



**School District 622**  
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# SCHOOL BOARD MEETING

## Regular Meeting

**February 28, 2017  
6:00 PM**

**Board Members:**

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

**Superintendent:**

Christine Osorio

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

*District Mission Statement:*

*We commit each day to develop and empower lifelong learners who thrive in diverse communities.*

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

**Regular Meeting  
February 28, 2017  
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. Public Comment**

*An opportunity for public to comment on items. Speakers shall complete a registration card, state their name and address, 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.*

**IV. Consent Agenda**

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*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.*

***\*I recommend that the consent agenda items, listed below, be approved as presented.***

- |   |    |
|---|----|
| A. Minutes of January 24, 2017 Business Meeting   | 10 |
| B. Minutes of February 7, 2017 Work Study Session | 16 |
| C. Routine Personnel                              | 18 |
| D. Bid Calendar                                   | 21 |
| E. Bid Award                                      | 22 |
| F. Disbursements                                  | 26 |

## V. Reports

### A. Student School Board Representatives

### B. Superintendent - *Osorio*

1. Strategic Plan Action Plans, Timelines, Accountability Measures 30

### C. Teaching & Learning

1. Starbase - *Mau*

*Each year, four or five sites get to send fourth and/or fifth graders to Starbase. This video will highlight some of the incredible STEM activities students participate in while at Starbase. Peter will share the video at the meeting and answer questions.*

2. Three Year Achievement Integration Plan - *Kong* 57

*Bee Kong will highlight our progress toward meeting our Achievement and Integration plan goals from the 2015-2016 school year. In addition, he will share the process used to develop the next three year plan and the three goals.*

## VI. Discussion

### A. Policies - *Osorio*

*We had a first glimpse of the three policies proposed for adoption and revision at the February 7 work study session. At tonight's business meeting we will have our first formal reading, followed by proposed action at the March 28 business meeting.*

*Please refer to the green & white policy summary sheet for information on each of the policies.*

1. Policy Revisions 68

## VII. Action Items

### A. Business Office

1. Acknowledgment of Contributions - *Livingston* 76

*\*I recommend that the list of contributions, with a year to date total*

*of \$60,891.72 be accepted with appreciation.*

2. 2017-18 Budget Adjustments - R. Anderson 78

*The audit and enrollment projection process are now complete. The January budget revisions for the 2016-17 budget were discussed and the Board has taken action at the January business meeting.*

*The result of the financial projection and budget planning was presented to the Board for consideration in developing the 2017-18 budget at the February 7, 2017 work session. The financial projection model uses the audited fund balances, updated enrollment projections, agreed upon budget parameters and the revised 2016-17 budget.*

*Based upon the decline in enrollment of 99 weighted pupil units, administration recommends that the Board adopt a \$1 million budget adjustment (rightsizing) for the 2017-18 budget.*

*\*I recommend that the 2017-18 budget adjustment amount of \$1 million be approved.*

3. Policy Revisions - R. Anderson 79

*This is the second and final reading of the proposed revisions of 3 current policies. These policies were first discussed at the January 10 study session, followed by a first reading at the January 24 business meeting.*

*Please refer to your green & white policy summary sheet for information regarding each of these policies.*

*\*I recommend the revision of Policies E-008, E-026, and E-028.*

- B. Student Services - Hughes

1. Special Education Indexed FTE for 2017-18 95

*Tricia will be asking you to approve 320.20 iFTE out of the Student*

*Services Fund for the 2017-2018 school year. This is a 15.00 iFTE reduction from the previous year. This total iFTE reduction was generated from a combination of shifting program oversight to Teaching & Learning and a budget cut in Student Services. The approximate reductions are as follows:*

- \*14.0 iFTE of Guidance shifting back to Teaching & Learning*
- \*1.0 iFTE reduction in Student Services*

*\*I recommend that the request of 320.20 Student Services iFTE be approved.*

C. Superintendent - *Osorio*

- 1. Resolution of Intent to Proceed with Facility Conversations & Considerations 96

D. Teaching & Learning

- 1. School Years 2017-2018 Through 2019-2020 Achievement & Integration Plan - *Mau* 97

*The Minnesota Department of Education (MDE) requires school districts receiving Achievement and Integration dollars to develop and submit a 3-Year Plan. This plan includes both District 622 and Educational Equity goals, objectives, and interventions. Development of the plan took place over several months. Data analysis drove the first phase of plan development. Various stakeholder groups, including the District 622 Advisory, American Indian Parent Council, teachers, principals, and Teaching & Learning Department staff, provided input and feedback on priorities for goals and strategies.*

*The proposed plan has three overarching goals that seek to address*

*reading proficiency gaps, graduation rate gaps, and disproportionality in student discipline. Aligned to these goals, as well as the district strategic plan, there are four objectives and eight interventions. This plan will continue to support valuable programming designed to: support individual student growth and high achievement, increase the intercultural competency of staff, and increase cross-cultural interactions and opportunities to foster integrated learning environments.*

*\*I recommend that the School Years 2017- 2018 through 2019-2020 Achievement and Integration 3 Year Plan be approved as presented.*

2. 2017-18 Achievement & Integration Budget - *Mau* 115

*The Minnesota Department of Education (MDE) requires school districts receiving Achievement and Integration dollars to submit a budget which includes both district and collaborative expenses. Our total dollar amount for the 2017-2018 school year, including both district dollars and collaborative dollars, is \$2,408,081.66. This budget will continue to support valuable programming designed to: support individual student growth and high achievement, increase the intercultural competency of staff, and increase cross-cultural interactions and opportunities to foster integrated learning environments.*

*\*I recommend that the 2017-2018 Achievement and Integration Budget be approved.*

3. Regular Education Indexed FTE for 2017-18 - *Miller* 118

*Troy will be asking you to approve 376.70 iFTE out of the General Education Fund for the 2017-2018 school year. Teaching & Learning reduced their IFTE by 6.83 from the previous year out of the General Fund. This total iFTE reduction was generated from declining enrollment and minimal budget reductions.*

*However, with the shifting of Guidance Counselor supervision from*

*Student Services to Teaching & Learning, 14.0 iFTE will be added back to Teaching & Learning iFTE. Student Services' resolution will reflect this 14.0 iFTE reduction.*

*The approximate reductions of 6.83 iFTE are as follows:*

*\*Elementary 4.5 iFTE (due to declining enrollment)*

*\*2.33 iFTE dispersed amongst the secondary buildings*

*\*I recommend that the 2017-2018 Regular Education Indexed FTE of 376.70 be approved.*

4. Change in 2016-2017 & 2017-2018 School Calendars for ACT Testing 119

*Dates - Miller*

*Troy will once again be proposing to make April 19, 2017, and April 3, 2018, a Juniors only day at the high school level in order to make accommodations for the best ACT testing environment. He will formally present this resolution to you at this evening's meeting.*

*\*I recommend that the 2016-2017 & the 2017-2018 school calendars be revised to reflect April 19, 2017 & April 3, 2018 as a full school day for eleventh graders only at the high school level for the purpose of ACT testing.*

E. School Board

1. Set Agenda for March 28, 2017 Reflection Study Session

*We have the date, time and location of our Reflection Study Session set, but we need to approve the agenda. Suggested items include Ice Breaker, Superintendent Check In, and Reports (Committees, Liaisons, Training, Conferences).*

*\*I recommend that the March 28, 2017 Reflection Study Session that begins at 5:00 p.m. in Room 202 of the District 622 Education Center*

*contain the following agenda items: 1)Ice Breaker;  
2)Superintendent Check In; and 3)Reports.*

**VIII. Board Communications**

**IX. Future Board Meeting Dates**

- A. March 28, 2017 Work Study Session 4:30 p.m. (Conference Room 202)
  
- B. March 28, 2017 Reflection Study Session 5:00 P.M. (Conference Room 202)
  
- C. March 28, 2017 Business Meeting 6:00 p.m. (Board Room)

#### IV. CONSENT AGENDA

The Consent Agenda is designed to expedite the handling of routine and miscellaneous official business of the School Board. The entire agenda may be adopted by the Board in one motion. The motion for adoption is not debatable and must receive unanimous approval. By request of an individual Board member, an item can be removed from the Consent Agenda and placed upon the regular agenda for consideration and action.

Therefore, the following resolution is recommended:

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

MOTION:

SECOND:

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

**REGULAR MEETING  
SCHOOL BOARD  
January 24, 2017**

Chair Coborn called the meeting to order at 6:00 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, Superintendent Osorio, and Student Board Representative Urbina (alternate for Shelby Larsen). Absent: Student Board Representative Phoebe Ato.

Others present were: Keith Gray, Director of Human Resources; Randy Anderson, Director of Business Services; Tricia Hughes, Director of Student Services; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance led by Miguel Urbina.

Yener moved and Augé seconded the following motion, which carried on a 7 - 0 vote:

THAT the agenda be approved as presented.

Livingston moved and Anderson seconded the following resolution, which carried on a 7 - 0 vote:

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

North High Student Board Representative Miguel Urbina reported on the following items: National Honor Society is getting ready for and hosting auditions for Coffee House Acts, a “talent show” which will be held on February 17; Student Council had their Sno Daze dance this past weekend at the Holiday Inn with over 700 students attending; Student Council and NHS along with the administration team helped North High spread awareness for Dr. Martin Luther King, Jr. Day last week with daily announcements read and activities occurring at lunch time; 2 seniors received the AAA Award for excellence in arts, academics and athletics; Winter sports are going well and this Friday Tartan will be hosting North for an evening of basketball; North is hosting sections for gymnastics on February 17 and wrestling on February 18; All Conference Band and Choir took place on January 9 at St. Andrew’s; Show Choir’s showcase event is January 28; and the Annual Festival of Cultures will be held on February 10 featuring food vendors, entertainment and information which celebrates a variety of cultures from the North High student population.

Osorio provided an update and included the following items: Staff members are busily working on the strategic plan action plans which Osorio will present at the February 7 board work study session; this Friday evening is the night to come out and watch North and Tartan athletes play basketball as the night is full of games beginning at 4:45 p.m., and senior citizens are invited and encouraged to pick up a complimentary lifetime athletic Pass at various sites before the games; the Blackboard app is being rolled out in the very near future and will be publicized as soon as it is available.

R. Anderson presented and reviewed enrollment numbers and budget assumptions that he will use in the update financial projection model and the development of the 2017-2018 budget.

R. Anderson reviewed the 2016-2017 budget revisions for the general fund budget 01; community service budget 04; and debt service 07. The budget revisions will be a proposed action item later in the meeting.

R. Anderson presented three policy revisions for a first formal reading; Policy E-008 (Gifts to and Solicitation by Employees and School Board Members), Policy E-026 (Transportation of Public School Students), and Policy E-028 (Field Trips). These policies were reviewed at the January 10, 2017 work study session and will be proposed for action at the February 28, 2017 business meeting.

Anderson moved and Augé seconded the following motion, which carried on a 7 - 0 vote:

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>
Sue Hunt	3 boxes of books (valued at \$280.00)	Castle Elementary
Michelle Sauvageau	\$75.00	Eagle Point Comet Scholarship
Dr. Christa Waymire	\$50.00	John Glenn Creed program
Carole & Michael Casey	\$150.00	Community Bridge
Jay Kennedy	\$75.00	Weaver - Deep Portage
Fran Dansky	Crayons, Stickers & Markers	Weaver Elementary
House of Prayer	Hats, mittens & scarves	Cowern Elementary
Jill Mason	Hats and gloves	Cowern Elementary
Richardson PSC	\$200.00	Richardson-hats, mittens & gloves
North Haven Church	\$1,000.00	Richardson - holiday gifts for families
Memory Lane Singers	\$150.00	North High School - Choir Dept.

North St. Paul Lions Club	\$25.00	North High School - Robotics Club
Brett Twining	\$200.00	North High School - Robotics Club
Tolerance Tool, Inc.	\$1,000.00	North High School - Robotics Club
Paul Dean	\$100.00	North High School - Festival of Cultures
North St. Paul Pizza Factory	\$25.00	North High School - Festival of Cultures
Laura Hawkins	\$1,500.00	North High - Math Dept. - Graphing calculators
Nuveen Investments, Inc.	\$1,500.00	North High - Math Dept. - Graphing calculators
Bobbie and Gregory Bigwood	\$1,000.00	Skyview Middle School
Bobbie and Gregory Bigwood	\$1,000.00	Tartan High School
Theresa Augé	Reams of paper (valued at \$400.00)	District 622
Terri Johnson	Treadmill	Next Step
Michael Testa	\$50.00	Meals on Wheels
Ideal Credit Union	\$30.00	Meals on Wheels
Susan Purvis	\$50.00	Meals on Wheels
Susan Purvis	\$20.00	Meals on Wheels
Truist	\$42.32	Meals on Wheels
Truist	\$42.32	Meals on Wheels
Diane Crenshaw	\$45.00	Meals on Wheels
Pattianne Casselton Demaray	\$100.00	Meals on Wheels
LeeAnn Seppala	\$45.00	Meals on Wheels
Len and Mary Jo Hassel	\$45.00	Meals on Wheels
Judith and Richard Steenberg	\$15.00	Meals on Wheels
Patrick & Joan Brown	\$45.00	Meals on Wheels
Gayle Spannbauer	\$25.00	Meals on Wheels
Josephine Zeug	\$500.00	Meals on Wheels
Katherine Langness	\$50.00	Meals on Wheels
Deborah Morisset	\$45.00	Meals on Wheels
Kathy Ronsberg	\$45.00	Meals on Wheels
Michael & Maria Alvarez, Jr.	\$45.00	Meals on Wheels
Laurie Karnes	\$45.00	Meals on Wheels
Michele Gran	\$100.00	Meals on Wheels

Therese Faulconbridge	\$90.00	Meals on Wheels
Arlene Morgan	\$50.00	Meals on Wheels
Paul & Pamela Woodward	\$45.00	Meals on Wheels
Kathleen Tracy	\$25.00	Meals on Wheels
Kristen Nelson	\$90.00	Meals on Wheels
Scott & Vicki Peters	\$25.00	Meals on Wheels
Hans & Becky Neve	\$45.00	Meals on Wheels
Mary Jones	\$50.00	Meals on Wheels
Lori Rothmund	\$30.00	Meals on Wheels
Cheryl Gysbers	\$250.00	Meals on Wheels
Margaret Hanson	\$100.00	Meals on Wheels
Mary Lindeman	\$180.00	Meals on Wheels
Cathy Miller	\$100.00	Meals on Wheels
Mary Marrisette	\$30.00	Meals on Wheels
Jules & Darlene Loipersbeck	\$30.00	Meals on Wheels
Marilyn and Bruce Fisher	\$20.00	Meals on Wheels
Kathleen Johnson	\$100.00	Meals on Wheels
Laura Bull	\$25.00	Meals on Wheels
Steve Martinson	\$45.00	Meals on Wheels
Duke and Amy Coborn	\$100.00	Meals on Wheels
Shawn McMahan	\$100.00	Meals on Wheels
Joanne Romain	\$100.00	Meals on Wheels
John Swanson	\$10.00	Meals on Wheels
Cindy Yorkovich	\$50.00	Meals on Wheels
Russell & Lynn Howe	\$45.00	Meals on Wheels
Kimberly Tuccitto	\$45.00	Meals on Wheels
Hillary Carpenter	\$250.00	Meals on Wheels
David and Kristine Anderson	\$50.00	Meals on Wheels
Nancy Johnson	\$50.00	Meals on Wheels
Randee Edmundson	\$45.00	Meals on Wheels
Maplewood North Lions	\$180.00	Meals on Wheels
Renee Kinney	\$25.00	Meals on Wheels

Carman Snaza	\$150.00	Weaver APT Field Trip support
Medtronic	\$150.00	Weaver APT Field Trip support
Medtronic	\$500.00	Weaver STEM
Jay Kennedy	\$75.00	Weaver Deep Portage Transportation

Anderson moved and Yener seconded the following resolution, which carried on a 7 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District 622 that the 2016-17 District Budget be revised as presented.

Yener moved and Neve seconded the following resolution, which carried on a 7 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District 622 that the Pay Equity Implementation Report is approved.

Augé moved and Anderson seconded the following resolution, which carried on a 7 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the Student Services 2016-17 increases to 335.2 iFTE be approved.

Coborn asked board members to set the time, location and agenda for the February 7, 2017 work study session. Augé moved and Livingston seconded the following motion, which carried on a 7 - 0 vote:

THAT the February 7, 2017 work session begins at 4:30 p.m. in Room 202 of the District Education Center and includes the following agenda items: 1)Ice Breaker; 2)Superintendent Check-In; 3)Assessment Update; 4)Budget Process Update & Plans; 5)Recommendations for Budget Adjustments/Reductions; 6)Strategic Plan Action Plans, Timelines, and Accountability Measures; and Revision of Policies E-081, EM-020.19, and EM-020.20.

Coborn asked board members to set the board retreat date, time, location and agenda. Anderson moved and Livingston seconded the following motion, which carried on a 7 - 0 vote:

THAT the board retreat will take place on February 24, 2017 from 4 - 9 p.m.; and on February 25, 2017 from 8:00 a.m. - noon at the Hilton Garden Inn in Oakdale and have the following agenda items: Superintendent Check-In; Facility Planning; Spring Budget & Staffing; Strategic Planning Update; Public Engagement; Increased Roles for Student Board Members; and Board Governance Policy Revision.

Coborn asked board members to set two work study sessions; one for capital budget plan overview; and one for a budget overview of all budgets. Yener moved and Livingston seconded the following motion, which carried on a 7 - 0 vote:

THAT a work study session begins at 4:30 p.m. in Conference Room 202 of the District Education Center on March 28, 2017 and contains the following agenda item: Capital Budget Plan Overview and LTFM Plan for Summer 2017; AND THAT a work study session be held on June 13, 2017 from 4:30 - 5:30 p.m. in Conference Room 202 of the District Education Center with the following agenda item: Budget Overview for All Funds.

During Board Communications, the following items were shared:

- ✓ Anderson mentioned that he had a good time at the recent MSBA Conference and was inspired by Alan Page's speech. He appreciated the time spent networking with other school districts.
- ✓ Neve discussed how she had spent the day at John Glenn visiting AVID programs and observing the strategies in the classrooms. She stated how the data has proven that the AVID program really makes a difference.
- ✓ Livingston said that things are underway at the Capitol and encouraged public education advocates to pay attention and be diligent.
- ✓ Augé reported on the Tartan Joint Powers meeting that she had attended with Neve. She said that Paul Reinke was elected the new mayor in Oakdale; therefore, Paul will take over for former mayor Stan Karwoski who had served on the Joint Powers board. The arena budget was presented at the meeting and further discussion will take place at the scheduled April session. Augé continued her report by saying that she went to the Integration Event on Saturday and visited with families from Webster, Weaver and Next Step. She plans to share more about the event at the upcoming board retreat.

Anderson moved and Neve seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 7:18 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).

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

**WORK STUDY SESSION  
SCHOOL BOARD  
February 7, 2017**

Chair Coborn called the meeting to order at 4:30 PM with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Augé, Hunt, and Superintendent Osorio. Arriving at 5:14 PM: Director Anderson.

Others present were: Randy Anderson, Kim Cavallaro, Khrisslyn Goodman, Peter Mau, and Troy Miller.

In the audience: Rory Sanders.

Yener opened the meeting with an ice breaker and asked board members to share a proud or satisfying moment that they've experienced since being on the board.

During her check in, Osorio reported on a legislative funding proposal for a 8<sup>th</sup> to 9<sup>th</sup> grade transition program in collaboration with Mahtomedi and White Bear Lake school districts; and she mentioned that she is organizing a spring meet and greet roundtable session with parent group leaders.

Research, Assessment and Evaluation Coordinator Khrisslyn Goodman answered questions on achievement based on winter FastBridge Learning results and reported on mission outcomes.

Osorio and Business Director Randy Anderson held a discussion on current budget assumptions, district enrollment, budget projections, ways to increase funding, and recommendations for budget adjustments due to enrollment.

Osorio gave a brief update on the latest progress with the Strategic Plan work and mentioned that a more in-depth conversation would take place at the upcoming board retreat.

Osorio presented three policies for proposed revision; Policy E-081, Strategic Roadmap and Success System; EM-020.10 (Student Disability Nondiscrimination); and EM-020.20 (Student Sex Nondiscrimination - Title IX & Unlawful Sex Discrimination Towards a Student Report Form). A first formal reading will take place at the February 28 business meeting, followed by proposed action at the March 28 business meeting.

(Yener left the meeting at 6:17 PM)

The meeting adjourned at 6:23 PM.

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Clerk

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<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>
Zamzam	Abdirahman	Associate Demographic Analyst	District Wide	2/20/2017	\$25.00	hour
Nastacia	Butwin	Water Safety Instructor	District Wide	1/9/2017	\$13.64	hour
Nastacia	Butwin	Pool Guard	District Wide	1/9/2017	\$11.40	hour
Annette	Colter	Youth Enrichment Instructor	Richardson	1/25/2017	\$17.41	hour
Rachel	Corliss	ECSE Para	Gladstone	1/10/17	\$15.55	hour
Tia	Dugas	ISI Student Leadership Team	DEC	1/16/2017	\$10.25	hour
Leanna	Dworak	Human Resources Specialist	DEC	1/23/17	\$28,639.85	year
Lamonte	Edwards	CID/Building Para	Tartan	1/30/17	\$15.91	hour
Paul	Goulet	Technical Support Specialist	Maplewood	12/16/16	\$52,000.00	year
Laura	Greenlee-Karp	Community Education Youth Programs Coordinator	DEC	2/15/2017	\$47,500	year
Robert	Hackney	Polar Seed	North	02/02/2017	\$25.00	hour
Emma	Kelsey	Water Safety Aide	District Wide	1/7/2017	\$9.50	hour
Michael	Knutsen	Misc. Activities	North	1/3/17	\$17.25	assignment
Pa Kou	Lor	ISI Student Leadership Team	DEC	1/16/2017	\$10.25	hour
Ellie	Luczak	Water Safety Aide	District Wide	1/7/2017	\$9.50	hour
Megan	Luger	Playground Monitor Para	Cowern	1/31/17	\$13.70	hour
Derrick	Mallett	Boys Basketball - Coach	Webster	1/11/17	\$1,500.00	assignment
Robert	McNeal	Part-Time Bus Driver	Bus Garage	1/25/2017	\$19.00	hour
Prudence	McQuiston	Girls Soccer - Head Coach	North	1/26/17	\$643.95	assignment
Mary	McShannock	Part-Time Bus Driver	Bus Garage	1/16/2017	\$17.07	hour
Sana	Morsi	1:1 SPED Para	John Glenn	2/8/17	\$15.19	hour
Heather	Moss	MN Para	North	2/6/17	\$14.85	hour
Jenny	Nyberg	Youth Enrichment Instructor	Richardson	1/25/2017	\$16.00	hour
Olakunbi	Odumuyiwa	Lunch Monitor Para	Richardson	2/21/17	\$13.70	hour
Kathy	Ostebo	Test Proctor	John Glenn	3/28/2017	\$21.75	hour
Derick	Rehurek	Sound and Light Tech	North High School	1/16/2017	\$15.00	hour
Amy	Rolland Martinek	American Indian Ed	District Wide	2/1/2017	\$20.00	hour
Isaak	Rooble	Somali Bicultural Liaison	District Wide	2/13/2017	\$21.85	hour
Karena	Rother	BSN	Skyview/Oakdale	1/30/2017	\$32.00	hour
Sarah	Schneider	Girls Hockey - Assistant Coach	Tartan	10/31/16	\$3,219.75	assignment
Jacob	Schwalbach	Boys Football - Assistant Coach	Tartan	8/15/16	\$1,000.00	assignment
Isaac	Sobzcak	Drum Line - Assistant Coach	North	1/11/17	\$2,704.59	assignment
Rose	Solly	BSN	Carver/Webster/Cowern	2/6/2017	\$31.00	hour
Kalee	Stanke	CREED EBD Para	Skyview Elementary	1/30/17	\$14.85	hour
Megan	Stedt	SPED Resource Teacher	Webster	2/8/17	\$16,122.83	year
Joseph	Thomasson	Preschool Education Assistant	Beaver Lake	2/22/17	\$14.72	hour
Kelly	Turbett	Preschool Education Assistant	Gladstone	2/9/17	\$15.37	hour
Elizabeth	Wolf	ECSE Para	Beaver Lake	1/23/17	\$15.91	hour
Mai	Yang	Hmong Bicultural Liaison	District Wide	2/13/2017	\$21.85	hour

Seela	Yang	ISI Student Leadership Team	DEC	1/16/2017	\$10.25	hour
Mike	Yang	Equipment Manager	Skyview Middle	8/29/16	\$2,240.00	assignment
Nancy	Young	Playground Monitor Para	Cowern	2/21/17	\$14.00	hour
Robin	Zabin	SPED Resource Teacher	Cowern	2/14/17	\$15,740.47	year

<b>Status Change</b>						
First Name	Last Name	From	To	Effective	Pay Rate	Per
Kumari	Arimilli	.09 FTE SN Para - Adventure Connection	.08 FTE SN Para - Adventure Connection	1/26/17	\$16.85	hour
Kumari	Arimilli	.08 FTE CC Para - Adventure Connection	.09 FTE CC Para - Adventure Connection	1/26/17	\$13.99	hour
Sierra	Armen Funk	.5 FTE ECFE Parent Educator	.6 FTE ECFE Parent Educator	9/19/16	\$26,264.85	hour
John	Castelluccio	Part-time Bus driver	Bus monitor	1/24/17	\$16.58	hour
Andrew	Haugen	.08 FTE Lunchroom Para	.29 FTE Hall Monitor Para	2/6/2017	\$16.36	hour
Alec	Johnson	.25 FTE 1:1 Para	.25 FTE CID Para	1/30/17	\$15.19	hour
Jasmine	Jones	.23 FTE Building Educational Assistant				hour
Celeste	Loibl	.08 FTE SN Para - Adventure Connection	.10 SN Para - Adventure Connection	1/27/17	\$18.35	hour
Mary	McShannock	Part-time driver Trainee	Part-time bus driver	1/25/17	\$19.00	hour
Jay	Nelson	.27 FTE CREED EBD Para	.27 FTE Building Para	1/19/17	\$15.55	hour
Amanda	Pfarr	Adventure Connection Program Assistant	Adventure Connection Site Manager	1/9/17	\$16.53	hour
Marnee	Sanders	.23 FTE CC Para - Adventure Connection	.33 FTE CC Para - Adventure Connection	2/2/17	\$15.49	hour
Lionel	Silas	.25 FTE CID Para	.25 FTE CREED EBD Para	1/9/17	\$15.55	hour
Pamela	Tarasar	1.0 FTE ECSE Speech Lang. Clinician	.8 FTE ECSE Speech Lang. Clinician	2/27/17	\$67,568.65	hour
Myrtle	Willard	Part-time Bus driver	Contact Day Driver	1/16/17	\$19.97	hour

<b>Leave of Absence</b>					
First Name	Last Name	Assignment	Building	Leave Type	Dates
Alonso	Jaque-Pino	Education Assistant	Carver	Special Leave	02/6/17-05/19/17

<b>Resignation</b>				
First Name	Last Name	Assignment	Building	Effective
Todd	Busker	Part-time Arena Supervisor	Polar/Tartan Arenas	12/12/2016
Zitlali	Chavez Ayala	12 mo. Student Services Clerk	DEC	2/17/2017
Kayla	Finn	Behavioral Intervention Specialist	Cowern	12/5/2016
Kayla	Finn	Building Education Assistant	Cowern	12/15/2016

Kristin	Glanz	SPED Para - Layoff	Tartan	2/9/2017
Elizabeth	Gravelly	Preschool Education Assistant Float	Beaver Lake	2/2/2017
Ruth	Hauff	Preschool Education Assistant	Gladstone	1/30/2017
Mary	Herbst	12 mo. Guidance Clerical	North	6/14/2017
Stacy	Jackson	Adventure Connection - Program Assistant	Castle	1/9/2017
Yefei	Jin	AVID Tutor	District-Wide	1/31/2017
Jazmyne	McGill	Building Education Assistant	Webster	1/20/2017
Carol	Olson	Lunch/Playground Monitor Para	Richardson	2/10/2017
Tashina	Smith	FSIII Cafeteria Assistant (short hour)	Tartan	2/10/2017
Amanda	Stangler	Youth Enrichment Instructor	District-Wide	2/1/2017
Karen	Vidlock-Petersen	Teacher on extended leave of absence	District-Wide	6/12/2017
Antawan	Walker	Chaperone	Maplewood	1/18/2017

<b>Termination</b>				
<b>First Name</b>	<b>Last Name</b>	<b>Assignment</b>	<b>Building</b>	<b>Effective</b>
Ron	Lese	PT Bus Driver	Bus Garage	2/1/2017
Pam	Longendyke	Playground Monitor	Cowern	1/27/2017

## BID/RFP CALENDARS

<u>NAME OF BID</u>	<u>BID OPENING</u>	<u>BOARD MEETING</u>
<u>Roof Replacement Project</u> North Senior High Beaver lake Elementary Gladstone Community Center John Glenn Middle School	February 14, 2017	February 28, 2017
<u>Windows and Masonry</u> Carver Elementary Cowern Elementary Gladstone Community Center Oakdale Elementary	February 21, 2017	February 28, 2017
Tartan High School Site Improvements and Concession Stand Project	February 28, 2017	March 28, 2017

<u>NAME OF RFP</u>	<u>RFP DUE DATE/TIME</u>	<u>BOARD MEETING</u> (if applicable)

*“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. E. BID AWARDS

Sealed bids were solicited as required by law for goods and services listed below. The bids were opened and tabulated by the Business Office and are recommended for award to the lowest responsible bidders. Bid tabulations are on file in the Business Office.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that contracts be awarded as follows:

<u>For</u>	<u>Vendor</u>	<u>#Bids</u>	<u>Fund</u>	<u>Amount</u>
<b><u>Roof Replacement Project</u> North Senior High Beaver Lake Elementary Gladstone Community Center John Glenn Middle School</b>	Berwald Roofing Company.	6	01	\$ 2,263,000
<b><u>Windows and Masonry</u> Carver Elementary Covern Elementary Gladstone Community Center Oakdale Elementary</b>	REJECT ALL BIDS	2		N/A



## THE GARLAND COMPANY, INC.

HIGH PERFORMANCE BUILDING ENVELOPE SOLUTIONS

3800 EAST 91ST. STREET • CLEVELAND, OHIO 44105-2197

PHONE: (216) 641-7500 • FAX: (216) 641-0633

NATIONWIDE: 1-800-321-9336

BRIAN SKOOG

Phone: (612) 810-4336

E-Mail: [bskoog@garlandind.com](mailto:bskoog@garlandind.com)

February 22, 2017

**Greg Nash**  
**Supervisor of Purchasing**  
**ISD 622 School District**  
**2520 East 12th Avenue**  
**North St. Paul, MN 55109**  
**RE: 2017 Roof Replacement Project Letter of Recommendation**

Dear Mr. Nash,

On Tuesday February 14th, 2017 at 10:00 AM sealed bids were opened for the 2017 Roof Replacement Project at ISD 622.

After review of the bid results and a review of the districts' long term facility goals it is the recommendation to approve **Combination Bid #2 which includes Line items #1, #2, #3 and #4 as well as Adds #1, #2 and #3** to the successful bidder, Berwald Roofing Company. These projects are for re-roofing and wall remediation at North Senior High School, re-roofing and wall remediation at Beaver Lake Elementary, re-roofing at Gladstone Community Center and re-roofing at John Glenn Middle School sections M, U, V and X. (see attached roof diagram)

The low qualified bidding roof contractor for all roof areas is Berwald Roofing Company from N. St. Paul, MN. It is the recommendation to award the roofing project to Berwald Roofing Company for the **Combination bid #2 amount of \$2,263,000.**

Berwald Roofing Company has submitted all of the required paperwork along with their bid form as required by the project specifications and the State of MN. Berwald Roofing Company is a long standing, qualified roofing contractor that has completed numerous successful installations for the N. St. Paul School District over many years.

If you have any further questions or require further assistance please feel free to contact me at 612-810-4336.

Thank you,

The Garland Company



ISD 622 - 2017 Roof Project  
Roof Bid Results  
Tuesday, February 14, 2017 10:00 AM

COMPANY	Bid Bond	Responsible Contractor Form	Line Item #1 - North Senior High	ADD #1 - North Senior High Wall Panels	Line Item #2 - Beaver Lake Elementary School	ADD #2 - Beaver Lake Gym Wall Panels	Line Item #3 - A, B, C, D, E, F, G, H, J, L	Line Item #4 - John Glenn Middle School	ADD #4 - John Glenn Middle U.V.X	Combination Bid 1 - Line Items #1, #2, #3 and #4	Combination Bid 2 - Line Items #1, #2, #3 and #4	UNIT PRICE: Deteriorated roof deck replacement	UNIT Price: Wet Insulation replacement - bid/ft
Peterson Bros. Roofing	yes	yes	\$598,000	\$102,250	\$383,000	\$54,800	\$662,500	\$242,000	\$653,800	No Bid	No Bid	\$9.25	\$1.95
Palmer West	yes	yes	\$572,000	\$87,000	\$338,500	\$48,000	\$731,200	\$272,450	\$607,650	No Bid	No Bid	\$8.50	\$2.50
Berwald Roofing	yes	yes	\$502,800	\$82,800	\$314,000	\$41,660	\$607,100	\$214,300	\$503,000	\$1,546,300	\$2,265,000	\$8.00	\$1.75
Eitel and Franz Roofing	yes	yes	\$602,000	\$112,000	\$432,000	\$59,000	No Bid	No Bid	No Bid	No Bid	No Bid	\$30.00	\$3.75
John A Dalstin	yes	yes	\$633,413	\$108,340	\$426,750	\$48,970	\$771,022	\$262,880	\$619,830	\$1,988,495	\$2,871,205	\$11.00	\$2.10
Central Roofing	yes	yes	\$524,685	\$129,150	\$397,265	\$77,650	\$935,665	\$260,980	\$622,360	No Bid	No Bid	\$8.50	\$2.00

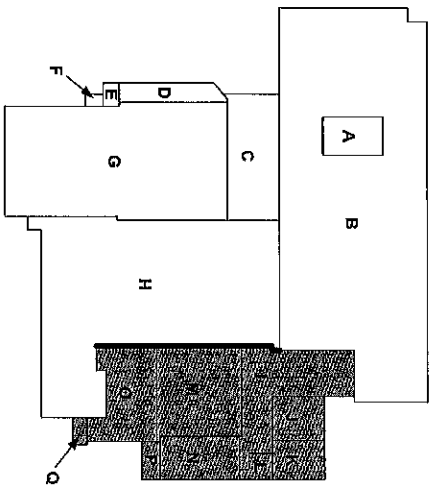
# 2017 Roof Replacement Project

Pre-bid Meeting: 02/10/17/2017

Bids Due: 02/09/2017

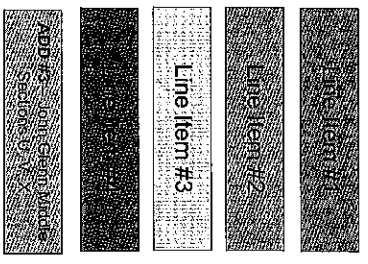
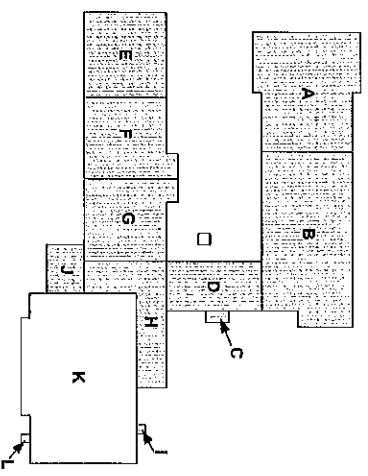
## North High School

2416 11th Avenue East  
North St Paul, MN 55109



## Gladstone Community Center

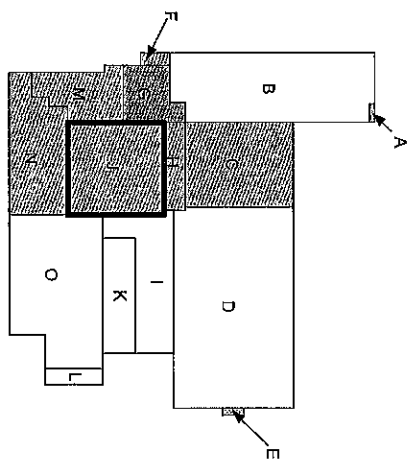
2520 East 12th Avenue  
N. St. Paul, MN 55109



Line Item ADDS for  
Wall Panels

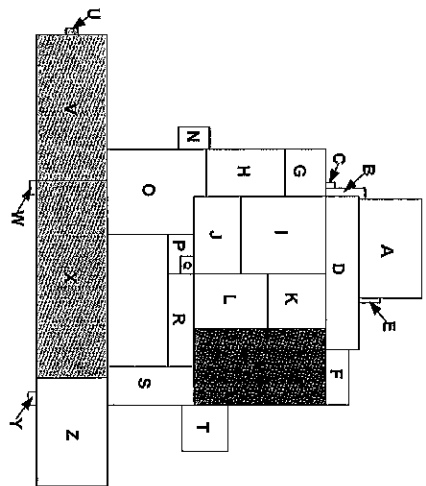
## Beaver Lake Education Center

1060 Sterling Street North  
Maplewood, MN 55119



## John Glenn Middle School

1560 East County Road B  
Maplewood, MN 55109



### INDEX OF DRAWINGS

- A1 - Cover Page
- A2 - Beaver Lake Education Center
- A3 - North High School
- A4 - Gladstone Community Center
- A5 - John Glenn Middle School
- D1 - Modified Details
- D2 - Modified Details
- M1 - Metal Details
- M2 - Metal Details



<p style="text-align: center;">School District 622 North St. Paul, Maplewood, Oakdale Ready for tomorrow</p>	<p style="font-size: 1.2em; font-weight: bold;">APPROVED FOR BIDDING</p>	<p style="font-size: 1.2em; font-weight: bold;">School District 622</p> <p style="font-size: 1.2em; font-weight: bold;">COVER PAGE</p> <p style="font-size: 1.2em; font-weight: bold;">A1</p>
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IV. E. 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	\$	3,376,210.00
Food Service		397,294.00
Community Service		48,763.00
Building		0.00
Debt Redemption		3,600.00
Trust		93,253.00
Internal Service Fund Health Insurance		60,913.00
OPEB Benefits Trust		15,157.00
		<hr/>
A/P Checks Disbursed (01-01-17 thru 01-31-17)	\$	3,995,190.00
Payroll Disbursed - Net (01-01-17 thru 01-31-17)	\$	4,139,003.00
Wire Transfers (01-01-17 thru 01-31-17)	\$	66,987,014.00
Investments on 02-10-17	\$	32,799,999.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	MATURES	AMOUNT
MSDLAF OTHER FUNDS	MM	0.74%	(BALANCE AT 02-10-17)		\$211,306.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.77%	(BALANCE AT 02-10-17)		\$19,074,305.00
P M A SECURITIES OPEB BONDS	VARIOUS	2.11%	(BALANCE AT 02-10-17)		\$12,099,225.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.27%	(BALANCE AT 02-10-17)		\$1,415,163.00
					<u>\$32,799,999.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

01-01-17 thru 01-31-17

DATE	FROM	TO		REASON
01/03/17	P M A	HEALTH PARTNERS	\$234,893.00	MEDICAL CLAIM FEES
01/03/17	PREMIER BANK	DELTA DENTAL	\$130,911.00	MONTHLY PAYMENT
01/03/17	PREMIER BANK	HEALTH PARTNERS	\$113,015.00	HEALTH CLAIMS
01/03/17	PREMIER BANK	STATE OF MINN.	\$128,157.00	PAYROLL TAX
01/05/17	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
01/09/17	PREMIER BANK	ANNUITY COMPANIES	\$717,122.00	PAYROLL PAYABLES
01/09/17	PREMIER BANK	HEALTH PARTNERS	\$316,534.00	HEALTH CLAIMS
01/11/17	P M A	PREMIER BANK	\$4,400,000.00	A/P - P/R*
01/13/17	PREMIER BANK	IRS	\$759,866.00	PAYROLL TAX
01/17/17	PREMIER BANK	STATE OF MINN.	\$117,876.00	PAYROLL TAX
01/20/17	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
01/20/17	PREMIER BANK	ANNUITY COMPANIES	\$271,305.00	PAYROLL PAYABLES
01/20/17	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
01/23/17	PREMIER BANK	HEALTH PARTNERS	\$350,937.00	HEALTH CLAIMS
01/27/17	P M A	PREMIER BANK	\$4,600,000.00	A/P - P/R*
01/27/17	P M A	US BANK	\$2,607,550.00	DEBT SERVICE
01/27/17	P M A	WELLS FARGO	\$47,966,770.00	DEBT SERVICE FROM REFUNDING BOND
01/30/17	PREMIER BANK	ANNUITY COMPANIES	\$511,611.00	PAYROLL PAYABLES
01/30/17	PREMIER BANK	HEALTH PARTNERS	\$220,514.00	HEALTH CLAIMS
01/30/17	PREMIER BANK	STATE OF MINN.	\$21,820.00	UC TAX
01/31/17	PREMIER BANK	IRS	\$812,311.00	PAYROLL TAX
01/31/17	PREMIER BANK	MISCELLANEOUS	\$5,397.00	MISCELLANEOUS
07/17/17	PREMIER BANK	HEALTH PARTNERS	\$197,425.00	HEALTH CLAIMS
		TOTAL	<u>\$66,987,014.00</u>	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

01-01-17 thru 01-31-17

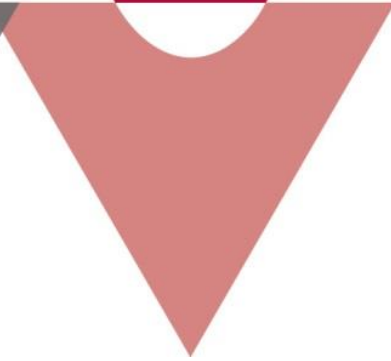
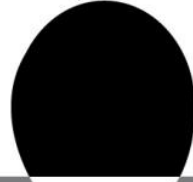
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	PREMIER BANK	ANNUITY COMPANIES		PAYROLL PAYABLES
	PREMIER BANK	CORPORATE HEALTH		FLEX PROCESSING
	PREMIER BANK	CORPORATE HEALTH		FLEX PROCESSING
	PREMIER BANK	CORPORATE HEALTH		FLEX PROCESSING
	PREMIER BANK	CORPORATE HEALTH		FLEX PROCESSING
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01/17/17	PREMIER BANK	STATE OF MINN.	\$117,876.00	PAYROLL TAX
		TOTAL	\$66,987,014.00	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

Develop

Empower

Thrive



School District 622

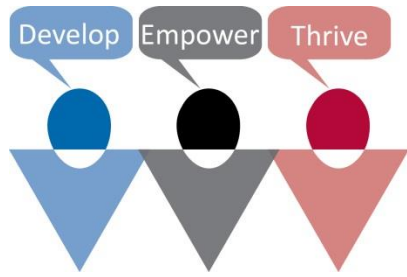
# Strategic Plan



School District 622

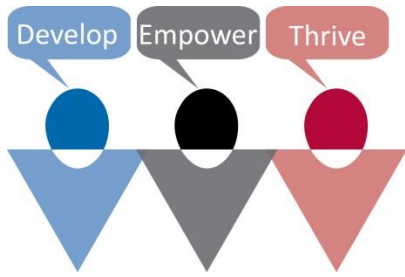
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*



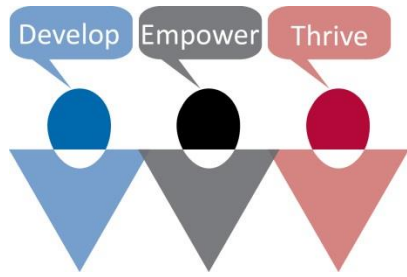
# Overview

- Purpose for Strategic Plan
- Guiding Principles
- Process for Gathering Community Input and Collaboration
- Key Elements of the Strategic Plan
- Timeline/Next Steps



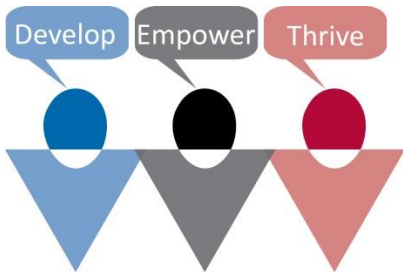
# Purpose

- Provide direction for the School Board regarding governance and budget priorities
- Guide the work of staff at the district, site, and team level
- Allow us to clearly communicate priorities to our community and provide a tool for public accountability



# Principles that Guided Our Planning

- Engage multiple perspectives representative of our community population
- Ensure input from all staff within the work day; create safe spaces for authentic input
- Tap into informal leaders from all stakeholder groups
- Clear decision making process with roles of various stakeholders clearly communicated
- Recognize/celebrate success and what is working



# Strategic Plan Kickoff - World Cafe

- How would you want District 622 graduates to describe their experience in our schools?
- What changes would District 622 need to make in order to achieve what you just described?
- What do you really value about our schools that you would not want to see change as we plan our future?
- What are the greatest untapped resources of our staff and community that will contribute to the success of our students?



## Welcome!

- For the best conversation, please help us by:
- choosing 4-5 people per group
  - showing all three color name tag dots represented in your group
  - showing a variety of school levels





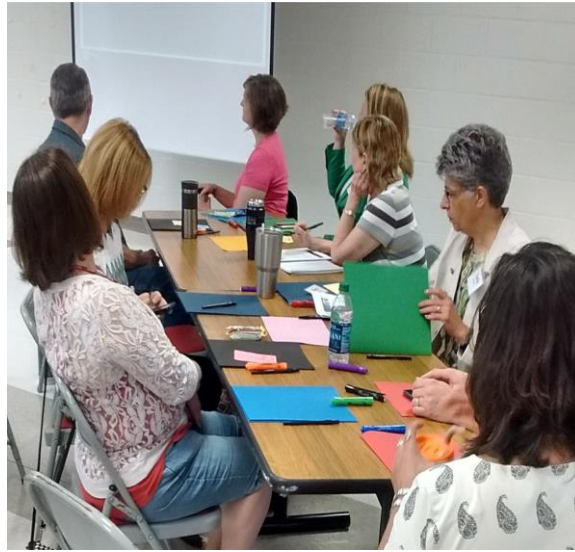
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“When we all work together, we can do amazing things!”

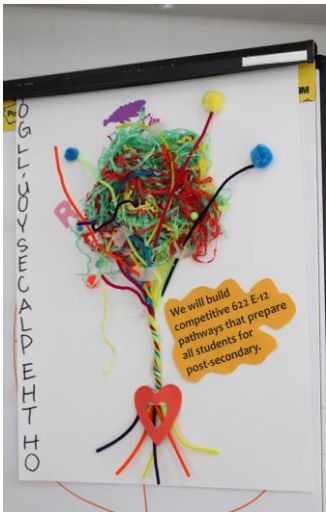
- Core Planning Team Member



# Measurement Team



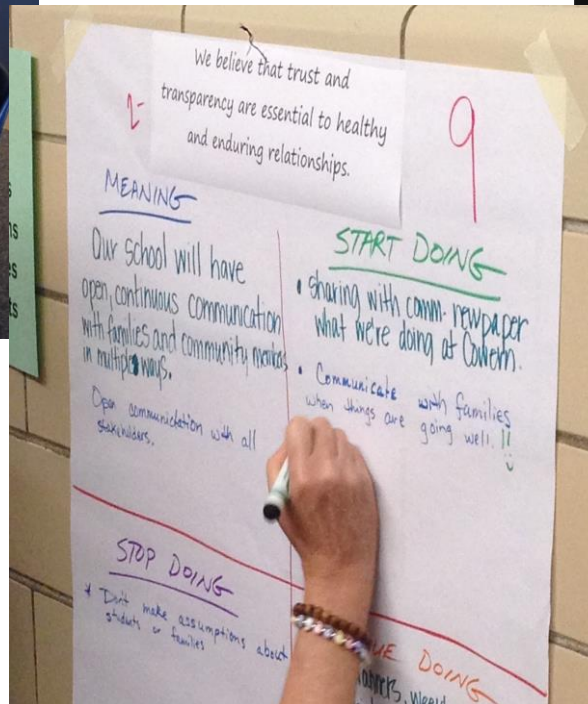
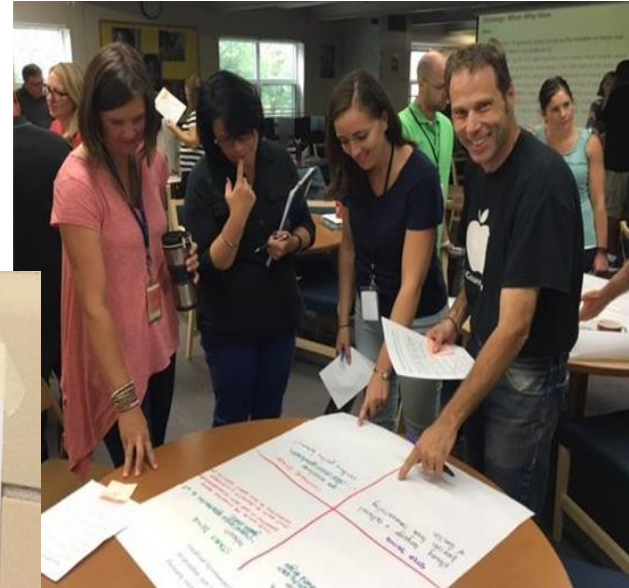
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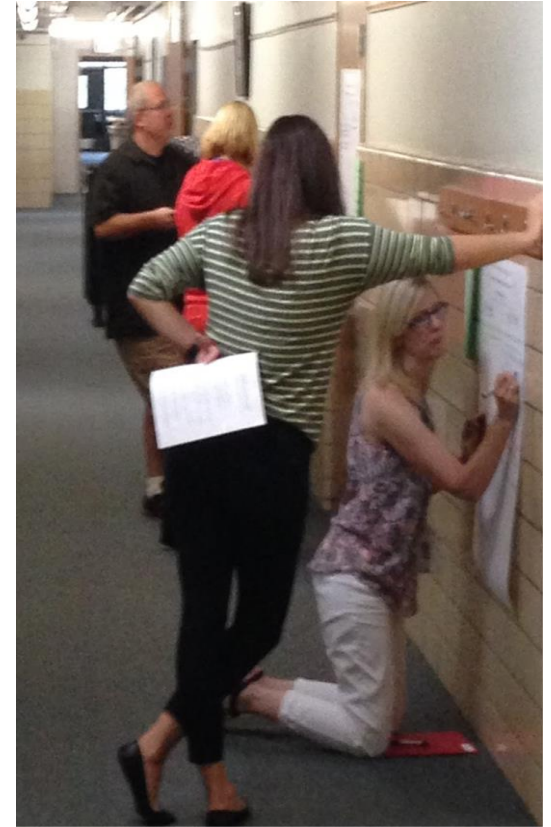
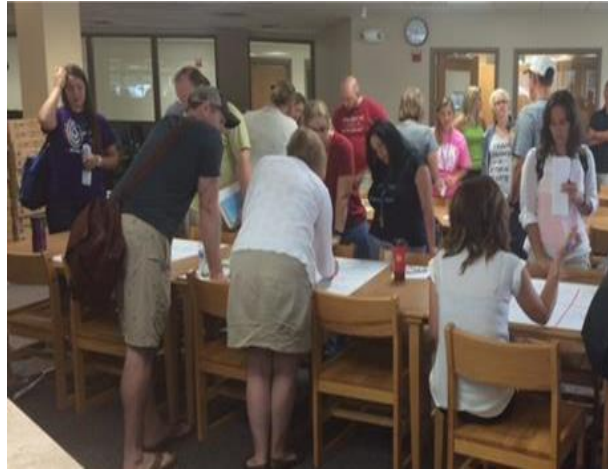
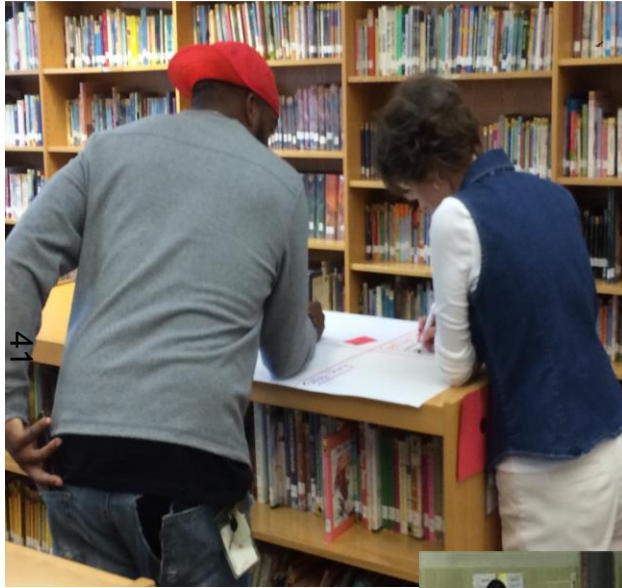
# Action Teams



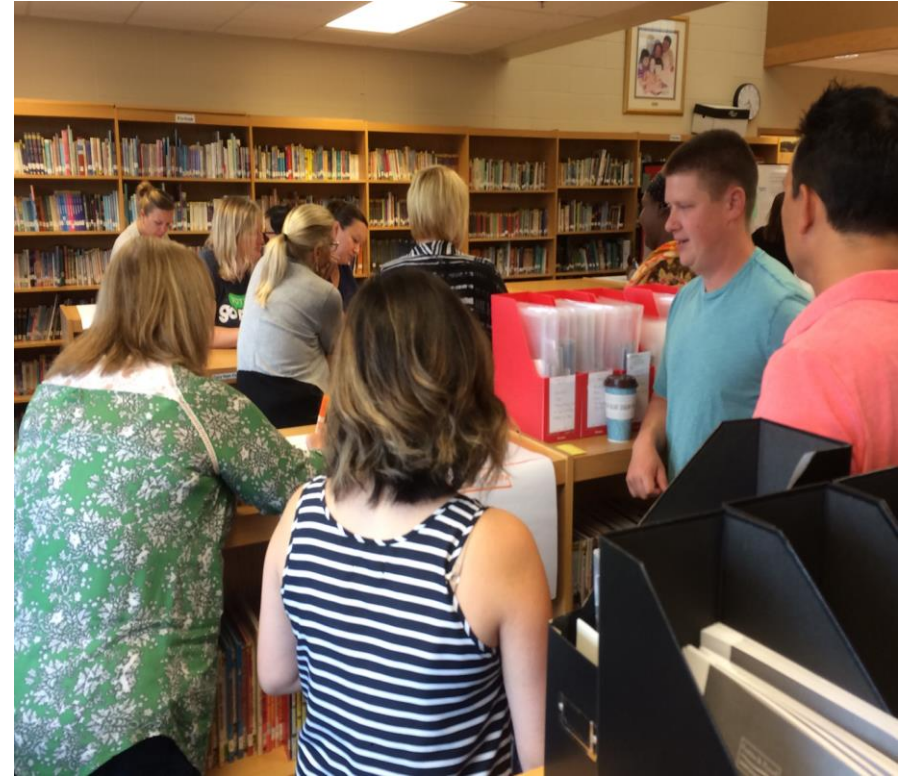
# Sites Diving In to Our Core Values



# Sites Diving In to Our Core Values



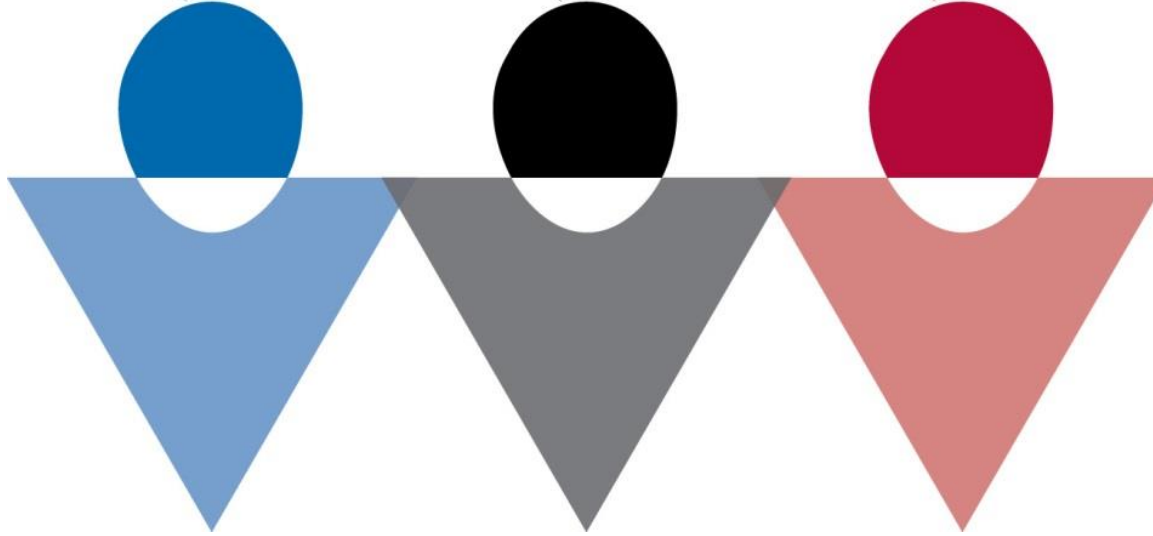
# Sites Diving In to Our Core Values



Develop

Empower

Thrive



School District 622

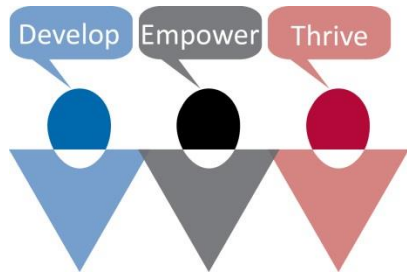
# Strategic Plan Elements



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

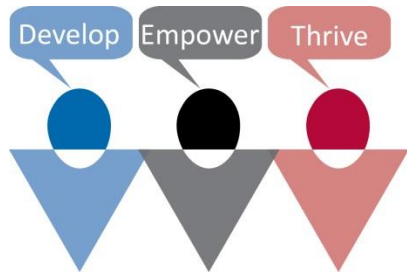
*Ready for tomorrow*



# Our Core Values

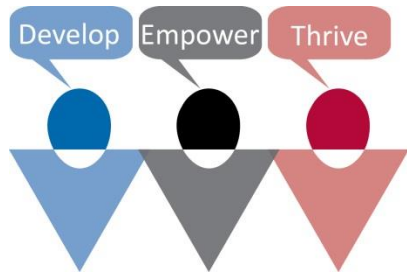
## **We believe that:**

- Strong communities are inclusive and value diversity.
- Trust and transparency are essential to healthy and enduring relationships.
- Continuous learning and service to others are imperative to individual and community progress.
- Individuals learn and thrive through connections in a safe, caring, and supportive environment.
- Every individual has incredible potential and equal intrinsic value.
- High expectations with appropriate supports result in growth.
- School, family, and community partnerships enhance and support learning.



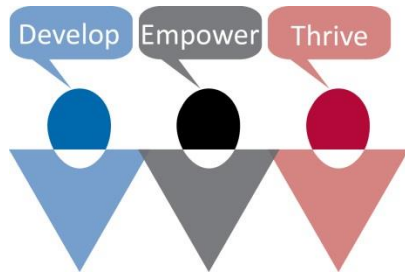
## Our Mission

We commit each day to  
**develop** and **empower**  
lifelong learners who  
**thrive** in diverse  
communities.



# Our Mission Outcomes

- Each learner will use creativity, critical thinking, and intercultural competence to address real world challenges
- Each learner will develop and embrace their identity, strengths, interests, and self-advocacy skills to actively navigate their learning pathway
- All students are ready for Kindergarten.
- All third grade students are proficient readers.
- All eighth grade students are proficient mathematicians.
- All students graduate from high school.
- All students attain college and career readiness.
- Close achievement gaps for all student groups.



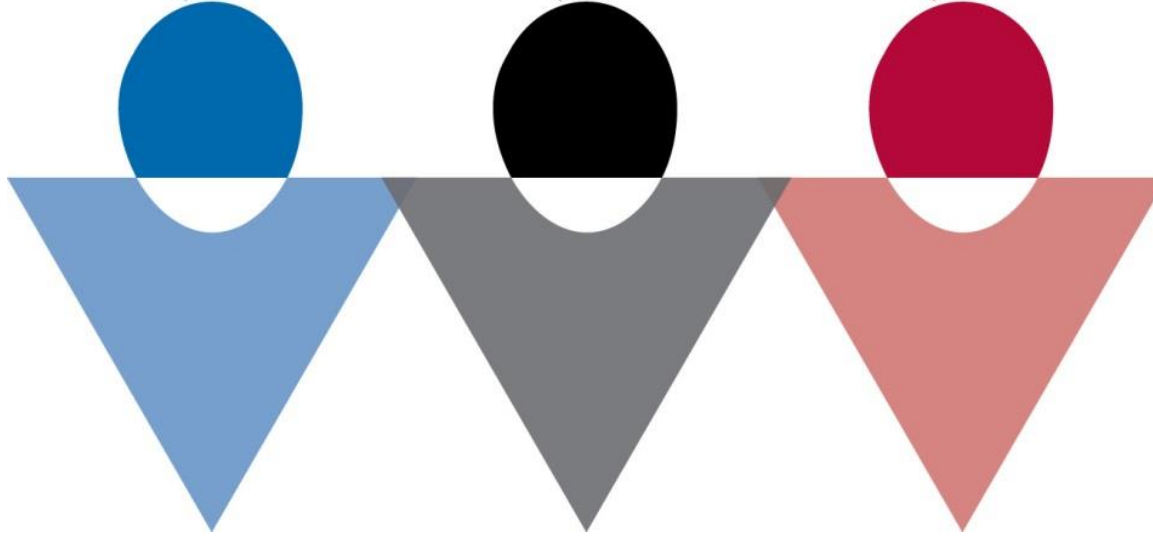
## Our Strategies

1. We will engage our internal and external community to help us achieve our mission and mission outcomes.
2. We will develop and enhance community partnerships that support our mission and align with our core values.
3. We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.
4. We will build competitive 622 E-12 pathways that prepare all students for post-secondary.

Develop

Empower

Thrive



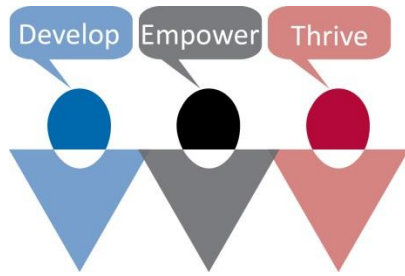
# School District 622 Strategic Plan Implementation



School District 622

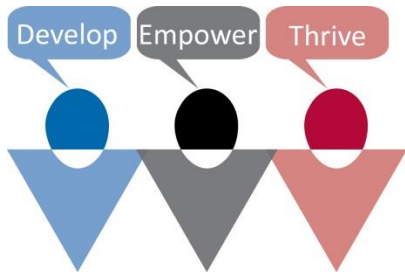
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*



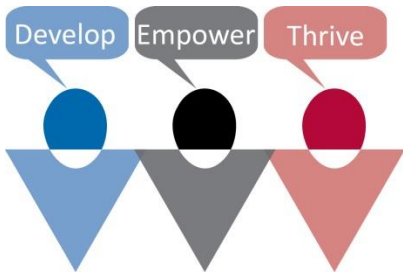
# Principles for Implementation

- Action plans are aligned to the values, mission, goals, and strategies
- Continuous improvement – ongoing monitoring and adjusting of goals, strategies, and action plans
- Ongoing two way communication between stakeholders and decision makers
- Courage to release things we have done for years; “Let it go!”
- Clear roles and accountability



## Next Steps for Implementation and Accountability

- Action plan established for each strategy by winter 2017
- All end results established by 2021
- Phase one completed by Fall 2018



## Initial Action Plan – Strategy 1

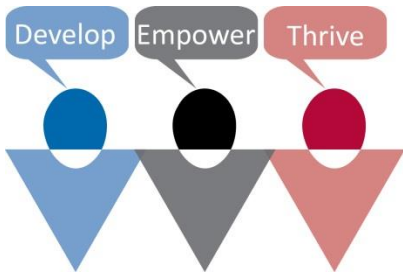
We will engage our internal and external community to help us achieve our mission and mission outcomes.

Develop Engagement plan for internal and external stakeholders

Develop PR/Marketing Plan for 622

Establish Key Communicator Network

Community outreach and education specific to school finance and operations



## Initial Action Plan – Strategy 2

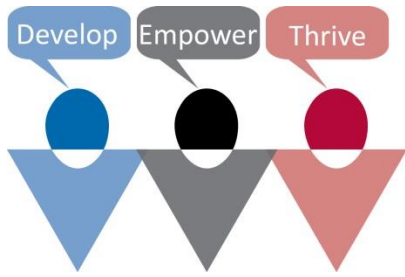
We will develop and enhance community partnerships that support our mission and align with our core values.

Appoint a 622 Partnership Coordinator

Conduct review of all existing partnerships and volunteer programs

Establish a database with process and procedure for creating/ expanding district partnerships

Expand 622 Partner Network



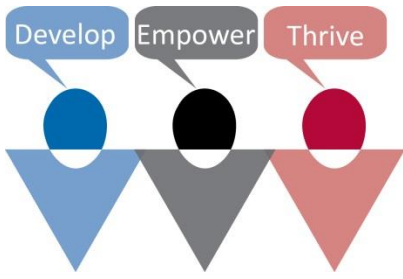
## Initial Action Plan – Strategy 3

We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.

Strengthen staff development in cultural responsiveness  
(all employee groups)

Curriculum Review and Improvement Process

Update practices for Recruiting and Retaining Diverse Staff

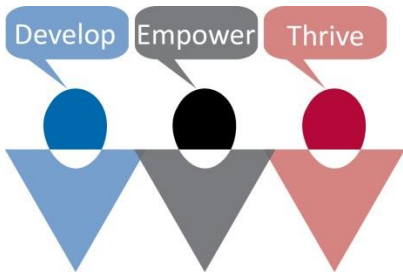


## Initial Action Plan – Strategy 4

We will build competitive 622 E-12 pathways that prepare all students for post-secondary.

Identify three or more career pathways for 622

Pathways launch in High Schools by 2018-19 school  
year



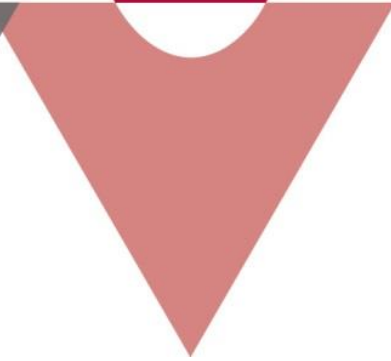
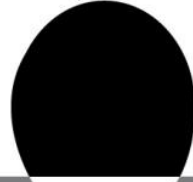
# Next Steps for Implementation and Accountability

- Quarterly reporting on implementation
- Annual Data Review
- Annual review/ revision of action plans

Develop

Empower

Thrive



# Thank you!



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

Independent School District 622



Office of Educational Equity



Mahtomedi  
Public Schools

*Individual attention with a world view*

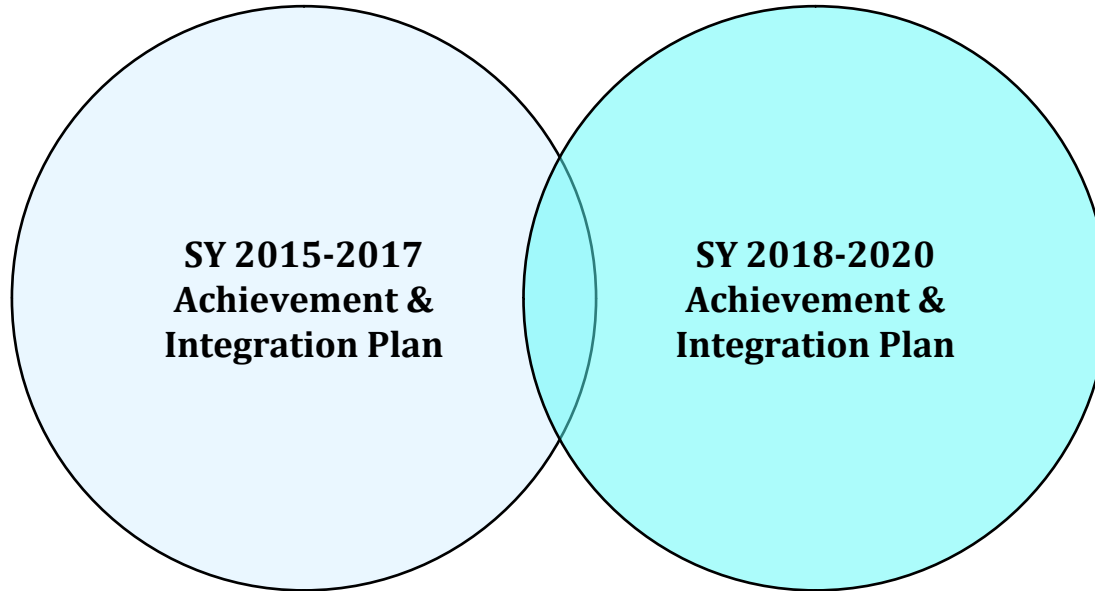
## Minnesota Department of Education 3-Year Achievement & Integration Plan

### Office of Educational Equity

We are currently in an overlap, transition year.

58

Looking back and  
evaluating.



Looking forward and  
planning.

## 2015-2017 AI Progress Report

**Goal 1:** The widest proficiency gap between racial subgroups and white students on State Reading accountability tests will decrease to 18.7%.

59

*2016 largest MCA Reading proficiency gap in ISD 622 was 24.2%*

## 2015-2017 AI Progress Report

**Goal 2:** Increase the experience of “school connectedness” on the part of students in grades 5,8,9 and 11, from a low of 65% in 2013 (8th grade) to a minimum of 70% in 2017 (“teachers or other adults care about you” on the MN Student Survey).

*95% of responding 5th Graders; 88% of 8th Graders; 87% of 9th Graders, and 86% of 11th Graders  
Agreed or Strongly Agreed*

## 2015-2017 AI Progress Report

**Goal 3:** Increase classroom and school partnerships between K-12 students occurring during the school day or outside of school with participating district (Mahtomedi Public Schools) by 1 annually, total of 8 programs.

*The district focused on five key programs: Young Scholars Summer Camp, Youth Leadership Council, Summer Sampler, Positive Peers, and youth-led Intentional Social Interaction.*

## 2018-2020 3-Year Plan Overview

### 3-Year Plan Process

**October** – Minnesota Department of Education roll out & expectations

**November** – District wide data collection, analysis and summary

**December** – Input from Advisory Council, lead principals, Teaching & Learning, 832, OEE

**January** – Drafting & writing

**February** – Feedback from American Indian Parent Advisory, Advisory Council

**March 15** – Plan due to MDE

## 2018-2020 3-Year Plan Overview

**GOAL # 1:** By 2020, the district will reduce its race-based gaps on MCA III Reading scores to 11 percentage points or less at each tested grade level.

63

*Core Value*

*High expectations with appropriate supports result in growth*

*Mission Outcome*

*All third grade students are proficient readers*

## 2018-2020 3-Year Plan Overview

**GOAL # 2:** By 2020, the 4-year high school graduation rates for students of color will increase by at least 5 percentage points, with no racial sub-group below a 70 percent graduation rate.

64

*Core Value*

*Every individual has incredible potential and equal intrinsic value*

*Mission Outcome*

*All students graduate from high school*



## 2018-2020 3-Year Plan Overview

**GOAL # 3:** By 2020, the percentage of district-wide discipline referrals for Black students will be within four percentage points of the percentage of Black student enrollment district-wide.

65

### *Core Value*

*Trust and transparency are essential to healthy and enduring relationships*

### *Mission Outcome*

*Close achievement gaps for all student groups*



## 2018-2020 3-Year Plan Strategies

AVID

Young Scholars / Growing Scholars

MS/HS College-Career Pathways

Cultural and Racial Awareness Professional Development

Site-Based Equity Liaison Support

Cross-District Learning

Alternatives to Office Referrals & Proactive

Strategic Reading & Writing Interventions

# Questions?

Bee Kong  
Coordinator, Office of Educational Equity  
651-748-7463  
bkong@isd622.org  
[www.isd622.org/Domain/27](http://www.isd622.org/Domain/27)



## Proposed Policy Revisions – February 2017

Policy Number	Policy Title	Summary of Changes
E-081 Revision	<del>Strategic Roadmap and Success System Plan</del>	<ul style="list-style-type: none"> <li>• District 622 policy</li> <li>• Revision to the title of the policy to reflect recently adopted strategic plan</li> <li>• Revisions to the body of the policy provide updated detail and language</li> </ul>
EM-020.19 Revision	Student Disability Nondiscrimination	<ul style="list-style-type: none"> <li>• MSBA policy</li> <li>• Revision to update the name of the District’s 504 Coordinator – the individual must be named according to MSBA</li> </ul>
EM-020.20 Revision	Student Sex Nondiscrimination (Title IX) & Unlawful Sex Discrimination Towards a Student Report Form	<ul style="list-style-type: none"> <li>• MSBA policy</li> <li>• Revision to update the name and email address of the District’s Title IX Coordinator and the District Human Rights Officer for student issues – the individual must be named according to MSBA</li> </ul>

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<b>Strategic Roadmap and Success System Plan</b>	E-081	4/22/08 Revised:

Independent School District 622 - North St. Paul-Maplewood-Oakdale will annually review and approve a multi-year Strategic Roadmap **Plan** that details the **Core Values**, Mission, **Mission Outcomes**, and **Strategies**. Belief Statement, Vision, Values, and Strategic Directions.

Administration will develop **an implementation system, comprised of key measures of the District's performance on the mission outcomes. Data will be collected, analyzed, and brought to the board annually.** and implement a Success System, comprised of key measures of the District's performance on the vision for the strategic direction. Performance data will be collected, analyzed and brought to the board annually.

**Rationale:** All adults in the educational community must work with a common purpose if the District is to achieve excellence in student learning and development. The Independent School District 622 - North St. Paul-Maplewood-Oakdale Strategic Roadmap **Plan** defines the common purpose with all goals, planning and allocation of resources aligned within its context.

Adoption and Revision History	Incorporated Policies
E-081 STRATEGIC ROADMAP AND SUCCESS SYSTEM <b>PLAN</b> This policy adopted: April 22, 2008; <b>Revised:</b>	

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

**Legal References:**

**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: 5/27/14</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 should contact the Director of Student Services, ~~Cory McIntyre~~ **Tricia Hughes**, 2520 E. 12<sup>th</sup> Avenue, North St. Paul, MN 55109, (651) 748-7452. 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; Revised: May 27, 2014; Revised:	

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
<b>Student Sex Nondiscrimination (Title IX) &amp; Unlawful Sex Discrimination Towards a Student Report Form</b>	<b>EM-020.20</b>	<b>5/20/08</b> <b>Revised: 1/22/13</b> <b>Revised: 6/24/14</b> <b>Revised: 6/28/16</b> <b>Revised:</b> <b>Reviewed Annually</b>

1) General Statement of Policy

- a) The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- b) Every school district employee shall be responsible for complying with this policy.
- c) The school board hereby designates ~~Cory McIntyre~~ **Tricia Hughes**, 2520 E. 12<sup>th</sup> Avenue, North St. Paul, MN 55109, (651) 748-7452, ~~emcintyre@isd622.org~~ **thughes@isd622.org**, as the Title IX Coordinator and the District Human Rights Officer for student issues.
- d) Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

2) Reporting Grievance Procedures

- a) Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- b) In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- c) Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded

as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- d) The school board hereby designates ~~Cory McIntyre~~ **Tricia Hughes**, 2520 E. 12<sup>th</sup> Avenue, North St. Paul, MN 55109, (651)748-7452, ~~cmcintyre@isd622.org~~ **thughes@isd622.org**, as the school district human rights officer to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- e) The school district shall conspicuously post the names of the Title IX coordinator and human rights officer, including office addresses and telephone numbers and work e-mail addresses.
- f) Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- g) Use of formal reporting forms is not mandatory.
- h) The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

### 3) Investigation

- a) By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- b) The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- c) In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- d) In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- e) The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual

and whether they appear to be violations of this policy.

4) School District Action

- a) Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- b) The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

5) Reprisal

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

6) Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

7) Dissemination of Policy and Evaluation

- a) This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- b) The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall protect students from discrimination on the basis on sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of the policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.*

Adoption and Revision History	Incorporated Policies
522 STUDENT SEX NONDISCRIMINATION (This policy adopted: October 28, 1997; Rescinded: August 19, 2008)	MSBA 522
EM-020.20 STUDENT SEX NONDISCRIMINATION (TITLE IX) AND UNLAWFUL SEX DISCRIMINATION TOWARDS A STUDENT REPORT FORM (This policy adopted: May 20, 2008; Revised: January 22, 2013; Revised:	

June 24, 2014); Revised: June 28, 2016; Revised:	
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**Administrative Rule, Regulation and Procedure: NA**

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

VII. A. 1. 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>
Patrick Gerdes	\$75.00	CREED program - John Glenn
Kevin & Michelle Gerdes	\$50.00	CREED program - John Glenn
Grand Tech, Inc.	\$100.00	CREED program - John Glenn
Kelsey McDonough	\$50.00	CREED program - John Glenn
Christa Waymire	\$75.00	CREED - John Glenn Middle School
Gen YOUth Foundation	\$3,750.00	Maplewood - I Cook You Dish Class
Steve & Mary Ann Miller	\$500.00	Maplewood Middle School
Paul & Peggy Ellefson	\$45.00	Meals on Wheels in Memory of Bonnie Ellefson
Mike & Stacie Hafner	\$200.00	Meals on Wheels in Memory of Gigi Fitzpatrick
Scott & Julie Wasiluk	\$20.00	Meals on Wheels
Michael T. Testa	\$50.00	Meals on Wheels
Robert Malm	\$100.00	Meals on Wheels
Truist	\$42.32	Meals on Wheels
Ronald & Sonya Czerepak	\$500.00	Meals on Wheels
Daniel & Kristen Elo	Coats, jackets, hats and gloves (valued at \$75.00)	Castle Elementary
Silver Lake Methodist Church	2 dozen hats, scarves and mittens	Castle Elementary
Stephanie & Richard Mann	\$50.00	Community Bridge
Diane DuFresne	\$750.00	North High - Brown Bag Program
T.A. Schifsky & Sons, Inc.	\$200.00	North High - Festival of Cultures
Northern Lights Chiropractic, Ltd.	\$50.00	North High - Festival of Cultures
Larson Engineering of Minnesota	\$50.00	North High - Robotics Program
House of Prayer	Sweatshirts, sweatpants, undergarments, socks and hats (valued at \$400.00)	Cowern Elementary
Amy Coborn	25 cases of water (valued at \$75.00)	Cowern Elementary - Title I Parent Night

Maplewood Bakery	25 dozen cookies (valued at \$100.00)	Cowern Elementary - Title I Parent Night
Sabbath Christian Fellowship	\$2,000.00	Nutrition Services Department - to reduce negative student meal accounts

MOTION:

SECOND:

Total fiscal year 2016-2017 monetary contributions: \$60,891.72

VII. A. 2. BUDGET ADJUSTMENT (RIGHTSIZING) RESOLUTION

The result of the financial projection and budget planning was presented to the Board for consideration in developing the 2017-18 budget at the February 7, 2017 work session. The Financial Projection Model uses the audited fund balances, updated enrollment projections, agreed upon budget parameters and the revised 2016-17 budget. ·

Based upon the decline in enrollment of 99 weighted pupil units, administration recommends that the Board adopt a \$1 million budget adjustment (rightsizing) for the 2017-18 budget.

BE IT RESOLVED by the School Board of Independent School District 622 that the administration's budget rightsizing plan totaling \$1,000,000 in reductions be approved for the 2017-18 fiscal year.

MOTION:

SECOND:

## Proposed Policy Revisions – January 2017

Policy Number	Policy Title	Summary of Changes (Policies with changes that affect the substance)
E-008 Revision	Gifts to and Solicitation by Employees and School Board Members	<ul style="list-style-type: none"> <li>• MSBA policy with proposed 622 language</li> <li>• Addition that an employee may solicit funds for the benefit of the school district through online donation websites with pre-approval</li> <li>• Addition of a process for seeking online website donations by completing the Intent to Apply for Crowdfunding Support Form</li> <li>• Reviewed by legal counsel</li> </ul>
E-026 Revision	Transportation of Public School Students	<ul style="list-style-type: none"> <li>• MSBA policy with proposed 622 language</li> <li>• Addition for proper protocol addressing the employee use of personal vehicles to transport students</li> <li>• Reviewed by legal counsel</li> <li>• Board question was asked as to whether language was needed to state that drivers must be drug/alcohol free. Question was reviewed by Karen Kepple who responded that situations are covered by other District policies which prohibit staff from possessing or being under influence of drugs or alcohol at school or school events; therefore additional language is not necessary.</li> </ul>
E-028 Revision	Field Trips	<ul style="list-style-type: none"> <li>• Contains 622 language with proposed additional 622 language</li> <li>• Addition for proper protocol addressing employee use of personal vehicles for the purpose of a field trip</li> <li>• Reviewed by legal counsel</li> <li>• Board question was asked as to whether language was needed to state that drivers must be drug/alcohol free. Question was reviewed by Karen Kepple who responded that situations are</li> </ul>

## Proposed Policy Revisions – January 2017

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covered by other District policies which prohibit staff from possessing or being under influence of drugs or alcohol at school or school events; therefore additional language is not necessary.

## Ends

Policy Title	Policy Level	Date Approved/Revised
<b>Gifts to and Solicitation by Employees and School Board Members</b>	<b>E-008</b>	<b>5/26/15</b> <b>Revised:</b>

### 1) General Statement of Policy

- a) The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- b) A violation of this policy occurs when any employee solicits, accepts, or receives either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- c) A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature.
- d) Teachers may accept from publishers' free samples of textbooks and related teaching materials.
- e) This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- f) An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.
- g) **Notwithstanding Paragraphs 1) a) or 1) b) above, employees may solicit funds for the benefit of the school district through online donation websites (crowdfunding) if pre-approved by the employee's immediate supervisor, the Director of Business Services, and the Superintendent. In the case of technology requests, approval by the technology department must also be obtained. The receipt of any such donations must be approved by the school board. Any such donations become the property of the school district, not the employee, and must conform to policies and standards of the district (see Website Solicitation Procedures E-008P).**

### 2) Definitions

- a) "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return. **"Gift" shall not include donations received through online donations described in Paragraph 1) g) above.**

b) "Interested person" means a person or a representative of a person or association that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

3) **Process and Procedures**

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

**Employees seeking online website donations must complete the Intent to Apply for Crowdfunding Support Form, obtain the required approvals, and comply with the Website Solicitation Procedures E-008P as located on the ISD 622 website: [www.isd622.org](http://www.isd622.org) under Business Services.**

4) **Violations**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

**Rationale:** *The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.*

Adoption and Revision History	Incorporated Policies
420 GIFTS TO EMPLOYEES	Replaces Policy: (none identified) This Policy Adopted: September 9, 1997; Rescinded: August 5, 2008
707 ACCEPTANCE OF GIFTS TO SCHOOL DISTRICT	Replaces Policy: KH (Public Gifts to Schools) adopted June 28, 1979. This Policy Adopted: February 24, 1998; Rescinded: August 5, 2008
L-041 GIFTS TO AND SOLICITATION BY STAFF MEMBERS This policy adopted: April 22, 2008; Rescinded: May 26, 2015	
E-008 GIFTS TO AND SOLICITATION BY EMPLOYEES AND SCHOOL BOARD MEMBERS This policy adopted: May 26, 2015; <b>Revised:</b>	MSBA 421

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. §10A.07 (Conflicts of Interest)  
Minn. Stat. §10a.071 (Prohibition of Gifts)  
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)

Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References:

MSBA/MASA Model Policy 209 (Code of Ethics)

MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)

MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

**ENDS**

Policy Title	Policy Level	Date Approved/Revised
<b>Transportation of Public School Students</b>	<b>E-026</b>	<b>6/22/10</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/27/14</b> <b>Revised: 6/28/16</b>

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) "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 students 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, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten, for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (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)

#### 12. Employee Use of Personal Vehicles

- a) **An employee may not use a personal vehicle to transport a student, however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to district administration as soon as possible.**
- b) **In a nonemergency situation, an employee must get written approval from district administration before transporting a student in a non-district vehicle. The district administration has sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport a student.**
- c) **Any personal vehicle used to transport students must be properly registered and insured.**

**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: May 27, 2014; Revised: June 28, 2016)	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**

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Field Trips</b>	<b>E-028</b>	<b>12/14/2010</b> <b>Revised: 8/27/13</b> <b>Revised:</b>

1) General Statement of Policy

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

a) Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

b) Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

c) Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, and superintendent. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

2) Regulations

- a) Rules of conduct and discipline for students and employees shall apply to all student trip activity.

- b) The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- c) Transportation shall be furnished through a commercial carrier or school-owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office
- d) An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration. **Any personal vehicle used to transport staff must be properly registered and insured.**
- e) An employee may not use a personal vehicle to transport one or more students for the purposes of a field trip.
  - 1. ~~If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.~~
  - 2. ~~An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section 2, e) 1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.~~

### **3. Employee Use of Personal Vehicles**

- a) **An employee may not use a personal vehicle to transport a student, however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to district administration as soon as possible.**
- b) **In a nonemergency situation, an employee must get written approval from district administration before transporting a student in a non-district vehicle. The district administration has sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport a student.**
- c) **Any personal vehicle used to transport students must be properly registered and insured.**

**Rationale:** *The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.*

Adoption and Revision History	Incorporated Policies
Policy 610 FIELD TRIPS This Policy Adopted: Aug. 27, 2002 Rescinded: December 14, 2010	MSBA 610
E-028 FIELD TRIPS This Policy Adopted: Dec. 14, 2010; Revised: August 27, 2013; <b>Revised:</b>	E-024

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

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)  
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)  
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)  
*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)  
*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 423 (Employee – Student Relationships)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

VII. A. 3. REVISE POLICIES

A major function of the School Board is reviewing, revising, and adopting District #622 policies. Three policies are proposed for revision:

E-008 (Gifts to and Solicitation by Employees and School Board Members) revisions reflect an addition that an employee may solicit funds for the benefit of the school district through online donation websites with preapproval; E-026 (Transportation of Public School Students) and E-028 (Field Trips) revisions include an addition to the policies for proper protocol which addresses the employee use of personal vehicles to transport students.

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

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

E-008	(Gifts to and Solicitation by Employees and School Board Members)
E-026	(Transportation of Public School Students)
E-028	(Field Trips)

MOTION:

SECOND:

2017-2018 STUDENT SERVICES FTE APPROVAL

Student Services is requesting 320.20 iFTE.

Current Board approved for the 16-17 school year is 335.20.

	Board Approved <u>2016-17</u>	NEW <u>2017-18</u>	<u>Difference</u>
Student Services	335.20	320.20	-15.00

This is a combination of shifting program oversight of 14.0 iFTE in Guidance from Student Services to Teaching and Learning and a 1.0 iFTE overall reduction in Student Services.

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 Student Services 2017-18 school year to 320.20 iFTE be approved.

## RESOLUTION OF INTENT TO PROCEED WITH FACILITY CONVERSATIONS AND CONSIDERATIONS

Director of Business Services Randy Anderson, along with LHB Architects, has conducted an audit of 622 facilities to review energy efficiency, needed updates, and space utilization. Special attention was given to the space challenges facing our schools, in particular, our elementary sites.

At the January 10, 2017 work study session, District administration presented the results of the 622 facilities audit prepared by LHB. The discussion included ideas for updating facilities and options for reconfiguring space utilization to improve quality learning environments for all learners. Funding options were also discussed as we reviewed options to increase investment into facilities without having to increase property taxes for this project. Funding options that were discussed included: Long-Term Facilities bonds, Lease Levy bonds, Capital Facilities bonds, Capital funds, and Long-Term-Facilities “Pay as you go” Levy funds.

This resolution authorizes administration to engage students, staff, and community members in conversations around facilities improvement planning. After which, the administration will report key findings and recommendations back to the Board at a future meeting.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that administration proceed with staff, student, and community conversations around District 622 facility planning, and return to the Board at a future date to report on key findings and recommendations.

MOTION:

SECOND:

VII. C. 1. SCHOOL YEARS 2017-2018 THROUGH 2019-2020 ACHIEVEMENT AND INTEGRATION  
THREE YEAR PLAN

As part of the Educational Equity Alliance, the collaboration between District 622 and District 832, member districts are required to write, monitor, and report on a district 3-Year Plan. District 622 has created a new 3-Year Plan that seeks to address reading proficiency gaps, graduation rate gaps, and disproportionality in student discipline. The 3-Year Plan begins 2017-2018 and ends after the 2019-2020 school year. Plans must be approved by the School Board prior to submission to the Minnesota Department of Education.

Therefore, the Supervisor of Educational Programs recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District 622 Achievement and Integration 3-Year Plan for school years 2017-2018 through 2019-2020 be approved.

MOTION:

SECOND:

**Achievement and Integration Plan  
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

**District ISD# and Name: 622 North St Paul, Maplewood, Oakdale**

District's Integration Status: Racially Isolated District (RI)

Superintendent's Name: Christine Osorio

Phone: 651.748.7411

E-mail: cosorio@isd622.org

Plan submitted by:

Name: Bee Kong

Title: Coordinator, Office of Educational Equity

Phone: 651.748.7463

E-mail: bkong@isd622.org

**Racially Identifiable Schools (RIS) within District**

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed.

- |                     |                      |
|---------------------|----------------------|
| 1. Enter text here. | 7. Enter text here.  |
| 2. Enter text here. | 8. Enter text here.  |
| 3. Enter text here. | 9. Enter text here.  |
| 4. Enter text here. | 10. Enter text here. |
| 5. Enter text here. | 11. Enter text here. |
| 6. Enter text here. | 12. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

**School Board Approval**

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Christine Osorio

Signature:

Date Signed: Enter date.

School Board Chair: Amy Coborn

Signature:

Date Signed: Enter date.

## Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **Educational Equity Alliance**

- |  |  |
|--|--|
| 1. <b>832 Mahtomedi A -</b><br>Adjoining                     | 5. <b>Enter text here. Choose</b><br><b>district status.</b> |
| 2. <b>Enter text here. Choose</b><br><b>district status.</b> | 6. <b>Enter text here. Choose</b><br><b>district status.</b> |
| 3. <b>Enter text here. Choose</b><br><b>district status.</b> | 7. <b>Enter text here. Choose</b><br><b>district status.</b> |
| 4. <b>Enter text here. Choose</b><br><b>district status.</b> | 8. <b>Enter text here. Choose</b><br><b>district status.</b> |

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

## Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Allison Lehner, Amy Coborn, Billie Jo Shoen, Carrie Eicher, Cheryl Lien, Christine Osorio, Gilvanete Surine, Gretchen Brunner, Ingrid Sougstad, Jud Marshall, Kevin Donovan, Mark Larson, Pamela Winter, Robert Pontious, Sarah Glick, Tracy Jackson, Bee Kong, Jeff Cavett

Community Collaboration Council for the RIS: **Enter text here.**

## Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.isd622.org/Domain/27>

## Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

**GOAL # 1:** By 2020, the district will reduce its race-based gaps on MCA III Reading scores to 11 percentage points or less at each tested grade level.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 1.1:** In grades K-5, to develop students' ability to identify strengths and weaknesses by engaging students in standards based instruction, remediation, or enrichment.

**Objective 1.2:** In grades 6-12, to provide structure for students to set goals and create plans to achieve their goals by engaging students in consistent building-wide expectations, strategies, and practices.

**GOAL # 2:** By 2020, the 4-year high school graduation rates for students of color will increase by at least 5 percentage points, with no racial sub-group below a 70 percent graduation rate.

**Aligns with WBWF area:** All students graduate from high school.

**Objective 2.1:** In grades 9-12 in HS, to foster learning environments where students use skills from multiple subject areas to address challenges at the individual and system level via college and career pathways.

**GOAL # 3:** By 2020, the percentage of district-wide discipline referrals for Black students will be within four percentage points of the percentage of Black student enrollment district-wide.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 3.1:** Prior to the start of each school year, to refine district-wide staff development for a focus on cultural and linguistic responsiveness, student engagement, understanding diverse learners, and growth mindsets by prioritizing the needs of the learning community.

*Copy and paste the text above to add goals and objectives, changing the number for additional goals.*

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

**Requirement** At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

**Intervention 1** Young Scholars / Growing Scholars

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Young Scholars (622) and Growing Scholars (832) provides differentiated instruction opportunities for elementary students who are traditionally underserved in gifted/talented cohorts due to systemic access barriers like standardized tests, behavior, language, teacher expectations, or family background. Trained instructors facilitate small group instruction through the year to promote divergent and outside-of-box strategies. Additionally, an annual Young Scholars Summer Camp provides cross-district opportunities for 832 students to join 622 students in learning communities. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Grade levels to be served: Elementary

Location of services: Carver, Castle, Cowern, Eagle Point, Oakdale, Richardson, Skyview, Weaver, Webster

**Formative assessment(s) used to inform instructional decision-making:** Student enrollment demographics data, district common assessments math/reading, FastBridge data, MCA, BAS reading score, discipline referrals, student surveys, family surveys, teacher surveys, attendance, push-in exploration lessons.

**Evidence of research-base:** Instructional strategies that emphasize metacognition in supporting new standards have a solid record of success, according to educational research. In a meta-analysis of 91 studies, Wang, Haertel, and Walberg (1993) determined that metacognition is the number one shared characteristic of high academic achievers. On a more recent list of 150 factors that influence student achievement, metacognitive strategies were ranked 15th; by comparison, student socioeconomic status (which is often assumed to be a major influence on students' learning potential) was ranked 45th (Hattie, 2012). "Strong learners can explain which strategies they used to solve a problem and why, while less competent students monitor their own thinking sporadically and ineffectively and offer incomplete explanations" (Pellegrino & Hilton, 2012, p. 92). The encouraging conclusion is that the gap between high achievers and struggling students can be closed by guiding the latter to develop a metacognitive approach to learning. *Donna Wilson and Marcus Conyers, Teaching Students to Drive Their Brains (2016)*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Widest gap is 29% or less between race-based student groups	29%		
Widest gap is 19% or less between race-based student groups		19%	

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Widest gap is 11% or less between race-based student groups			11%

## Intervention 2 MS-HS College/Career Pathways

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.2, 2.1

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Transitions at the secondary level are oftentimes difficult, especially for students who come from family backgrounds that have less experience navigating school systems. This results in a variety of opportunity and achievement gaps that impact student success. This intervention supports an overall district initiative to provide a substantive reform of course options based on student interests and needs for college/career destinations as well as personal development. This includes options in STEM and other academic subjects in core content and electives. Support will focus on systems change that creates opportunities for staff to adopt a mentoring collaborative with students through discussion, formative questioning, monitoring, and feedback.

Grade levels to be served: secondary

Location of services: John Glenn, Maplewood, Skyview, North, Tartan, Harmony, Next Step

**Formative assessment(s) used to inform instructional decision-making:** Course enrollments, course offerings, enrollment demographics, GPA, grades, student surveys, family surveys, dropout rates, and graduation rates.

**Evidence of research-base:** Curricular Alignment, Articulation, and Dual Enrollment. Aligning high school and college curricula across educational sectors and career requirements is a hallmark of a career pathway. Pathways should allow students to take high school courses that connect to their future postsecondary coursework and also prepare them for entry into the job market, preferably by offering students the opportunity to earn an industry credential soon after high school graduation. One common way to align high school and college coursework in technical areas is to create articulation agreements through which high school electives serve as the first step toward a college major. Students who successfully complete articulated courses are awarded college credits that can be applied toward a degree if the student completes additional coursework at the college. Unfortunately, these arrangements have not been as uniformly successful as intended (Bragg, 2001). Hence, dual enrollment is emerging as

a popular alternative to articulated courses. Dual enrollment students take actual college courses, with credit recorded on a college transcript. *Community College Research Center (2006)*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

**Intervention 3** Advancement Via Individual Determination (AVID)

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 2.1**

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** AVID provides differentiated instruction opportunities for students who are traditionally underserved in Honors/Advanced Placement/College in Schools cohorts due to systemic access barriers like standardized tests, prerequisites, GPA, teacher expectations, or family background. Trained AVID Site Teams organize, implement, and refine the AVID system in each secondary building. Twice a week students engage in small group tutorial opportunities where they develop skills in collaborative learning. AVID Elective teachers utilize a national curriculum that reinforces college-career readiness and actions steps for students. Building-wide AVID strategies in writing, inquiry, collaboration, organization, and reading are promoted and supported by the Site Teams. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Grade levels to be served: secondary

Location of services: John Glenn, Maplewood, Skyview, North, Tartan

**Formative assessment(s) used to inform instructional decision-making:** Course enrollments, course offerings, enrollment demographics, GPA, grades, student surveys, family surveys, dropout rates, and graduation rates.

**Evidence of research-base:** *In regards to AVID tutorials:* Reciprocal teaching is a multicomponent approach that combines four strategies into one cohesive structure of increasing comprehension of text: predicting, clarifying, questioning, and summarizing (Takala, 2006). This approach helps teachers to explicitly scaffold learning to help students become more metacognitive about their reading and learning. Further, it helps students become more active, reflective, and strategic readers. Reciprocal teaching can be successfully implemented within both general education and special education classrooms. Direct instruction procedures and reciprocal teaching formats are effective within inclusion settings for all learners (Gajria, Jitendra, Sood, & Sacks, 2007). *Joan Baker and Lisa Emerson, School of Education Training & Technical Assistance Center (2014)*

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

## **Intervention 4 Cultural and Racial Awareness Professional Development**

**Priority Area:** Leadership and Governance

**Objective this intervention supports: 3.1**

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** District leaders will utilize resources inside and outside of the district to bring relevant, up-to-date professional development to adults in the district. Emphasis will include all staff, not just classroom teachers. Focus can include culturally and linguistically responsive teaching, critical race theory, poverty, trauma, restorative justice, intercultural competence, relationships, mindsets, and LGBTQ awareness. Third party consultants that provide equity related professional development can include local businesses and non-profit organizations or out-of-state contractors. Instructional materials and supplies will be vetted by district personnel for appropriateness and impact. Cross-district participation will be promoted and offered.

Grade levels to be served: EC to 12

Location of services: district-wide

**Formative assessment(s) used to inform instructional decision-making:** Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

**Evidence of research-base:** Everyone, almost, agrees that teachers are the key element in the education of children in school. As the McKinsey reports[2]observe, the only way to improve student outcomes is to improve the quality of classroom teaching across an entire system. The best-performing systems around the world go to great lengths to ensure that all their teachers are well qualified and well prepared in the subjects they teach and have access to high-quality, ongoing professional learning opportunities. High quality performance data, teachers and school accountability, appropriate financing and organization structure and pedagogy models are required for schools to move from 'fair' to 'good'. and further advances – from good to great – require teaching and school leadership and appropriate career structures like those in medicine and law. Last, in achieving excellence the focus is on peer-based learning, system-wide interaction, innovation and experimentation. *Best Teaching Part 1: How teachers make a difference – John Hattie (2003)*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Referrals for Black students not greater than 16 percentage points different than enrollment (20% of population, no greater than 36% of referrals).	16%		
Referrals for Black students not greater than 8 percentage points different than enrollment (21% of population, no greater than 29% of referrals).		8%	
Referrals for Black students not greater than 4 percentage points different than enrollment (22% of population, no greater than 26% of referrals).			4%

**Intervention 5** Site-Based Equity Liaison Support

**Priority Area:** Environment and Resources

**Objective this intervention supports:** 1.1, 2.1, 2.2, 3.1

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Providing support to build internal capacity at the site level to address unique and specific achievement and integration concerns written in the form of a site improvement plan or equity guiding questions. Empower building leaders to establish their own equity teams that prioritize and address learning needs through the district’s strategic plan, resources, and professional development. Collaborative vertical alignment with the overall district vision that builds sustainability yet does not rely solely on a central equity office to establish, implement, measure, and improve achievement in the district. Create a network of colleagues that meet regularly to collaborate and share information and strategies in a timely, efficient manner.

Grade levels to be served: EC to 12

Location of services: district-wide

**Formative assessment(s) used to inform instructional decision-making:** Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, administrator evaluations, enrollment, dropout rates, and graduation rates.

**Evidence of research-base:** While we are still investigating these qualities, our research and experience suggest that changemaking cultures are characterized by a focus on outcomes, transparency, authenticity, collaboration and partnership, racial equity and inclusion, continuous learning and improvement, and openness to risk and change. When the work of a foundation’s staff is aligned with the values of the organization and those values are evident in relationships with the grantees, networks, and communities necessary to create change, trust and loyalty are established. Only then can the authentic collaboration that is required to achieve transformational change occur. *Amy Celep et al, The Foundation Review (2016)*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Widest gap is 29% or less between race-based student groups	29%		

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Widest gap is 19% or less between race-based student groups		19%	
Widest gap is 11% or less between race-based student groups			11%

## Intervention 6 Cross District Learning

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 1.1, 2.1, 3.1

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Intentional, measurable, and meaningful programming that brings together students, families, and staff from 622 and 832. Using structured formats such as Intentional Social Interactions (ISI) or established academic structures like Teacher's College to provide opportunities for learners from different cultures and backgrounds to engage in dialogue and permanent growth. Scope will include refinement of current cross-district student programming (Positive Peers, Summer Sampler) and teacher professional development as well as exploration of initiatives that serve the needs of both districts. Cross district interactions also provides opportunities to identify staff, student, and community leaders, creating space to develop leadership qualities and abilities in others to build internal capacity and sustainability.

Grade levels to be served: EC to 12

Location of services: district-wide

**Formative assessment(s) used to inform instructional decision-making:** Student enrollment demographics data, student surveys, family surveys, teacher surveys, attendance, requests, advisory council feedback, community partnerships.

**Evidence of research-base:** Students noted that interactions involving sharing students' inputs subsequently helped them to learn and broaden their knowledge. Students also perceived that their learning was strongly mediated by questioning and explaining to each other. Students' preparation prior to and sharing of knowledge during group activities allowed them to learn through questioning and explaining. These interactions helped in confirming and challenging their knowledge and filling the gaps. Students reported that questioning and explaining to other students facilitated and reinforced their understanding. Key processes they used included visualizing, reorganizing, and linking information into a

simplified story when teaching or explaining. *Abdulaziz Almajed et al. Interdisciplinary Journal of Problem-Based Learning (2016)*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

**Intervention 7** Alternatives to Office Discipline Referrals**Priority Area:** Student Engagement and Outcomes**Objective this intervention supports:** 3.1**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** In alignment with the 622 Strategic Plan and the Culture, Climate and Behavior Committee, providing resources for classroom teachers and support staff to engage all students in positive engagement strategies and expand post-critical incident options. Focus will be non-punitive, non-judgmental relationship building. Strategies may include, but not limited to, Restorative Justice, Responsive Classroom, Adverse Childhood Experiences continuum, Intercultural Development Inventory, Intercultural Conflict Style, sensory stations, and Trauma-Historic Trauma training. In combination with proactive professional development in Intervention 4, this intervention is geared towards a successful, dignified, and intentional plan for re-entry into a classroom *after* a student-teacher conversation but *before* office referrals has been conducted.

Grade levels to be served: EC to 12

Location of services: district-wide

**Formative assessment(s) used to inform instructional decision-making:** Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

**Evidence of research-base:** The earlier discussion about Restorative Justice theory suggests that a well-implemented program could reduce punitive disciplinary actions and problem behavior over time (Tyler, 2006). All the empirical studies we reviewed report a decrease in exclusionary discipline and harmful behavior (e.g., violence) after implementing some type of RJ program. For example, Armour (2013) reports an 84-percent drop in out-of-school suspensions among sixth graders in one Texas school during the first year RJ was introduced, and a 19-percent drop in all suspensions. These findings dovetail with other studies. For example, Denver schools that implemented restorative circles and conferencing report a 44-percent reduction in out-of-school suspensions. They also report an overall decrease in expulsions across the three-year post-implementation period (Baker, 2009). In Oakland, Cole Middle School experienced an 87-percent drop in suspensions across the first two years of implementation compared to the prior three years; expulsions were eliminated entirely after RJ was put in place.<sup>8</sup> More recent figures from Oakland suggest continued success, with a 74-percent drop in suspensions and a 77-

percent decrease in referrals for violence during a two-year follow up (Sumner et al., 2010; Davis, 2014).  
*Trevor Fronius et al, Restorative Justice in U.S. Schools: A Research Review, 2016*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Referrals for Black students not greater than 16 percentage points different than enrollment (20% of population, no greater than 36% of referrals).	16%		
Referrals for Black students not greater than 8 percentage points different than enrollment (21% of population, no greater than 29% of referrals).		8%	
Referrals for Black students not greater than 4 percentage points different than enrollment (22% of population, no greater than 26% of referrals).			4%

**Intervention 8 Strategic Reading & Writing Interventions**

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** In alignment with the ISD 622 Strategic Plan and World’s Best Workforce plan, the OEE will assist with strategic reading and writing intervention and enrichment to increase academic achievement for both struggling and advanced students before the completion of Grade 3. Interventions and enrichment may include, but are not limited to, in-class instructional support, out-of-class instructional support, co-teaching support, technology assisted instruction, Culturally and Linguistically Responsive support, Sheltered Instruction Observation Protocol (SIOP) support, English Learner support, Special Education support, and gifted/talented support. Using established district formative assessments to identify differentiated student needs, buildings will collaborate with the Office of Educational Equity to explore avenues of providing resources that are unavailable. Requests will be vetted by a building equity team or OEE team, and funds will not be distributed unless equity-related criteria are met.

Grade levels to be served: EC-3, Elementary

Location of services: Carver, Castle, Cowern, Eagle Point, Oakdale, Richardson, Skyview, Weaver, Webster, Beaver Lake, Gladstone

**Formative assessment(s) used to inform instructional decision-making:** Student enrollment demographics data, district common assessments math/reading, FastBridge data,

MCA, BAS reading score, discipline referrals, student surveys, family surveys, teacher surveys, attendance, push-in exploration lessons.

**Evidence of research-base:** During the products process Tomlinson (2004) suggests varying assessment methods by a) providing teachers a menu of choices that may include oral responses, interviews, demonstrations and reenactments, portfolios, and formal tests; b) keeping each learner challenged at his or her level of understanding with content at or slightly above his or her current level of functioning; and c) allowing students to have some choices in the means in which they may express what they know- for example, writing a story, drawing a picture, or telling about a real-life experience that involves what is being taught. Tomlinson (2004) argues that the most important element in the differentiated instruction is that it provides the opportunity for the teacher to consider multiple characteristics of the learner simultaneously in choosing an instructional strategy for a particular learner and learning objective. Therefore differentiated instruction is ideally suited for a heterogonous classroom, in which learning histories, learning styles, learner interests, and skills as well as disabilities representing special populations may impair learning. Overall, the goal of differentiated instruction is to give learners alternate paths with which to learn. By varying teaching strategies, teacher makes sure that each student has the opportunity to learn in a manner compatible with his or her own learning strengths and preferences (Borich, 2011). Since not all the learners alike to each other, it can be argued that there are as many methods of differentiated instruction as the number of learners in the classroom. ‘There is no one – size- fits- all model’ says Huebnar ( Huebnar, 2010). *Suleyman Celik, Journal of Humanity Sciences (2016)*

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Widest gap is 29% or less between race-based student groups	29%		
Widest gap is 19% or less between race-based student groups		19%	
Widest gap is 11% or less between race-based student groups			11%

### **Racially Identifiable School(s)**

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

#### **RIS Goal # 1** [Enter goal statement here](#)

**Aligns with WBWF area:** [Choose an item.](#)

**RIS Objective 1.1:** [Click here to enter RIS Objective 1.1](#)

**RIS Objective 1.2:** [Click here to enter RIS Objective 1.2](#)

**RIS Objective 1.3:** [Click here to enter RIS Objective 1.3](#)

#### **RIS Goal # 2** [Enter goal statement here](#)

**Aligns with WBWF area:** [Choose an item.](#)

**RIS Objective 2.1:** [Click here to enter RIS Objective 2.1](#)

**RIS Objective 2.2:** [Click here to enter RIS Objective 2.2](#)

**RIS Objective 2.2:** [Click here to enter RIS Objective 2.3](#)

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

*Copy and paste the text above to add goals and objectives, changing the number for additional goals.*

## RIS INTERVENTIONS

**Directions** Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

**RIS Intervention 1:** Enter name of intervention.

**Priority Area:** Choose priority area.

**Objective this intervention supports:** Enter objective number.

**Type of Intervention:** Choose intervention type.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Click here to enter narrative.

Grade levels to be served: Enter grade level.

Location of services: Enter location.

**Formative assessment(s) used to inform instructional decision-making:** Enter formative assessment.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

### Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			

**RIS Intervention 2:** Enter name of intervention.

**Priority Area:** Choose priority area.

**Objective the intervention supports:** Enter objective number.

**Type of Intervention:** Choose intervention type.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Click here to enter narrative.

Grade levels to be served: Enter grade level.

Location of services: Enter location.

**Formative assessment(s) used to inform instructional decision-making:** Enter formative assessment.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

**Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). Enter text here.



VII. C. 2. 2017-2018 ACHIEVEMENT AND INTEGRATION BUDGET

As part of the Educational Equity Alliance, the collaboration between District 622 and District 832, member districts are eligible for integration revenue. District 622 is expected to receive \$2,408,081.66 for Achievement and Integration in 2017-2018. Plans for the use of these funds are described in “The Plan for Educational Equity, 2018-2020”. District 622 is expected to submit a yearly budget around this Plan for Educational Equity.

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District 622 Budget Plan for Achievement and Integration for 2017-2018 be approved.

MOTION:

SECOND:

**Achievement and Integration Revenue  
 FY 2018 Budget Worksheet**

Use the worksheets provided here to list your district's proposed expenditures of FY 2018 Achievement Integration (AI) revenue.

**District Name:** North Saint Paul - Maplewood - Oakdale

**District ISD Number:** 622

**Superintendent:** Christine Osorio

**Collaborative:** Educational Equity Alliance

**Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.**

<b>Program Staff:</b> <u>Bee Kong</u>	<b>Fiscal Staff</b>	<u>Randy Anderson</u>
<b>Phone:</b> <u>651-748-7463</u>	<b>Phone:</b>	<u>651-748-7511</u>
<b>E-mail:</b> <u><a href="mailto:bkong@isd622.org">bkong@isd622.org</a></u>	<b>Email:</b>	<u><a href="mailto:randerson@isd622.org">randerson@isd622.org</a></u>

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

<b>Total Initial Revenue expenditures</b> (FIN 313 expenditures)	\$ 2,293,791.06
<b>Total Incentive Revenue expenditures</b> (FIN 318 expenditures)	\$ 114,290.60
<b>TOTAL AI REVENUE</b>	\$ 2,408,081.66

**CERTIFICATION STATEMENT**

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2018 Achievement & Integration budget as approved by the school board.*

**Board Approval Date** \_\_\_\_\_

**School Board Chair** \_\_\_\_\_

**Date** \_\_\_\_\_

**Superintendent** \_\_\_\_\_

**Date** \_\_\_\_\_

**Approved Initial Revenue:** \_\_\_\_\_ **Approved Incentive Revenue:** \_\_\_\_\_

**MDE Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

|

VII. C. 3. 2017-2018 REGULAR EDUCATION INDEXED iFTE APPROVAL

Board Action is annually required to establish indexed full time equivalent (iFTE) staffing positions for the following school year. The information below represents the level of iFTE requested for 2017-2018, with a comparison to the iFTE approved by the School Board for the current 2016-2017 school year.

2017-2018 iFTE reflects a 6.83 iFTE decrease from the previous year. This adjusted number reflects a decrease based on a small enrollment decline and a slight budget reduction.

	<u>2016-2017</u>	<u>2017-2018</u>	<u>Difference</u>
REGULAR ED TOTAL	369.53	362.70	-6.83

With the shifting of Guidance Counselor supervision from Student Services to Teaching & Learning the 2017-2018 iFTE reflects a 14.0 addition to the 362.70 iFTE.

	<u>2017-2018</u>	<u>2017-2018</u>	<u>Change</u>
	362.70	376.70	+14.0

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District 622 that the 2017-2018 376.70 iFTE be approved.

MOTION:  
SECOND:

VII. C. 4. REVISION OF THE 2016-2017 & 2017-2018 SCHOOL CALENDARS FOR ACT TESTING DATES

After approval of the 2016-2017 and the 2017-2018 school calendars, the topic of having a school day for juniors only to take the ACT is once again being proposed. Last year the District made this a juniors only day due to excess absences the previous year.

Other districts are making similar accommodations to ensure the best testing environment possible. Enough hours have been built into the 2016-2017 & 2017-2018 school calendars to ensure that a proposed non-school day for ninth, tenth, and twelfth graders will not negatively affect ADM.

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2016-2017 School Calendar be revised to reflect April 19, 2017 as a full school day for eleventh graders only at the high school level for the purpose of ACT testing; AND THAT the 2017-2018 School Calendar be revised to reflect April 3, 2018 as a full school day for eleventh graders only at the high school level for the purpose of ACT testing.

MOTION:

SECOND: