. Serious illness in the student's immediate family.
  - c. A death or funeral in the student's immediate family or of a close friend or relative.
  - d. Medical, dental, orthodontic, or mental health treatment.
  - e. Court appearances occasioned by family or personal action.
  - f. Physical emergency conditions such as fire, flood, storm, etc.
  - g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
  - h. Late school bus.
4. Unexcused Tardiness
  - a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
  - b. Consequences of tardiness may include detention and/or other measures, including loss of credit.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

## 2) Dissemination of Policy

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

## 3) Required Reporting

### A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

### B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the **child's enrolling or resident** district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of ~~16~~ **17** years who is absent from attendance at school without lawful excuse for seven school days **per school year** if the child is in elementary school or for one or more class periods on seven school days **per school year** if the child is in middle school, junior high school, or high school, or a child who is ~~16 or~~ 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days **per school year** and who has not lawfully withdrawn from school.
2. The superintendent or designee shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

**Rationale:** *The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.*

Adoption and Revision History	Incorporated Policies
Policy 503 STUDENT ATTENDANCE This Policy Adopted: January 27, 1998, Revised: January 25, 2005 Rescinded: August 5, 2008	MSBA 503
Policy E-015 STUDENT ATTENDANCE This Policy Adopted: May 20, 2008; Revised: June 24, 2008 Revised: November 22, 2011; Revised: July 23, 2013; Revised	

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

**Legal References:**

Minn. Stat. § 120A.05 (Definitions)  
 Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120A.24 (Reporting)  
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
 Minn. Stat. § 120A.30 (Attendance Officers)  
 Minn. Stat. § 120A.34 (Violations; Penalties)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 260A.02 (Definitions)  
 Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)  
 Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
 Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services Neglected and in Foster Care)  
*Goss v. Lopez*, 419 U.S. 565, 95 S.Ct. 729 (1975)  
*Slocum v. Holton Board of Education*, 429 N.W.2d 607 (Mich. App. Ct. 1988)  
*Campbell v. Board of Education of New Milford*, 475 A.2d 289 (Conn. 1984)  
*Hamer v. Board of Education of Township High School District No. 113*, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)  
*Gutierrez v. School District R-1*, 585 P.2d 935 (Co. Ct. App. 1978)  
*Knight v. Board of Education*, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)  
*Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

**Cross References:**

MSBA/MASA Model Policy 506 (Student Discipline)

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
Student Dress and Appearance	E-016	5/20/08 Revised: 11/22/11 Revised: 9/25/12 Revised: 7/23/13 Revised:

1) General Statement of Policy

- A. The policy of this school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student’s parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
  - 1. Clothing appropriate for the weather.
  - 2. Clothing that does not create a health or safety hazard.
  - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
  - 1. “Short shorts;” skimpy tank tops; tops that expose the midriff; clothing which exposes underwear, midriff, cleavage; low riding pants; caps, hats and other head covers; and other clothing that is not in keeping with community standards.
  - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
  - 3. Apparel promoting products or activities that are illegal for use by minors.
  - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy EM-020.7
  - 5. Any apparel or footwear that would damage school property.
- D. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations, religious, cultural or ethnic attire, etc.).
- E. ~~It is not the~~ **The** intention of this policy **is not** to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such

messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

- F. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

2) Procedures

- A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

**Rationale:** *The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.*

Adoption and Revision History	Incorporated Policies
Policy 504 STUDENT DRESS AND APPEARANCE This Policy Adopted: September 23, 1997 ; Rescinded: August 19, 2008	MSBA 504
E-016 STUDENT DRESS & APPEARANCE (This policy adopted: May 20, 2008) Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; <b>Revised:</b>	

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

- Legal References:**
- U. S. Const., amend. I
  - Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
  - Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)
  - B.H. ex. Rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)**

*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, ~~No. 4:06-cv-1042-TLW, 2012 WL 761249 (D.S.C. Mar. 8, 2012)~~ **711 F.3d 426 (4<sup>th</sup> Cir. 2013)**  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*Lowry. V. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D.N.C. 1999)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415, (W.D. Okla. 1992)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, (N.D. Ill. 1987)

**Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

## ENDS

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

### 1) General Statement of Policy

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

### 2) Definitions

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

physical or mental health when reasonably able to do so;

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

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

- f) "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- g) "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

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

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- h) "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- i) "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- j) "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- k) "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- l) "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

### 3) Reporting Procedures

- a) A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

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

#### 4) Investigation

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

written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

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

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

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

#### 6) Physical or Sexual Abuse as Sexual Harassment or Violence

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

#### 7) Dissemination of Policy and Training

- a) This policy shall appear in school personnel handbooks.
- b) The school district will develop a method of discussing this policy with school personnel.

- c) This policy shall be reviewed at least annually for compliance with state law.

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

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

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

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 121A.58 (Corporal Punishment)
  - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
  - Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
  - Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
  - Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
  - Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
  - Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
  - Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
  - Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
  - Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
  - Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
  - Minn. Stat. § 609.379 (Reasonable Force)
  - Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
  - Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
  - U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

## ENDS

Policy Title	Policy Level	Date Approved/Revised
Transportation of Public School Students	E-026	6/22/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 7/23/13 Revised:

### 1) General Statement of Policy

- a) The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- b) The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

### 2) Definitions

- a) **“Student Child with a disability”** includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special instruction and services, as determined by the standards of the Department of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the standards of the Department of Education, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. (M.S. 125A.02)
- b) **“Home”** is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (M.S. 123B.92, Subd. 1(b)(1); M.S. 127A.47, Subd. 2)
- c) **“Homeless student”** means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings,

and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)

- d) “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of M.S. 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (M.S.123B.41, Subd. 9)
- e) “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (M.S. 123B.88, Subd. 6; M.S. 125A.51; M.S. 127A.47, Subd. 3)
- f) “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. (M.S. 123B.41, Subd. 4)
- g) “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- h) “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of M.S. 120A.22 by attendance at a nonpublic school. (M.S. 126C.01, Subd. 8)
- i) “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (M.S. 123B.41, Subd. 11)

### 3. Eligibility

- a) Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (M.S. 123B.88, Subd. 1)
- b) The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- c) In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (M.S. 123B.88, Subd. 10, 11, 12, and 13)
- d) For purposes of stabilizing enrollment and reducing mobility, the school district may, in its

discretion, establish a full-service school zone and may provide transportation for student s attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

#### 4. Transportation of Nonresident Students

- a) If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (M.S.124D.04, Subd. 7; M.S. 123B.92, Subd. 3)
- b) If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (M.S. 123B.88, Subd. 6)
- c) When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (M.S. 127A.47, Subd. 3(b))
- d) The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (M.S. 123B.92, Subd. 3(b))

#### 5. Transportation of Resident Students to Non-district Schools

- a) In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (M.S. 124D.03, Subd. 8)
- b) Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (M.S. 123B.88, Subds. 1 and 4)
- c) In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (M.S. 124D.041)

6. Special Education Students/ With a Disability/Students With Temporary Disabilities

- a) Upon a request of a parent or guardian, a resident student with a disability who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (M.S. 123B.88, Subd. 1)
- b) Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (M.S. 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- c) Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (M.S. 125A.65)
- d) If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (M.S. 125A.12)
- e) When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. Transportation shall only be provided by the school district during regular operating hours. (M.S. 125A.15(b); M.S.125A.51(d))
- f) When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (M.S. 125A.15(c) and (d); M.S. 125A.51(e))
- g) Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- h) Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in M.S. Ch. 125A. (Minn. Rules Part 7470.1600, Subd.

2)

## 7. Homeless Students

- a) Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- b) Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
  - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (M.S. 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))
  - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (M.S. 125A.51(f))
  - 4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3).

## 8. Availability of Services

- a) Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (M.S. 123B.88, Subd. 21)

## 9. Manner of Transportation

- a) The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (M.S. 123B.88, Subd. 1)

10. Restrictions

- a) Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (M.S. 121A.59)

11. Fees

- a) In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (M.S. 123B.36, Subd. 1(10))
- b) The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05 (M.S. 123B.36, Subds. 1(11) and 6)
- c) The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (M.S. 123B.36, Subd. 1(13))
- d) Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (M.S. 123B.36, Subd. 3)

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall provide transportation of students consistent with requirements of law.*

Adoption and Revision History	Incorporated Policies
E-026 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS (This Policy Adopted: June 22, 2010; Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised:	MSBA 707

Administrative Rule, Regulation and Procedure: NA

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)  
Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)  
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)  
Minn. Stat. Ch. 125A (Children With a Disability)  
Minn. Stat. § 125A.02 (Children With a Disability, Defined)  
Minn. Stat. § 125A.12 (Attendance in Another District)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)  
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)  
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)  
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)  
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)  
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)  
Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)  
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References:

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)  
MSBA Service Manual, Chapter 2, Transportation

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<b>Enrollment of Nonresident Students</b>	<b>E-072</b>	<b>11/22/11</b> <b>Revised: 3/27/12</b> <b>Revised: 7/23/13</b> <b>Revised:</b>

1) General Statement of Policy

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
  2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. §121A.45 to enroll during the term of the expulsion if the student was expelled for:
1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
  2. possessing or using an illegal drug at school or a school function;
  3. selling or soliciting the sale of a controlled substance while at school or a school function; or
  4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
  2. athletic or extracurricular ability of a student;
  3. disabling conditions of a student;
  4. a student's proficiency in the English language;
  5. the student's district of residence; or
  6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section E. of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).
- E. Exclusion
1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
  2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.
- F. Termination of Enrollment
1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court and/or appropriate county authorities. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on

seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

***(Note: Effective with the 2014-15 school year, the school district may terminate the enrollment of a nonresident student over 17 years of age pursuant to this section.)***

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- G. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Rationale:** *The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.*

Adoption and Revision History	Incorporated Policies
Policy E-072 ENROLLMENT OF NONRESIDENT STUDENTS This Policy Adopted: November 22, 2011; Revised: March 27, 2012; Revised: July 23, 2013	MSBA 509

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

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)  
 Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)  
 Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)  
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963  
(Minn. Ct. App. 2005) (unpublished)

**Cross References:**

MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)  
MSBA Service Manual, Chapter 5, Various Educational Programs

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Distribution of Materials on School District Property by Non-School Persons</b>	<b>E-082</b>	<b>6/23/09</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised:</b>

1) General Statement of Policy

- a) The school district intends to provide a method for non-school persons, and non-school organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy.
- b) To provide for orderly and non-disruptive distribution of materials, the school board adopts the following regulations and procedures.

2) Definitions

- a) "Disclaimer" means a statement specifying the name of the organization sponsoring the name of organization sponsoring the event or activity so it is clear to the public that the materials do not represent the district or its schools. For example, "This event, class or activity is not sponsored or endorsed by School District 622."
- b) "Distribute" or "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- c) "Materials" includes all materials and objects intended by non-school persons or non-school organizations for distribution. Examples of non-school-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- d) "Non-school person" means any person who is not currently enrolled as a student in or employed by the school district.
- e) "Obscene to minors" means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
  - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

- f) "Minor" means any person under the age of eighteen (18).
- g) "Material and substantial disruption" of a normal school activity means:
  - 1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  - 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
 

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- h) "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- i) "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

### 3) Guidelines

- a) Non-school persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting as long as all materials include a disclaimer.
- b) Requests for distribution of materials will be reviewed by the administration on a case- by-case basis. However, distribution of the following materials by non-school persons is always prohibited. Material is prohibited that:
  - 1. is obscene to minors;
  - 2. is libelous;
  - 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended.
  - 4. advertises any product or service not permitted to minors by law;
  - 5. advocates violence or other illegal conduct;
  - 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- c) Permission for non-school persons to distribute materials by non-school persons on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to the following:
1. whether the material is educationally related;
  2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline or school activities;
  3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
  4. the quantity or size of materials to be distributed;
  5. whether distribution would require assignment of school district staff, use of school district equipment or other resources;
  6. whether distribution would require that non-school persons be present on the school grounds;
  7. whether the materials are a solicitation for goods or services not requested by the recipients.

#### 4) Time, Place, and Manner of Distribution

- a) If permission is granted pursuant to this policy for the distribution of any materials, the time, place and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

#### 5) Procedures

- a) Any non-school person wishing to distribute materials must first submit for approval a copy of the materials to the superintendent or designee at least two weeks in advance of desired distribution time, together with a completed "Request for Dissemination" form which shall include:
1. Name and phone number of the person submitting the request;
  2. Date(s) and time(s) of day of requested distribution;
  3. Location where material will be distributed;
  4. If intended for students, the grade(s) of students to whom the distribution is intended.
- b) Within two school days, the superintendent or designee will review the request and render a

decision. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed of the reasons for the denial or limitation.

- c) If the person is dissatisfied with the decision of the superintendent or designee, the person may submit a written request for appeal to the superintendent.
- d) The decision of the superintendent may be appealed to the school board by submitting a written request.
- e) Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

6) Violation of Policy

- a) Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately, and if necessary the police will be called.

7) Implementation

- a) The school district administration may develop any additional guidelines and procedures necessary to implement this policy.

**Rationale:** *The purpose of this policy is to provide for distribution of materials appropriate to the school setting by non-staff, and school staff acting on behalf of a non-school organization and non-students on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.*

Adoption and Revision History	Incorporated Policies
904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NON-SCHOOL PERSONS This Policy Adopted: March 24, 1998; Revised: January 25, 2005; Rescinded: June 23, 2009	Replaced Policy: KI (Public Solicitation in the Schools) adopted May 11, 1978; KBF (Use of Students in Public Information Program) adopted August 27, 1981. This Policy Adopted: March 24, 1978 Revised: January 25, 2005  MSBA 904
E-082 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS This Policy Adopted: June 23, 2009; Revised: November 22, 2011; Revised: September 25, 2012	

Administrative Rule, Regulation and Procedure: NA

Legal References: U.S. Const.; amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S. Ct. 562, 98 L.Ed.2d 592 (1988)  
*Doe v. South Iron R-1 School District*, 498 F.3d 878 (8<sup>th</sup> Cir. 2007)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S. Ct. 3439, 87 L.Ed.2d 567 (1985)

Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S. Ct. 948, 74 L.Ed.2d 794 (1983)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), **cert. denied \_ U.S. \_, 132 S.Ct. 592 (2011)**

Cross References:

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees</b>	<b>E-083</b>	<b>11/22/11 Revised: 9/25/12 Revised:</b>

1) General Statement of Policy

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

2) Definitions

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of offering free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects..
- C. "Obscene to minors" means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts, masturbation, excretory functions, and lewd exhibition of the genitals; and
  - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. "Minor" means any person under the age of eighteen (18).

- E. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

### 3) Guidelines

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
  2. is libelous or slanderous;
  3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended.
  4. advertises or promotes any product or service not permitted to minors by law;
  5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
  7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. Whether the material is educationally related;
  2. The extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
  3. Whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
  4. The quantity or size of materials to be distributed;
  5. Whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
  6. Whether distribution would require that nonschool persons be present on the school grounds;
  7. Whether the materials are a solicitation for goods or services not requested by the recipients.

#### 4) Time, Place, and Manner of Distribution

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

## 5 Procedures

- A. Any student or employee wishing to distribute nonschool-sponsored material must first submit for approval a copy of the material to the superintendent or designee at least two weeks in advance of desired distribution time, together with a completed "Request for Dissemination" form which shall include:
  - 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
  - 2. Date(s) and time(s) of day intended for display or distribution.
  - 3. Location where material will be displayed or distributed;
  - 4. If intended for students, the grade(s) of students to whom the display or distribution is intended.
- B. Within one school day, the superintendent or designee will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request shall be informed of the reasons for the denial or limitation.
- C. If the person or employee group is dissatisfied with the decision of the superintendent or designee, the person or employee group may submit a written request for appeal to the school board.
- D. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

## 6) Disciplinary Action

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's EM-020.15 (Student Discipline and Notice of Suspension).
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, police assistance will be sought.

7) Notice of Policy to Students and Employees

A copy of this policy will be published in student handbooks and posted in school buildings.

**Rationale:** *The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.*

Adoption and Revision History	Incorporated Policies
Policy 505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES This Policy Adopted: November 25, 1997, Revised: March 24, 1998, Rescinded: November 22, 2011	MSBA 505
Policy E-083 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES This Policy Adopted: November 22, 2011; Revised: September 25, 2012; <b>Revised:</b>	

Administrative Rule, Regulation and Procedure: NA

Legal References: U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), **cert. denied\_U.S., 132 S.Ct. 592 (2011)**

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)  
 MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)



**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<p style="text-align: center;"><b>Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students</b></p>	<p style="text-align: center;"><b>E-090</b></p>	<p style="text-align: center;"><b>3/27/12 Revised: 9/25/12 Revised:</b></p>

1) General Statement of Policy

A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student’s IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a “pass” or “p” notation on the record when achieving a passing score; or
2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a “pass” or “p” notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they, at the time of graduation, have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

2) Definition of Terms

See the current “Procedures Manual for the Minnesota Assessments.” ~~which can be found on the Minnesota Department of Education’s (MDE’s) Minnesota Assessments, General Resources, website at: <http://education.state.mn.us>.~~

3) Granting and Documenting Accommodations, Modifications, or Exemptions for Basic Skills and Grad Testing

See the current “Procedures Manual for the Minnesota Assessments.” ~~which can be found on MDE’s Minnesota Assessments, General Resources, website at: <http://education.state.mn.us>.~~

4) Records

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping records of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

*Rationale: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests.*

Adoption and Revision History	Incorporated Policies
Policy 615 BASIC STANDARDS TESTING This Policy Adopted: June 23, 1998; Revised: April 12, 2005; Rescinded: March 27, 2012	MSBA 615
Policy E-090 TESTING ACCOMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS This Policy Adopted: March 27, 2012 Revised: September 25, 2012; <b>Revised:</b>	

Administrative Rule, Regulation and Procedure: NA

Legal References:                   Minn. Stat. § 120B.11 (School District Process)  
   Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
   Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
   ~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~  
   ~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~  
   Minn. Rules Parts 3501.0505-3501.0640-3501.0655 (Academic Standards for Language Arts)  
   Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)  
**(repealed Minn. L.2013, Ch. 116, Art. 2, § 22)**  
**Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)**

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 616 (School District System Accountability)

**ENDS**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Credit for Learning</b>	<b>E-091</b>	<b>3/27/12</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised:</b>

1) 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, post-secondary or higher education institutions, and online courses and programs.

2) Definitions

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

- I. "Course credit" is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

### 3) 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 six trimester 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 six trimester 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 a 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.

4) Post-Secondary Enrollment Credit

- A. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
  - 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 post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  - 3. When a determination is made that the content of the post-secondary 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 post-secondary 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 post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- B. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

#### 5) Credit From Online Learning Courses

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section 3.A. above.

#### 6) 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.

7) 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 7.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning 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.

*Rationale: The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to address the 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.*

Adoption and Revision History	Incorporated Policies
Policy 621 CREDIT FOR LEARNING This Policy Adopted: February 22, 2005; Rescinded: March 27, 2012	MSBA 620
Policy E-091 CREDIT FOR LEARNING This Policy Adopted: March 27, 2012; Revised: September 25, 2012; Revised: July 23, 2013; <b>Revised:</b>	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
- Minn. Stat. § 120B.11 (School District Process)
- 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 (Post-Secondary Enrollment Options Act)
- Minn. Stat. § 124D.095 (Online Learning Option)
- ~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
- ~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
- Minn. Rules Parts 3501.0505-0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
- (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)**
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)**
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)**

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)



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

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Public &amp; Private Personnel Data &amp; Form: Employee Authorization for Release of Information</b>	<b>EM-020.4</b>	<b>5/20/08</b>  <b>Revised: 11/22/11</b> <b>Revised: 7/23/13</b> <b>Revised:</b>

1) General Statement of Policy

- a) All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- b) All other data on individuals is private or confidential.

2) Definitions

- a) "Public" means that the data is available to anyone who requests it.
- b) "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- c) "Confidential" means the data is not available to the subject.
- d) "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- e) "Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment, volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- f) "Finalist" refers to an individual who has applied for a position for which the school board will interview the individual.
- g) "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.
- h) "Public officials" means business directors, human resource directors, ~~and an athletic directors~~ **whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and** individuals defined as

superintendents, and principals, or director who is employed in a position requiring an administrative license.

### 3) Public Personnel Data

- a) The following information on employees, including volunteers and independent contractors, is public:
1. name;
  2. employee identification number, which cannot be the employee's social security number;
  3. actual gross salary;
  4. salary range;
  5. terms and conditions of employment relationship;
  6. contract fees;
  7. actual gross pension;
  8. the value and nature of employer-paid fringe benefits;
  9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  10. job title;
  11. bargaining unit;
  12. job description;
  13. education and training background;
  14. previous work experience;
  15. date of first and last employment;
  16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
  17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
  18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

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19. work location;
  20. work telephone number;
  21. badge number;
  22. work-related continuing education;
  23. honors and awards received; and
  24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- b) The following information on applicants for employment is public:
1. veteran status;
  2. relevant test scores;
  3. rank on eligible list;
  4. job history;
  5. education and training; and
  6. work availability.
- c) Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- d) Applicants for appointment to a public body
1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:
    - a. name;
    - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
    - c. education and training;
    - d. employment history;
    - e. volunteer work;
    - f. awards and honors;
    - g. prior government service;

- h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
  - i. veteran status
2. Once an individual is appointed to a public body, the following additional items of data are public:
- a. residential address;
  - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
  - c. first and last dates of service on the public body;
  - d. the existence and status of any complaints or charges against an appointee; and
  - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- e) Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
  - f) Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement ~~with another person~~. Data that is classified as private under another law is not made public by this provision.

#### 4) Private Personnel Data

- a) All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- b) Data pertaining to an employee's dependents are private data on individuals.
- c) Data created, collected or maintained by the school district to administer employee assistance programs are private.

- d) Parking space leasing data are private.
- e) Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- f) The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- g) The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
  - 3. A court, law enforcement agency or prosecuting authority.
- h) Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- i) A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- j) When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or
  - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- k) The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- l) Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.

- m) When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. **Additionally, personal data may be released for purposes of informing a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.**
- n) The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.
- o) The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- p) Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- q) Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- r) The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

#### 5) Multiple Classifications

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

#### 6) Change in Classifications

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

#### 7) Responsible Authority

The school district has designated the Director of Human Resources (651-748-7422) as the authority responsible for personnel data. If you have any questions, contact him/her.

#### 8) Employee Authorization/Release Form

An employee authorization form is included as an addendum to this policy.

**Rationale:** School District 622 – North St. Paul-Maplewood-Oakdale shall provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
406 PUBLIC & PRIVATE PERSONNEL DATA This Policy Adopted: June 10, 1997; Rescinded: August 5, 2008	MSBA 406
EM-020.4 PUBLIC & PRIVATE PERSONNEL DATA & FORM: EMPLOYEE AUTHORIZATION FOR RELEASE OF INFORMATION This Policy Adopted: May 20, 2008 Revised: November 22, 2011; Revised: July 23, 2013; Revised:	

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 13.02 (Definitions)  
 Minn. Stat. § 13.37 (General Nonpublic Data)  
 Minn. Stat. § 13.39 (Civil Investigation Data)  
 Minn. Stat. § 13.43 (Personnel Data)  
 Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)  
**Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)**  
 P.L. 104-191 (HIPAA)  
 45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

**Cross References:** MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA Service Manual, Chapter 13, School Law Bulletin “1” (School Records – Privacy – Access to Data)

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

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Student Discipline &amp; Notice of Suspension</b>	<b>EM-020.15</b>	<b>5/20/08</b> <b>Revised: 7/20/10</b> <b>Revised: 11/22/11</b> <b>Revised: 7/23/13</b> <b>Revised:</b> <b>Reviewed Annually</b>

1) General Statement of Policy

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, has developed this policy which governs student conduct and applies to all students of the school district.

2) Areas of Responsibility

- a) The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- b) Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.

- c) Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- d) Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- e) Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- f) Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- g) Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- h) Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

### 3) Student Rights

All students have the right to an education and the right to learn.

### 4) Student Responsibilities

All students have the responsibility:

- a) For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- b) To attend school daily, except when excused, and to be on time to all classes and other school functions;
- c) To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- d) To make necessary arrangements for making up work when absent from school;
- e) To assist the school staff in maintaining a safe school for all students;

- f) To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- g) To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- h) To be aware of and comply with federal, state and local laws;
- i) To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- j) To respect and maintain the school's property and the property of others;
- k) To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- l) To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- m) To conduct themselves in an appropriate physical or verbal manner; and
- n) To recognize and respect the rights of others.

5) Code of Student Conduct

- a) The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;
  - 7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
23. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
24. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

25. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
26. Possession or distribution of slanderous, libelous or pornographic materials;
27. Violation of the school district's Bullying Prohibition Policy;
28. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
29. Criminal activity;
30. Falsification of any records, documents, notes or signatures;
31. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
32. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
33. Impertinent or disrespectful language toward teachers or other school district personnel;
34. Violation of the school district's Harassment and Violence Policy;
35. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
36. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
37. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
38. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
39. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
40. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;

41. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
42. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
43. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

b) Personal Electronic Devices

ISD 622 believes the use of Personal Electronic Devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Student-to-student texting, image and video capturing/sharing, etc. is harmful to the educational process and not permitted under this policy.

Use of electronic devices including but not limited to cellular phones, digital picture/video cameras and/or camera phones, laptop computers, personal digital assistants (PDAs), iPods, MP3s, pagers and other personal electronic devices capable of transmitting data or images devices during instructional time is not allowed.

Exceptions which serve a specific educational purpose are subject to building principal approval (i.e. calculator use, planning devices via IEPs or 504 plans, classroom instructional use).

Students with such devices will be asked to put them away, and the items are subject to confiscation. Repeated offenses will result in confiscation of the device for a period of time and/or other building level consequences. Refusal to comply with a request constitutes insubordination, which will result in additional disciplinary consequences.

Parents are asked to not disrupt the school environment by contacting their children via their cell phone and are to contact the school's main office.

6) Disciplinary Action Options

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- a) Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- b) Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian

following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- c) Parent contact;
- d) Parent conference;
- e) Removal from class;
- f) In-school suspension;
- g) Suspension from extracurricular activities;
- h) Detention or restriction of privileges;
- i) Loss of school privileges;
- j) In-school monitoring or revised class schedule;
- k) Referral to in-school support services;
- l) Referral to community resources or outside agency services;
- m) Financial restitution;
- n) Referral to police, other law enforcement agencies, or other appropriate authorities;
- o) A request for a petition to be filed in district court for juvenile delinquency adjudication;
- p) Out-of-school suspension under the Pupil Fair Dismissal Act;
- q) Preparation of an admission or readmission plan;
- r) Saturday school;
- s) Expulsion under the Pupil Fair Dismissal Act;
- t) Exclusion under the Pupil Fair Dismissal Act; and/or
- u) Other disciplinary action as deemed appropriate by the school district.

#### 7) Removal of Students from Class

- a) Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

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1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- b) If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

c) Procedures for Removal of a Student From a Class and Readmission to Class:

1. If a student is causing a disruption to the educational process, a teacher, administrator, or other district employee may remove a student from class.
2. Documentation will vary with the severity of the incident. Communication may include any or all of the following: verbal reprimand, conference, office referral, parent call, note, or email.
3. Staff member will direct student to new location and coordinate supervision. Student is the responsibility of the designated staff member.
4. Depending on the severity, student may be escorted to the new location.
5. While removed from class, student is expected to complete assigned work and meet other conditions for readmission.
6. Staff member may coordinate with the case manager if the student being removed from class is on an Individual Learning Plan (IEP).
7. On-going issues should be referred to the building administration, student assistance team, and/or other designated district employee.

8) Dismissal

- a) "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative

educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

b) Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

c) Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or

exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension – EM-020.15-F1.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall

be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

d) Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

9) Admission or Readmission Plan

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

10) Notification of Policy Violations

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

11) Student Discipline Records

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

12) Disabled Students

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

13) Open Enrolled Students

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment EM-020.15

Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of ~~sixteen (16)~~ **seventeen (17)** enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

14) Distribution of Policy

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

15) Review of Policy

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.*

Adoption and Revision History	Incorporated Policies
506 STUDENT RIGHTS AND RESPONSIBILITIES This Policy Adopted: January 27, 1998; Revised: January 25, 2005; Rescinded: August 19, 2008	MSBA 506
EM-020.15 STUDENT DISCIPLINE & NOTICE OF SUSPENSION This Policy Adopted: May 20, 2008; Revised: July 20, 2010; Revised: November 22, 2011; July 23, 2013; Revised:	

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

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
  - Minn. Stat. § 120B.232 (Character Development Education)
  - Minn. Stat. § 121A.26 (School Preassessment Teams)
  - Minn. Stat. § 121A.27 (School and Community Advisory Team)
  - Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
  - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
  - Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
  - Minn. Stat. §§ 121A.582 (Reasonable Force)
  - Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
  - Minn. Stat. § 123A.05 (Area Learning Center Organization)
  - Minn. Stat. § 124D.03 (Enrollment Options Program)
  - Minn. Stat. § 124D.08 (Enrollment in Nonresident District)

Minn. Stat. Ch.125A (Students With Disabilities)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Student Hazing Prohibition)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

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

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

1) General Statement of Policy

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

2) Definitions

a) Authorized Representative

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

b) Biometric Record

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

c) Dates of Attendance

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

d) Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, gender, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs used in yearbooks or school district publications, degrees, honors and awards received, and the most

recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

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

e) Education Records

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

- i. are made and maintained in the normal course of business;
- ii. relate exclusively to the individual in that individual's capacity as an employee; and
- iii. are not available for use for any other purpose.

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

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

f) Eligible Student

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

g) Juvenile Justice System

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

h) Legitimate Educational Interest

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

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

counseling, student job placement or student financial aid.

4. Perform a task directly related to responding to a request for data.

i) Parent

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

j) Personally Identifiable

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

k) Record

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

l) Responsible Authority

“Responsible authority” means the Assistant Superintendent, Troy Miller.

m) Student

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

n) School Official

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

o) Summary Data

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

p) Other Terms and Phrases

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

3) General Classification

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

4) Statement of Rights

a) Rights of Parents and Eligible Students

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

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

b) Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The

student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31 (a).

c) Disabled Students

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

5) Disclosure of Education Records

a) Consent Required for Disclosure

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

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

6. Eligible Student Consent

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

b) Prior Consent for Disclosure Not Required

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

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. Performs an institutional service or function for which the school district would otherwise use employees;
  - b. Is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. Will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for

the purposes for which the disclosure was made.

3. To officials of other schools or school districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See Section 18) suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

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

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

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

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

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

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

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

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

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.

**22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.**

c) Nonpublic School Students

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

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

6) Release of Directory Information

a) Classification

Directory information is public except as provided herein.

b) Former Students

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

c) Present Students and Parents

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

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

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

d) Procedure for Obtaining Nondisclosure of Directory Information

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

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

e) Duration

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

7) Disclosure of Private Records

a) Private Records

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

b) Private Records Not Accessible to Parent

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

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

determination the responsible authority shall consider the following factors:

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

c) Private Records Not Accessible to Student

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

8) Disclosure of Confidential Records

a) Confidential Records

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

b) Reports Under the Maltreatment of Minors Reporting Act

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

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

c) Investigative Data

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

individuals, and confidential data in the case of data on individuals.

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

d) Chemical Abuse Records

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

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

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

10) Disclosure of Data to Military Recruitment Officers

- a) The School District will release the names, addresses, and home telephone numbers of students in

grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

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

#### 11) Limits on Redisclosure

- a) Redisclosure

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

b) Redisclosure Not Prohibited

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

c) Classification of Disclosed Data

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

d) Notification

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

12) Responsible Authority, Record Security; and Record Keeping

a) Responsible Authority

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

b) Record Security

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

c) Plan for Securing Student Records

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

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

d) Review of Written Plan for Securing Student Records

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

e) Record Keeping

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

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

13) Right to Inspect and Review Education Records

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

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

b) Response to Request for Access

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

c) Right to Inspect and Review

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

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

d) Form of Request

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

e) Collection of Student Records

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

f) Records Containing Information on More Than One Student

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

g) Authority to Inspect or Review

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

h) Fees for Copies of Records

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

14) Request to Amend Records; Procedure to Challenge Data

a) Request to Amend Education Records

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

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

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

b) Right to a Hearing

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

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

c) Conduct of Hearing

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

at the hearing and shall include a summary of evidence and reasons for the decision.

d) Appeal

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

15) Problems Accessing Data

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

16) Complaints for Noncompliance With FERPA

a) Where to File Complaints

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

b) Content of Complaint

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

17) Waiver

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

18) Annual Notification of Rights

a) Contents of Notice

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

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

requesting amendment of records;

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

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

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

c) Notification to Parents or Eligible Students Who are Disabled

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

19) Destruction and Retention of Records

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

20) Copies of Policy

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

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

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

JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION (This Policy Adopted: May 20, 2008); Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; <b>Revised:</b>	
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**Administrative Rule, Regulation and Procedure: NA**

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)  
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)  
Minn. Stat. § 363A.42 (Public Records; Accessibility)  
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
18 U.S.C. § 2331 (Definitions)  
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
20 U.S.C. § 6301 *et seq.* (No Child Left Behind)  
20 U.S.C. § 7908 (Armed Forces Recruiting Information)  
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)  
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

**Cross References:**

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 520 (Student Surveys)  
MSBA/MASA Model Policy 711 (Videotaping on School Buses)  
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

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

Policy Title	Policy Level	Date Approved/Revised
<b>Student Disability Nondiscrimination</b>	<b>EM-020.19</b>	<b>5/20/08</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised: 1/22/13</b> <b>Revised:</b>

1) General Statement of Policy

- a) The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
  
- b) Disabled students who meet the criteria of Paragraph c. below are protected from discrimination on the basis of a disability.
  
- c) For this policy, a learner who is protected under Section 504 is one who:
  - 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
  - 2. has a record of such impairment; or
  - 3. is regarded as having such impairment.
  
- d) Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

2) Coordinator

Persons who have questions, **or** comments, ~~or complaints~~ should contact the Director of **Special Student Services, ~~Karon Joyer~~ Cory McIntyre**, 2520 E. 12<sup>th</sup> Avenue, North St. Paul, MN 55109, (651) 748-7452, ~~regarding grievances or hearing requests regarding disability issues~~. This person is the **supervisor of the school district's 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.**

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall protect disabled students from discrimination on the basis of disability and identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.*

Adoption and Revision History	Incorporated Policies
521 STUDENT DISABILITY NONDISCRIMINATION (This policy adopted: October 28, 1997), Rescinded: August 5, 2008	MSBA 521
EM-020.19 STUDENT DISABILITY NONDISCRIMINATION (This policy adopted: May 20, 2008), Revised: November 22, 2011; Revised: September 25, 2012; Revised: January 22, 2013; <b>Revised:</b>	

Administrative Rule, Regulation and Procedure: NA

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)  
29 U.S.C. § 794 *et seq.* (§ 504 of Rehabilitation Act of 1973)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

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

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

Policy Title	Policy Level	Date Approved/Revised
Curriculum Development	EM-020.30	7/20/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 11/26/13 Revised:

1) General Statement of Policy

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

2) Responsibility

- a) The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- b) A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its **learning school** sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- c) Within the ongoing process of curriculum development, the following needs shall be addressed:
  1. Provide for articulation of courses of study from kindergarten through grade twelve.
  2. Identify minimum objectives for each course and at each elementary grade level.
  3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
  4. Provide a program for ongoing monitoring of student progress.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  7. Meet all requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- d) The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and for periodically presenting recommended modifications for school board review and approval.

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

**Rationale:** School District 622 – North St. Paul-Maplewood-Oakdale shall provide direction for continuous review and improvement of the school curriculum.

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
603 CURRICULUM DEVELOPMENT This policy adopted: January 13, 1998; Revised January 25, 2005; Rescinded: July 20, 2010	MSBA 603
EM-020.30 CURRICULUM DEVELOPMENT This policy adopted: July 20, 2010; Revised: November 22, 2011; Revised: September 25, 2012; Revised: November 26, 2013; <b>Revised:</b>	

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

**Legal References:**

- Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Rules Part 3500.0550 (Inclusive Educational Program)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed)
- Minn. L. 2013, Ch. 116, Art. 2, § 22
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)**
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:**

- MSBA/MASA Model Policy 604 (Instructional Curriculum)
- MSBA/MASA Model Policy 605 (Alternative Programs)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)
- MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
- MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
- MSBA/MASA Model Policy 619 (Staff Development for Standards)
- MSBA/MASA Model Policy 620 (Credit for Learning)
- MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

SET BOARD MEETINGS FOR 2014-2015 SCHOOL YEAR

A proposed calendar of Business Meetings and Study Sessions for the School Board for July 2014 - June 2015 is shown below. In keeping with Board practice, Business meetings are held once a month and Study Sessions are scheduled throughout the school year.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District #622 that pursuant to Policy G-033, School Board Business meeting dates will be as follows:

July 22, 2014  
August 26  
September 23  
October 28  
November 25  
December 16  
January 27, 2015  
February 24  
March 17  
April 28  
May 26  
June 23

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

August 19, 2014  
October 14  
January 6, 2015  
February 10  
March 10  
April 14  
May 12

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

September 23, 2014  
December 16  
March 17, 2015  
June 23

AND THAT THE School Board Retreat meeting date will be as follows:

September 9, 2014

AND THAT THE Special Meeting to canvass the election will be as follows:

November 7, 2014

AND THAT THE regular meeting place for School Board Business meetings shall be in the Board Room in the District Education Center at 6:00 p.m., with the exception of the July 22, 2014 meeting which will be held at 4:30 p.m., or unless otherwise specified,

AND THAT THE regular time for the School Board Work Study Sessions will be at 4:30 p.m. and the meeting place will be posted,

AND THAT THE regular meeting place and time for the School Board Reflection Study Sessions shall be in the District Education Center at 5:00 p.m.,

AND THAT THE time for the School Board Retreat shall be from 4:30 - 6:30 p.m. at Hillcrest Clubhouse,

AND THAT THE time for the Special Meeting to canvass the election shall be at 7:00 a.m. in the Board Room of the District Education Center.

MOTION:

SECOND: