



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

SCHOOL BOARD MEETING

Regular Meeting

**November 19, 2019
6:00 PM**

Board Members:

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

Superintendent:

Christine Tucci Osorio

622 Education Center
2520 East 12th 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
November 19, 2019
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 a topic. The Public Comment section of the meeting shall last no longer than thirty minutes.

IV. Consent Agenda

8

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 October 22, 2019 Business Meeting

9

B. Minutes of November 12, 2019 Work Study Session

16

C. Routine Personnel

18

D. Joint Powers Agreement - Washington County

20

We have had a JPA with Washington County for election services since 2003. This is a renewal for the JPA, which spells out the expectations of the County and District when the District holds an election. The last time this JPA was updated was 2011.

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| E. Disbursements | 26 |
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V. Reports

| | |
|--|--|
| A. Student School Board Representatives - <i>Alvarez/Saunders-Pearce</i> | |
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| B. Program Feature - <i>St. Michaels/Clymer</i> | |
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|------------------------------|----|
| 1. English Language Learners | 30 |
|------------------------------|----|

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| C. Superintendent - <i>Tucci Osorio</i> | |
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|---------------|----|
| 1. Facilities | 41 |
|---------------|----|

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| 2. Policy Revisions | 51 |
|---------------------|----|

We recently reviewed this next batch of policies at the November 12 work study session. Suggested revisions from that session are indicated in blue on the policies and on the policy summary sheet. Tonight we will have a first formal reading to gather any additional feedback you may have and we will follow with a second formal reading and proposed action at the December 12 business meeting.

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| a. 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse) | 54 |
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| b. 516 (Student Medication) | 61 |
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| c. 534 (Unpaid Meal Charges) | 65 |
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| d. 601 (School District Curriculum and Instruction Goals) | 68 |
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|---------------------------------|----|
| e. 603 (Curriculum Development) | 73 |
|---------------------------------|----|

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|----------------------------------|----|
| f. 613 (Graduation Requirements) | 76 |
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| g. 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students) | 84 |
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| h. 616 (School District System Accountability) | 89 |
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| i. 620 (Credit for Learning) | 96 |
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| j. 703 (Annual Audit) | 104 |
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| k. 721 (Uniform Grant Guidelines) | 106 |
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| l. 723 (Post-Issuance Debt Compliance) | 121 |
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m. 802 (Disposition of Obsolete Equipment and Material) 124

VI. Action Items

A. Business Office

1. Acknowledgement of Contributions - Auge' 128

**I recommend that the Board accepts with appreciation the contributions presented for a 2019-2020 total of \$64,793.24 _*

2. Combine Polling Places - R. Anderson 129

We are required by the state to approve this resolution on an annual basis. Approving the resolution does not commit the District to holding a special election - it only prepares us to hold one if that decision is made.

The Office of the Secretary of State believes that the legislature was seeking to lessen voter confusion and frustration as it relates to voters' perceptions of "ever changing" poll places from one election to the next by:

1. School districts designate their combined polling places for each precinct each year regardless if there is an election scheduled for the next year or not (in the event of a special election that is called).

2. School districts designate their combined polling places for each precinct each year even if no change is noted for the next calendar year.

3. Schools districts must designate their combined polling places each year by a resolution.

4. A polling place may only be designated for a school district combination if that location has been designated as a polling place by a municipality (or a county for unorganized territory).

a. if a school building has not been designated for use as polling place by a municipality (or county with unorganized territory), the school building cannot be designated as a combined location by the school district.

b. Counties only have authority to designate polling places for unorganized territories. A county cannot designate a polling place on behalf of a school district.

**I recommend that the resolution to combine polling places be approved as presented.*

B. Assistant Superintendent - Sayles-Adams

1. High School Course Name Change Beginning Fall 2020 - Johnson

133

| Current | Proposed |
|-------------------------|------------|
| American Literature A/B | English 11 |

This is a year-long course for both high schools and will be offered to 11th grade students. This change alleviates a writing-intensive 10th grade by placing those standards at a grade appropriate level.

English 11 helps fulfill our district's 12-credit English Language Arts graduation requirement by:

**addressing grade level standards more deeply*

**being more inclusive of Minnesota American Indian standards*

**being more inclusive of media literacy standards*

In offering a year-long course, students are more likely to have the same teacher for all three trimesters. This allows students to build deeper relationships with their teacher, and receive more social emotional support within the classroom. This course also allows for more culturally relevant text choice while addressing the grade level standards. English 11 is an NCAA compliant course.

622 Advisory Committee recommended this course for approval with a vote of 15 YES, and 2 YES with reservation.

**I recommend that the resolution for the high school course name change be approved as presented.*

C. Superintendent - Tucci Osorio

1. Adoption of the 2020-2021 School Calendar

134

I will spend time explaining the calendar process and how we have come to choose this option which will be presented for your approval.

**I recommend that the proposed 2020-2021 calendar, option D, be approved as presented.*

D. School Board

1. Set Agenda, Time & Location for December 3, 2019 Work Study Session

We have the date set, but we need to take action on the location, time and agenda items for our December 3 work study session. Suggested topics are superintendent and board check in, audit and fund balance for 2019-2020, final levy certification, budget timeline for 2020-2021, a 2019-2020 current budget update, board committee discussion; and board officer succession conversation. In addition, LHB will be here at 3:00 p.m. to provide virtual tours of John Glenn and Carver and will stay for approximately 1 hour after adjournment of the work session. They will also demonstrate a shared experience during the work session.

**I recommend that the December 3 work session begin at 4:30 p.m. in Room 202 of the District Education Center and include the following agenda items: 1)John Glenn and Carver update; 2)Audit & Fund Balance for 2019-2020; 3)Final Levy Certification; 4)Budget Timeline for 2020-2021; 5)Current 2019-2020 Budget Update; 6)Superintendent Check In; 7)Board Committee Discussion; 8)Board Officer Succession; and 9)Board Check In.*

2. Set Special Meeting

This special meeting is required for two specific purposes; election of officers, and acting on organizational resolutions.

**I recommend that a special meeting be set for January 14, 2020 in the Board Room of the District Education Center with a start time of 4:30 p.m., and the following agenda items: 1)Election of Officers; and 2)Organizational Resolutions.*

3. Set Time, Agenda, and Location for January 14, 2020 Work Study Session

We have the date set for our January work session, but we need to set the time, location and agenda. Suggested items include my superintendent check in, continued facilities discussion with Wold presenting on our new elementary buildings, Randy's review of the 2020-2021 enrollment and financial projections

as well as budget revisions, a new policy recently received from MSBA, and board check in.

**I recommend that the January 14, 2020 work study session begin immediately following the adjournment of the January 14, 2020 special meeting (approximate start time of 4:45 p.m.) in Conference Room 202 of the District Education Center and include the following agenda items: 1)Wold facilities presentation; 2)2020-2021 Enrollment & Financial Projects and Budget Revisions; 3)Superintendent Check In; 4)Policy Adoption; and 5)Board Check In.*

VII. Board Communications

VIII. Future Board Meeting Dates

- A. December 3, 2019 Work Study Session
- B. December 17, 2019 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.E., 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
October 22, 2019**

Chair Yener called the meeting to order at 6:00 p.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Hunt, Jarman, Neve, Superintendent Tucci Osorio, and Student Board Representatives Alvarez and Saunders-Pearce.

Others present were: Julie Coffey, Director of Human Resources; Josh Anderson, Director of Communications & Technology Innovation; Randy Anderson, Director of Business Services; Troy Miller, Assistant Superintendent; Lisa Sayles-Adams, Assistant Superintendent; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance.

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

THAT the agenda be approved as presented.

During the Public Comment portion of the meeting, Levi Secord addressed the board with comments on the gender inclusion policy.

Livingston 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 No. 622 that the following Consent Agenda Items, IV.A. through IV.E., be approved as written, and a copy of the agenda items is attached to the minutes.

Tartan High Student Representative Saunders-Pearce reported on the following items: In early October Tartan had homecoming week which was filled with activities and the football game. As a result of that win and other Tartan football recent victories, we have now moved to 8 - 0. Girls volleyball also hosts a home section game tonight. Tartan NHS had a very successful group activity at the Twin Cities marathon and is hoping to accumulate over 4,000 hours of community service. Tartan juniors participated in the PSAT last Wednesday with hopes of qualifying for a national merit scholarship. Tartan fine arts programs have been doing very well with the theater production of Seussical opening on October 25, and Tartan jazz ensemble is attending a jazz festival in Appleton, Wisconsin. Relay for Life kickoff is next week with fundraising efforts underway and a goal to raise \$130,000 for cancer research.

North High Student Representative Alvarez reported on the following items: Fall sports are coming to a close very soon. North has an away game against Mathomedi today which will decide their fate for the end of the season; North girls volleyball is the #1 seed in the conference; North soccer just ended a successful season and the girls soccer team lost in the quarter finals to White Bear Lake. North NHS is volunteering at Dreadwood and they are planning to participate in a trick or canning event on Halloween night - this helps raise food for people in need. Mid-term conferences were a success with many parents and students meeting with teachers.

Tucci Osorio reported on the Reimagine Student Conference, a large student conference that took place on October 21 at the Minneapolis Convention Center. This conference was funded by the Minneapolis Foundation and District 622 was the only school district sponsor. The event was hosted by students and Mayor Jacob Frey kicked off the morning. Numerous breakout sessions occurred throughout the student facilitated conference and the adults remained silent and let the students lead. There is a team that will be summarizing the conversations, which were represented in drawings, written word, and charts. The final result of that work will be a report and video which will be shared with the legislature.

A facilities update was shared by Tucci Osorio which included information about the Richardson and Castle projects and their open houses, Carver Elementary and John Glenn Middle School phasing plans, and timelines for the new elementary sites as well as all of the construction projects.

Tucci Osorio presented her 2019-2020 Superintendent Goals, which were first shared at the October 8, 2019 work study session.

Tucci Osorio stated that the 2020-2021 school calendar is a unique one in that Labor Day is very late. For next school year, the District is looking at considering opening school before Labor Day and is having conversations now because of that late start. Various groups are being surveyed to gather feedback before the calendar committee brings a recommendation to the Board for approval.

Miller introduced Research, Evaluation & Assessment Coordinator Rachel David who presented a report on data and accountability. This report reflects the District's progress of the strategic plan's mission outcomes which align with the World's Best Workforce. David summarized that District 622 is highly competitive compared to similar districts; it provides opportunities to ensure our students are college and career ready; MCA trends mirror statewide data; and there has been resounding positive feedback from students and families.

Anderson moved and Augé 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 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> |
|---------------------------------|---------------------------------------|--|
| House of Prayer Lutheran Church | Backpacks filled with school supplies | Cowern school |
| Target | Youth camp bag chairs | Cowern school |
| Lenna Scott | 48 assorted backpacks | Tartan and Maplewood schools |
| Neill Merck | Flute and clarinet | John Glenn Middle School Band |
| Gena Zehnder | Saxophone | John Glenn Middle School Band |
| Lance & Theresa Van Elsen | \$1,000.00 | Tartan Robotics |
| John Dean | \$120.00 | Gladstone Meals on Wheels |
| Daniel Kobilka | \$20.00 | Tartan Band percussion instrument repair |
| Soccer Booster/Joe Kubiadowicz | \$3,604.85 | North Boys Soccer |
| Roni Dornfeld | \$38.81 | Meals on Wheels |
| Michael Testa | \$50.00 | Meals on Wheels |

Hunt 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, State of Minnesota, as follows:

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held August 20, 2019, this Board determined to sell and issue general obligation bonds of Independent School District No. 622 (the "Issuer" or the "District") in the total aggregate principal amount of \$193,000,000* (the "Bonds"), which were authorized by the voters of the District at the special election held May 14, 2019, for the acquisition and betterment of school sites and facilities. In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the Bonds offered for sale or the amount of any individual maturity, with the increase or decrease to occur in multiples of \$5,000 in any of the maturities.

1.02 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent municipal advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 475.60, Subdivision 2, as amended. The Board has publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The most favorable of such proposals is ascertained to be that of Citigroup Global Markets Inc., New York, New York (the "Purchaser") to purchase the Bonds at a price of \$196,850,318.25, plus interest accrued to settlement, and

upon the further terms and conditions set forth in the Terms of Proposal contained in the Official Statement and this resolution. Said proposal is hereby accepted and the sale of the Bonds is hereby awarded to said Purchaser.

1.03 Execution of Documents. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser.

This is an excerpt of the resolution. The complete resolution is available for viewing on the District 622 website or in the Business Office.

Anderson 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 No. 622, State of Minnesota, as follows:

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held August 20, 2019, this Board determined to sell and issue general obligation bonds of Independent School District No. 622 (the "Issuer" or the "District") in the total aggregate principal amount of not to exceed \$65,000,000 (the "Bonds"). Said bonds shall be issued to fund the acquisition and betterment of projects included in the District's ten-year facility plan approved by the Commissioner of Education pursuant to Minnesota Statutes, Section 123B.595, subdivision 5 and related financing costs. In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the Bonds offered for sale or the amount of any individual maturity, with the increase or decrease to occur in multiples of \$5,000 in any of the maturities. The Board has caused the Notice of Intent to Issue Bonds to Finance Certain Projects included in the District's approved ten-year facility plan to be published in the official newspaper of the District as required by Minnesota Statutes, Section 123B.595, subdivision 5, clause (b).

1.02 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent municipal advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 475.60, Subdivision 2, as amended. The Board has publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The most favorable of such proposals is ascertained to be that of JP Morgan Securities LLC, New York, New York (the "Purchaser") to purchase the Bonds at a price of \$64,999,538.29, plus interest accrued to settlement, and upon the further terms and conditions set forth in the Terms of Proposal contained in the Official Statement and this resolution. Said proposal is hereby accepted and the sale of the Bonds is hereby awarded to said Purchaser.

1.03 Execution of Documents. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser.

This is an excerpt of the resolution. The complete resolution is available for viewing on the District 622 website or in the Business Office.

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

BE IT RESOLVED by the School Board of Independent School District No. 622, State of Minnesota, as follows:

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held August 20, 2019, this Board determined to sell and issue general obligation refunding bonds of Independent School District No. 622 (the "Issuer" or the "District"). Said Bonds shall hereinafter be referred to as the "Bonds" or the "Refunding Bonds". In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the Bonds offered for sale or the amount of any individual maturity, with the increase or decrease to occur in multiples of \$5,000 in any of the maturities. The Refunding Bonds, together with other available funds of the Issuer shall provide funds for a current refunding of the Refunded Bonds and to prepay on February 1, 2020, all of the bonds maturing in the years 2021 to 2030, aggregating \$4,045,000 in principal amount, of the Issuer's General Obligation Taxable Alternative Facility Bonds, Series 2010A (Build America Bonds - Direct Pay), bearing a date of original issue of February 1, 2010 and all of the bonds maturing in the years 2021 to 2031, aggregating \$4,105,000 in principal amount, of the Issuer's General Obligation Alternative Facilities Bonds, Series 2011A, bearing a date of original issue of April 1, 2011 (together the "Refunded Bonds"). The Refunded Bonds were originally issued to provide funds for the acquisition and betterment of projects included in the District's ten-year facility plan approved by the Commissioner of Education pursuant to Minnesota Statutes, Section 123B.59, Subdivision 3 and have not previously been refunded.

1.02 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent municipal advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 475.60, Subdivision 2. The Board has publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The most favorable of such proposals is ascertained to be that of Morgan Stanley & Co, LLC, New York, New York (the "Purchaser") to purchase the Bonds at a price of \$8,177,274.95 plus interest accrued to settlement, and upon the further terms and conditions set forth in the Terms of Proposal contained in the Official Statement and this resolution. Said proposal is hereby accepted and the sale of the Bonds is hereby awarded to said Purchaser.

1.03 Execution of Documents. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser.

This is an excerpt of the resolution. The complete resolution is available for viewing on the District 622 website or in the Business Office.

(Anderson left the room at 7:44 p.m. and was not present for the Designation of Official Newspaper, Setting the Agenda Time & Location for the November 12, 2019 Work Study Session, NSBA Conference, Setting a Closed Session and Adjournment votes.)

Hunt moved and Jarman seconded the following resolution, which carried on a 6 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the Woodbury Bulletin newspaper is designated as the official newspaper of the School District, in accordance with Minnesota Statute.

Yener asked board members to set the time, agenda and location for the November 12, 2019 work study session. Neve moved and Jarman seconded the following motion, which carried on a 6 - 0 vote:

THAT the November 12, 2019 work study session begin at 4:30 p.m. in Conference Room 202 of the District Education Center with the following agenda items: 1) Superintendent Check In; 2)Facilities; 3)Board Officer/Committee Discussion; 4)2020-2021 School Calendar; 4)Policies; and 5)Board Check In.

Yener discussed the NSBA annual conference and the recommendation for Neve and Livingston to attend the conference. Augé moved and Jarman seconded the following resolution, which carried on a 6 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District #622 that Becky Neve and Nancy Livingston attend the NSBA Conference April 4 - 6, 2020.

Yener asked board members to set a closed session to have continued contract negotiations discussion. Hunt moved and Livingston seconded the following motion, which carried on a 6 - 0 vote:

THAT a closed session take place immediately following the adjournment of the November 19, 2019 business meeting for the purpose of having continued contract negotiations discussion.

Augé moved and Livingston seconded the following motion, which carried on a 6 - 0 vote:

THAT the meeting be adjourned.

The meeting adjourned at 7:49 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

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

**WORK STUDY SESSION
SCHOOL BOARD
November 12, 2019**

Chair Yener called the meeting to order at 4:32 p.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Hunt, Jarman, Neve, and Superintendent Tucci Osorio.

Others present were: Josh Anderson, Kim Cavallaro, Troy Miller, and Tricia St. Michaels.

In the audience: Nikki Clymer, Cindy Swaim.

During her check in, Tucci Osorio congratulated the North High Girls volleyball team for their outstanding season.

Tucci Osorio shared a facilities update. She included information about the Castle and Richardson projects which will be completed in December with ribbon-cutting ceremonies scheduled for January 15 at Castle and January 29 at Richardson. She discussed Carver Elementary and John Glenn Middle School, noting that pre-construction work is happening at Carver, and John Glenn is nearing the end of design and documents are being prepared for bids. Virtual tours of both buildings will take place at the December 3 work study session and construction is set to begin Spring 2020.

The two new elementary sites have a core planning team which is a representation of elementary staff from 6 buildings not currently involved in a project. There are also staff specific listening sessions December and early January with a goal to get more staff voices in Phase II.

The core planning work started on October 23 for Skyview Middle School renovations, and the result of this work will be to bring initial designs to staff specific listening sessions beginning in January.

Tucci Osorio finished her facilities report by reviewing the projected timelines with Castle and Richardson completion scheduled for December 2019 with punch list work continuing; Carver & John Glenn renovations Spring 2020 - Summer 2022; two new elementary schools construction 2020 - Spring 2022; and Skyview Middle renovations Fall 2020 - August 2022.

Tucci Osorio discussed the 2020-2021 school calendar, and shared the results of the latest surveys and calendar committee work. This will be a proposed action item at the November 19, 2019 business meeting.

Tucci Osorio reviewed a first informal reading of policies.

Policies reviewed were: 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse), 516 (Student Medication), 534 (Unpaid Meal Charges), 601 (School District Curriculum and Instruction Goals), 603 (Curriculum Development), 613 (Graduation Requirements), 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students), 616 (School District System Accountability), 620 (Credit for Learning), 703 (Annual Audit), 721 (Uniform Grant Guidelines), and 723 (Post-Issuance Debt Compliance). This will be a discussion item at the November 19, 2019 business meeting with a second formal reading and proposed action at the December 12, 2019 business meeting.

Board members indicated their potential interest in running for an officer role. This will be discussed again at the December 3 work study session with proposed action at the January special meeting.

Board members had continued conversation on Board liaisons and committees. Additional conversation will take place at the December 3 work study session with proposed action at the January special meeting.

During Board check in, Board Members shared items of interest from recent building and program visits, as well as their committee work.

The meeting adjourned at 6:55 p.m.

Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, www.isd622.org.

Employment

| First Name | Last Name | Employed as | Building | Effective | Pay Rate | Per |
|---------------|--------------|---|----------------|-----------|-------------|------------|
| Shannon | Aichele | Bus Monitor | Bus Garage | 11/4/19 | \$17.59 | Hour |
| Paige | Ammermann | Girls Basketball Asst Coach | Skyview Middle | 10/28/19 | \$1,940.00 | Assignment |
| Darla | Armstrong | Life Science Teacher - One Year Only | North | 11/4/19 | \$29,379.87 | Year |
| Samantha | Barr | Building EA | Richardson | 11/4/19 | \$14.76 | Hour |
| Renata | Biason | Lunch/Playground Monitor | Richardson | 10/31/19 | \$14.47 | Hour |
| Mary | Birchem | Bus Monitor | Bus Garage | 11/4/19 | \$17.59 | Hour |
| Matt | Brunsvold | Boys Soccer Asst Coach | Skyview Middle | 9/24/19 | \$816.00 | Assignment |
| Emmalee | Bunch | Lunch/Playground Monitor | Skyview | 11/4/19 | \$14.47 | Hour |
| Jeff | Carlson | Boys Soccer Head Coach | Skyview Middle | 9/24/19 | \$816.00 | Assignment |
| Lori | Chinn | Special Ed Paraprofessional | Beaver Lake | 11/6/19 | \$16.80 | Hour |
| Asia | Collins | Food Services III | Weaver | 11/4/19 | \$13.84 | Hour |
| Hannah | Croonquist | Girls Hockey Asst Coach | Tartan | 10/28/19 | \$2,664.48 | Assignment |
| Danielle | DuChemin | Receptionist | Beaver Lake | 10/31/19 | \$16.19 | Hour |
| Denise | Forrest | Elementary Teacher - Long Term Substitute | Carver | 1/6/20 | \$21,330.59 | Year |
| Lucas | Froeme | Boys Soccer Head Coach | Skyview Middle | 9/5/19 | \$1,779.20 | Assignment |
| Nicholas | Fuerst | Girls Hockey Head Coach | Tartan | 10/28/19 | \$7,515.20 | Assignment |
| Adam | Ghormley | Wrestling Co-Head Coach | John Glenn | 10/28/19 | \$2,203.60 | Assignment |
| Samantha | Glansman | Social Studies/Reading Teacher - Long Term Substitute | North | 10/28/19 | \$21,615.93 | Year |
| Mike | Hall | Girls Hockey Asst Coach | Tartan | 10/28/19 | \$5,055.68 | Assignment |
| Lou Shi Pheng | Her | AVID Tutor | Districtwide | 11/1/19 | \$15.00 | Hour |
| Karin | Johnson | Special Ed Paraprofessional | Beaver Lake | 10/28/19 | \$16.80 | Hour |
| Tom | Keefer | Wrestling Co-Head Coach | John Glenn | 10/28/19 | \$2,203.60 | Assignment |
| Todd | Klingsporn | Girls Basketball Coach | Maplewood | 10/28/19 | \$2,203.60 | Assignment |
| Samantha | Konrad | Elementary Teacher - Long Term Substitute | Richardson | 10/21/19 | \$31,932.18 | Year |
| Sharma | Kuria | Girls Basketball Asst Coach | John Glenn | 10/28/19 | \$1,940.00 | Assignment |
| Jessica | Lang | Girls Basketball Head Coach | John Glenn | 10/28/19 | \$2,467.20 | Assignment |
| Sheri | Lyden | Bus Monitor | Bus Garage | 10/14/19 | \$17.59 | Hour |
| Jared | Lyle | Wrestling Asst Coach | John Glenn | 10/28/19 | \$1,940.00 | Assignment |
| Michael | McMillan | Wrestling Coach | Maplewood | 10/28/19 | \$2,467.20 | Assignment |
| Delora | Meyer | Special Ed Paraprofessional | John Glenn | 11/6/19 | \$16.80 | Hour |
| Tami | Moran | Special Ed Paraprofessional | Tartan | 11/1/19 | \$15.32 | Hour |
| Jaimee | Nowicki | Girls Hockey Asst Coach | Tartan | 10/28/19 | \$4,030.88 | Assignment |
| Rebecca | Pratts | Fall Dance Team Coach | Tartan | 9/20/19 | \$3,270.00 | Assignment |
| Curt | Russell | Girls Basketball Coach | Maplewood | 10/28/19 | \$2,203.60 | Assignment |
| Katherynne | Sanchez Cruz | Girls Cheerleading Asst Coach | North | 10/28/19 | \$2,136.00 | Assignment |
| Sarah | Schneider | Girls Hockey Asst Coach | Tartan | 10/28/19 | \$2,049.60 | Assignment |
| Jerome | Schwalbach | Girls Basketball Head Coach | Skyview Middle | 10/28/19 | \$2,467.20 | Assignment |
| Peggy | Snow | Building EA | Richardson | 11/4/19 | \$15.47 | Hour |
| Mike | Strachot | Girls Basketball Head Coach | Skyview Middle | 10/28/19 | \$2,467.20 | Assignment |
| Richard | Strain | Long Term Temp Custodian | Tartan | 11/4/19 | \$18.09 | Hour |
| Timothy | Tekautz | Girls Basketball Coach | Maplewood | 10/28/19 | \$2,203.60 | Assignment |
| Christine | Voss | Special Ed Paraprofessional | Oakdale | 10/31/19 | \$16.80 | Hour |
| Rashad | Watkins | Girls Basketball Coach | Maplewood | 10/28/19 | \$2,203.60 | Assignment |
| Mike | Yang | Girls Basketball Asst Coach | Skyview Middle | 10/28/19 | \$1,940.00 | Assignment |
| Nichol | Zimmerman | Elementary Teacher - Long Term Substitute | Carver | 11/11/19 | \$28,373.71 | Year |

Status Change

| First Name | Last Name | From | To | Effective | Pay Rate | Per |
|------------|-----------|------------------------------------|----------------------------------|------------|-------------|------|
| Bradley | Creason | SPED Para | SPED Teacher - One Year Only | 11/4/2019 | \$29,379.87 | Year |
| Megan | Kress | SPED Para | SPED Teacher - One Year Only | 10/21/2019 | \$35,495.63 | Year |
| Linsey | Petersen | AVID Tutor | Lead AVID Tutor | 9/26/2019 | \$20.00 | Hour |
| Mike | Strachota | Cultural Academ Support Specialist | Behavior Intervention Specialist | 11/11/2019 | \$23.19 | Hour |
| Jacob | Troxell | AVID Tutor | Lead AVID Tutor | 9/26/2019 | \$20.00 | Hour |

Leave of Absence

| First Name | Last Name | Assignment | Building | Leave Type | Dates |
|------------|---------------------|------------------------|--------------|---------------------------------------|---------------------|
| Kristen | Blatchley | Kindergarten Teacher | Carver | Child Care | 12/06/19-03/13/20 |
| Kristin | Cabak | Math Teacher | Tartan | Child Care | 11/27/19-01/01//20 |
| Allison | Hannon Gudbjartsson | English Teacher | North | Child Care | 10/11/19-03/05/20 |
| Jaclyn | Larson | Guidance Counselor | Tartan | Child Care | 12/09/19-01/01/20 |
| Linette | Manderfeld | ECSE Teacher | Gladstone | Child Care | 12/02/19-01/01/20 |
| Sheila | Skaff | Kindergarten Teacher | Carver | Child Care | 12/13/19-01/01/20 |
| Jacob | Tyson | Special Ed Para | Prairie Care | Non-compensatory for student teaching | 01/02/20-04/20/20 |
| Amy | Zabel | Social Studies Teacher | North | Child Care | 11/24/2019-02/28/20 |

Resignation

| * First Name | Last Name | Assignment | Building | Effective |
|--------------|----------------|---------------------------------|--------------|------------|
| Jodi | Church | Child Care Paraprofessional | Gladstone | 10/29/2019 |
| Jennifer | Griggs-Andress | Partnership Specialist | DEC | 11/7/2019 |
| Desire | Johnson | Spec Ed Paraprofessional | North | 10/29/2019 |
| * Teresa | Johnson | Director of Community Education | DEC | 12/31/2019 |
| David | King | Part Driver | Bus Garage | 9/16/2019 |
| Kashia | McNeilly | AVID Tutor | Districtwide | 10/10/2019 |
| Fadumo | Osman | Bicultural Liaison | DEC | 10/25/2019 |
| Brandon | Peterson | Youth Enrichment Asst | Skyview | 11/1/2019 |
| Amy | Revak | SPED Resource Teacher | North | 11/11/2019 |
| Alison | Ruprecht | EC Screening Nurse | Beaver Lake | 10/18/2019 |
| James | Wunderlich | Full Time Custodian | North | 11/22/2019 |

IV. D. RESOLUTION ADOPTING THE JPA FOR ELECTION SERVICES WITH WASHINGTON COUNTY

This is a renewal for the Joint Powers Agreement for Election Services, which spells out the expectations of the County and District when the District holds an election. Washington County provides the services at District polling places.

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

BE IT RESOLVED by the School Board of Independent School District 622 that the Joint Powers Agreement with Washington County be approved as outlined in the Agreement.

MOTION:

SECOND:

AGREEMENT FOR ELECTION SERVICES

THIS AGREEMENT, made and entered into this ____ day of _____, 2019 by and between the North St Paul – Maplewood - Oakdale School District 622, herein referred to as the “School District”, and Washington County, a body politic and corporate, herein referred to as “County” pursuant to the authority contained in Minnesota Statutes 471.59, which authorizes the joint and cooperative exercise of powers common to contracting parties by agreement.

WITNESS:

WHEREAS, the County has certain election-related duties imposed upon it under Minnesota election law and other relevant state and federal laws; and

WHEREAS, the School District has certain election related duties imposed upon it under Minnesota election law and other relevant state and federal laws; and

WHEREAS, the School District and County agree that efficiencies and economies of scale make it desirable for the County to assume some of the School’s election related responsibilities; and

WHEREAS, MINN. STAT. § 471.59 authorizes local governmental units to enter into joint powers agreements with other governmental units to perform on behalf of that unit any service or function which that government would be authorized to provide for itself.

NOW, THEREFORE, pursuant to MINN. STAT. § 471.59 and the various Chapters of the Minnesota Election Laws, the County and School (hereinafter “Parties”) agree as follows:

SECTION ONE-PARTIES

The School District hereby contracts with the County to perform, and the County hereby agrees to perform, the election services hereinafter described. This agreement shall only apply to Primary, General, and Special School District Elections.

SECTION TWO-SERVICES

COUNTY RESPONSIBILITIES

The County shall perform the following election duties which are assigned to the School District under Minnesota election law and other relevant state and federal laws:

- A. The County shall be responsible for recruitment, training and assignment of election judges.

- B. The County shall be responsible to determine the pay rate of election judges for the payment of the election judges' salaries and other authorized mileage and expenses.
- C. The County shall arrange for the use of optical scan voting systems and attendant polling place equipment for every primary, special or general election identified in this Agreement.
- D. The County will coordinate with the School District for the placement and use of election equipment at each polling place.
 - a. Election equipment for purposes of this Agreement shall mean voting booths, polling place signs, flags, stands and School District supply boxes.
 - i. In the event that additional or replacement Election Equipment is needed at a polling place, the County shall purchase the Equipment and bill the School District for the cost of this additional or replacement Election Equipment.
- E. The County shall arrange for the use of polling places in the School District.
- F. The County shall be responsible to provide election forms, supplies and other related materials for each polling place and to publish any required primary or general sample ballots.
- G. The County shall conduct preliminary tests and public accuracy tests of voting systems and publish and post notices of the public accuracy tests.
- H. The County shall be responsible for the programming, layout and printing of ballots for the School District.
- I. The County shall administer absentee voting for the School District.
- J. The County shall be responsible for the compiling and reporting election results and election statistics and providing election related information to the Office of Secretary of State's election reporting system.
- K. The County shall on behalf of the School District provide to School District officials, candidates and the public information and assistance relating to election procedures.
 - a. Notwithstanding the above subparagraph, the County shall not be responsible to provide the School District with legal advice concerning questions related to election law, and the School District will seek any such advice from the School District Attorney and other School District officials.

SCHOOL DISTRICT RESPONSIBILITIES

The School District shall be responsible for the following under this agreement

- A. The School District shall designate a principal contact person for the County. This individual shall be available to assist as necessary on election day.
- B. The School District shall be responsible for establishing polling places and preparing the resolution for the School Board establishing polling places and determining precinct boundary changes.
- C. The School District shall provide to the County the title and text of School District ballot questions and provide the certification of candidate names for School District offices.
- D. The School District shall prepare a resolution authorizing the County to designate an absentee ballot board for the purpose of accepting and rejecting ballots for the School District.
- E. The School District shall perform the duties of candidate filing officer, providing to candidates the candidate filing packets.
 - a. Candidate filing packets shall include acceptance of affidavits of candidacy, petitions and information to campaign committees.
- F. The School District shall administer initial and ongoing campaign financial reporting and economic disclosure activities; prepare, post and publish election notices; post sample ballots at the School District Office and conduct the official canvass of election results following each School District election.
- G. The School District shall retain election records for a period not less than twenty-two (22) months after each School District election and retain a permanent archive of election results.

SECTION THREE-RECOUNTS

The parties recognize that under Minnesota State law the School District Clerk or designee serves as the recount official for recounts conducted by the School Board or School District Canvassing Board. If mutually agreed by the Parties, a County official may act as the recount official.

- A. The Parties will determine the duties, responsibilities and cost reimbursements for any such recount agreement.

SECTION FOUR - LEGAL REPRESENTATION

The County shall not be responsible to provide the School District with legal advice concerning questions of election law, and the School District will seek such legal advice from its School District Attorney. Moreover, the School District Attorney shall approve in a timely manner the format of the School District ballot prior to the ballot being printed.

- A. The County Attorney shall advise and represent the County in its performance of this Agreement.

SECTION FIVE - AGREEMENT PRICE

The School District shall pay a fee to the County for election services. The election fee schedule is approved by the County Board and establishes the fee(s) associated with each election year. The School District will be billed for election services upon the completion of the election. The County will provide an invoice to the School District no later than 60 days after the election payable 30 days after providing said billing.

The School District will be billed for the actual costs of appointed election judges salaries and other authorized mileage and expenses to perform duties within their election precincts and for the actual costs of appointed election judges and/or temporary employees' salaries and other authorized mileage and expenses to perform absentee voting duties at the absentee voting locations.

The School District will be billed for the actual cost of ballots.

The School District will be billed for absentee voting costs per the county fee schedule.

The School District will be billed for additional or replacement Election Equipment, if needed at a polling place.

SECTION SIX - INDEPENDENT CONTRACTOR

It is understood and agreed between the parties that the County is an independent contractor and not an employee of the School District. The School District shall not be required to maintain any insurance coverage needed in connection with the performance of the County services, including but not limited to automobile liability insurance, workers compensation insurance and public liability insurance.

SECTION SEVEN - DURATION AND TERMINATION

This Agreement shall commence on January 1, 2020 and remain in force until terminated by either party giving the other party a six-month written notice of its intent to terminate the Agreement. Mutual agreement of both parties can terminate the agreement immediately, however the agreement cannot be cancelled during an even numbered year.

SECTION EIGHT – ENTIRE AGREEMENT

It is understood and agreed that the entire agreement of the Parties is contained herein and that this Agreement terminates, replaces and supersedes the prior Joint Powers Agreement between the parties entered into on August 1, 2011.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement the day and year first above written.

SCHOOL OF NORTH ST PAUL -
MAPLEWOOD – OAKDALE DISTRICT 622

WASHINGTON COUNTY

By _____
School Board Chair

By _____
Stan Karwoski, County Board Chair

Attest _____
School District Administrator

By _____
Molly O'Rourke, County Administrator

Recommended By:

Jennifer Wagenius
Director, Property Records and Taxpayer Services

Approved as to form by:

Assistant Washington County Attorney

IV. DISBURSEMENTS

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

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

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

| | |
|--|------------------|
| General Fund | \$ 3,824,199.00 |
| Food Service | 472,809.00 |
| Community Service | 128,666.00 |
| Building Construction | 8,766,481.00 |
| Debt Service | 3,600.00 |
| Trust | 99,874.00 |
| Internal Service Fund | 49,502.00 |
| OPEB Benefits Trust Fund | 12,587.00 |
| | <hr/> |
| A/P Checks Disbursed (10-01-19 thru 10-31-19) | \$ 13,357,718.00 |
| Payroll Disbursed - Net (10-01-19 thru 10-31-19) | \$ 5,060,008.00 |
| Wire Transfers (10-01-19 thru 10-31-19) | \$ 18,020,613.00 |
| Investments on 11-01-19 | \$ 98,568,337.00 |

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

| DEPOSITORY | TYPE | RATE | PURCHASED | AMOUNT |
|--|---------|-------|-----------------------|-----------------|
| MSDLAF OTHER FUNDS | MM | 1.99% | (BALANCE AT 11-01-19) | \$352,774.00 |
| P M A SECURITIES OPERATING FUNDS | VARIOUS | 1.94% | (BALANCE AT 11-01-19) | \$58,690,960.00 |
| P M A SECURITIES MAINTENANCE FACILITIES BONDS | VARIOUS | 2.28% | (BALANCE AT 11-01-19) | \$22,966,616.00 |
| P M A SECURITIES CAPITAL FACILITIES AND ABATEMENT BONDS | VARIOUS | 2.62% | (BALANCE AT 11-01-19) | \$1,472,416.00 |
| P M A SECURITIES COP | VARIOUS | 2.61% | (BALANCE AT 11-01-19) | \$1,061,112.00 |
| P M A SECURITIES CITY OF OAKDALE - CASTLE PROJECT | VARIOUS | 2.57% | (BALANCE AT 11-01-19) | \$1,147,309.00 |
| P M A SECURITIES OPEB BONDS | VARIOUS | 2.31% | (BALANCE AT 11-01-19) | \$11,455,286.00 |
| ASSOCIATED BANK EQUITY INVESTMENTS | EQUITY | 1.43% | (BALANCE AT 11-01-19) | \$1,421,864.00 |
| | | | | \$98,568,337.00 |

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

10-01-19 thru 10-31-19

| DATE | FROM | TO | | REASON |
|----------|--------------|-------------------|------------------------|--------------------|
| 10/01/19 | P M A | HEALTH PARTNERS | \$198,330.00 | MEDICAL CLAIM FEES |
| 10/01/19 | PREMIER BANK | DELTA DENTAL | \$142,721.00 | MONTHLY PAYMENT |
| 10/01/19 | PREMIER BANK | STATE OF MINN. | \$147,511.00 | PAYROLL TAX |
| 10/02/19 | PREMIER BANK | ANNUITY COMPANIES | \$283,237.00 | PAYROLL PAYABLES |
| 10/03/19 | PREMIER BANK | FURTHER | \$9,419.00 | FLEX PROCESSING |
| 10/04/19 | P M A | PREMIER BANK | \$2,500,000.00 | A/P - P/R* |
| 10/07/19 | PREMIER BANK | ANNUITY COMPANIES | \$579,803.00 | PAYROLL PAYABLES |
| 10/07/19 | PREMIER BANK | FURTHER | \$8,987.00 | FLEX PROCESSING |
| 10/07/19 | PREMIER BANK | HEALTH PARTNERS | \$173,779.00 | HEALTH CLAIMS |
| 10/07/19 | PREMIER BANK | PITNEY BOWES | \$3,000.00 | POSTAGE |
| 10/11/19 | P M A | PREMIER BANK | \$5,030,000.00 | A/P - P/R* |
| 10/15/19 | PREMIER BANK | FURTHER | \$5,078.00 | FLEX PROCESSING |
| 10/15/19 | PREMIER BANK | HEALTH PARTNERS | \$357,996.00 | HEALTH CLAIMS |
| 10/15/19 | PREMIER BANK | I R S | \$877,818.00 | PAYROLL TAX |
| 10/16/19 | PREMIER BANK | STATE OF MINN. | \$142,500.00 | PAYROLL TAX |
| 10/17/19 | PREMIER BANK | ANNUITY COMPANIES | \$261,364.00 | PAYROLL PAYABLES |
| 10/17/19 | PREMIER BANK | FURTHER | \$3,968.00 | FLEX PROCESSING |
| 10/17/19 | PREMIER BANK | PITNEY BOWES | \$3,000.00 | POSTAGE |
| 10/21/19 | P M A | PREMIER BANK | \$1,000,000.00 | A/P - P/R* |
| 10/21/19 | PREMIER BANK | FURTHER | \$6,681.00 | FLEX PROCESSING |
| 10/22/19 | PREMIER BANK | ANNUITY COMPANIES | \$572,944.00 | PAYROLL PAYABLES |
| 10/22/19 | PREMIER BANK | HEALTH PARTNERS | \$183,539.00 | HEALTH CLAIMS |
| 10/23/19 | PREMIER BANK | FURTHER | \$1,751.00 | FLEX PROCESSING |
| 10/25/19 | P M A | PREMIER BANK | \$500,000.00 | A/P - P/R* |
| 10/25/19 | PREMIER BANK | FURTHER | \$58,852.00 | FLEX PROCESSING |
| 10/28/19 | PREMIER BANK | FURTHER | \$5,764.00 | FLEX PROCESSING |
| 10/28/19 | PREMIER BANK | HEALTH PARTNERS | \$244,597.00 | HEALTH CLAIMS |
| 10/28/19 | PREMIER BANK | PITNEY BOWES | \$3,000.00 | POSTAGE |
| 10/29/19 | P M A | PREMIER BANK | \$3,700,000.00 | A/P - P/R* |
| 10/29/19 | PREMIER BANK | STATE OF MINN. | \$35,904.00 | UNEMPLOYMENT |
| 10/31/19 | PREMIER BANK | ANNUITY COMPANIES | \$43,198.00 | PAYROLL PAYABLES |
| 10/31/19 | PREMIER BANK | MISCELLANEOUS | \$6,613.00 | MISCELLANEOUS |
| 10/31/19 | PREMIER BANK | I R S | \$929,259.00 | PAYROLL TAX |
| | | TOTAL | <u>\$18,020,613.00</u> | |

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

English Learners



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

Growing Population

1450 EL Students 2019

73 Home Languages Identified

EL students in every school in 622

33 EL Teachers

7 Bilingual Cultural Liaisons



EL Numbers

- Statewide
 - Minnesota's Fastest Growing Student Group
 - 8.4% of Students
- For ISD 622
 - In 1997-98 School Year: 1.3% ELs (144)
 - In 2017-18 School Year: 11.1% ELs (1198)
 - In 2019 (1450)
 - **732% growth in 20 years**



ESSA AND MDE UPDATES

EL's Center and Up Front



[PODCAST](#)

[MN State Plan](#)

[ESSA UPDATES](#)

Minnesota K-12 English Language Development Standards



Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Professional Development Requirements

3.4 The LEA provides effective professional development ... that (is):

c. aligned with state, local and English language development standards;

35

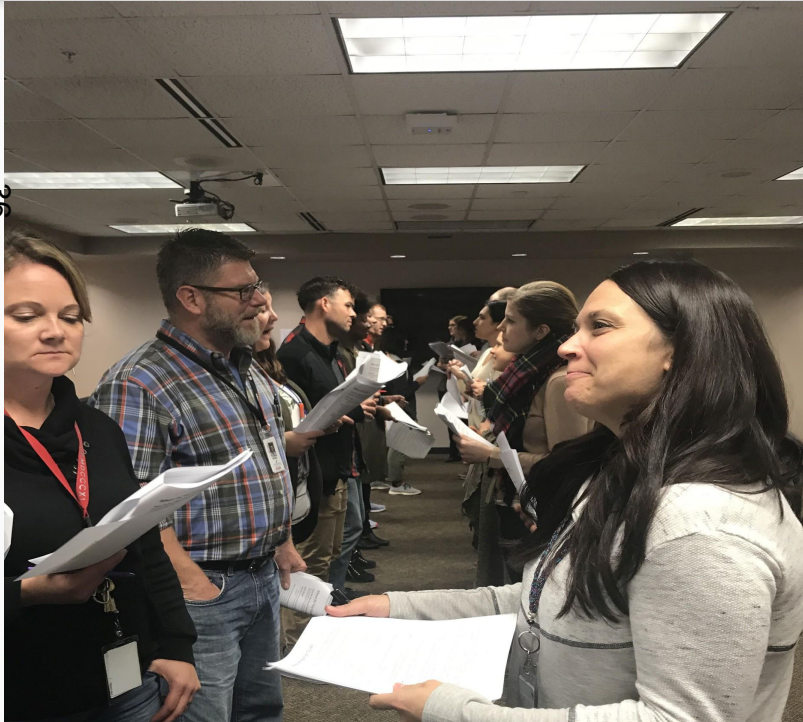


Social and Instructional language
The Language of English Language
Arts
The Language of Math
The Language of Science
The Language of Social Studies



| | |
|------------------|--|
| Arts | STEM (<i>Science, Technology, Engineering and Mathematics</i>) |
| English Language | World Languages |
| Arts | |
| Health | |
| Mathematics | |
| Science | |

EL Professional Development



CO-TEACHING PD

Train the Trainer

MN TESOL

ELM Project

WIDA e-worshops

Parent, Family and Community Engagement

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Cultural Events



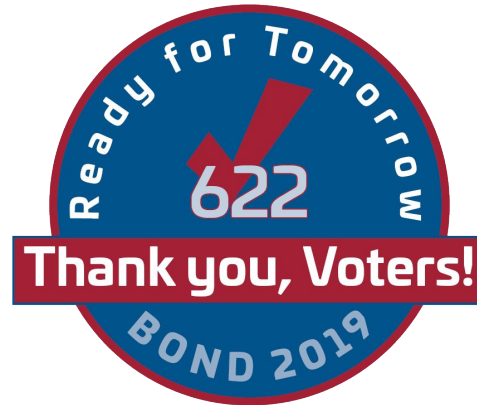
Cultural Liaisons



Facilities Update

School Board Meeting

November 19, 2019





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Castle Elementary & Richardson Elementary Planned Completion Dec. 2019

Staff Survey-Castle & Richardson



- **All** staff--get multiple perspectives
 - Also exploring how to get student voice
- **Items on survey**
 - Furniture: functionality, performance, flexibility, and storage options. Learning spaces and overall building: likes and items for further consideration.
 - Results used to inform future projects
- **Understand**
 - Renovations are limited to the building you are starting with and budget
 - Both Castle & Richardson are beautifully updated buildings

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Work at Castle & Richardson

- Main Entrance-Castle
- PreK/K Area-Richardson
- 44 ● It's about the details now.
 - Refining lighting settings
 - Audio systems
 - Painting work
 - Shelving/storage
 - Balancing/stabilizing the heating system



Visiting Castle & Richardson

- **Ribbon Cutting & Community Open House**
 - 4:30-6:00 pm
 - Jan. 15 Castle
 - Jan. 29 Richardson
- **Staff Development Sites**
 - Jan. 31 & March 3
- **Virtual Tours**



Carver Elem. & John Glenn MS

- **Carver**

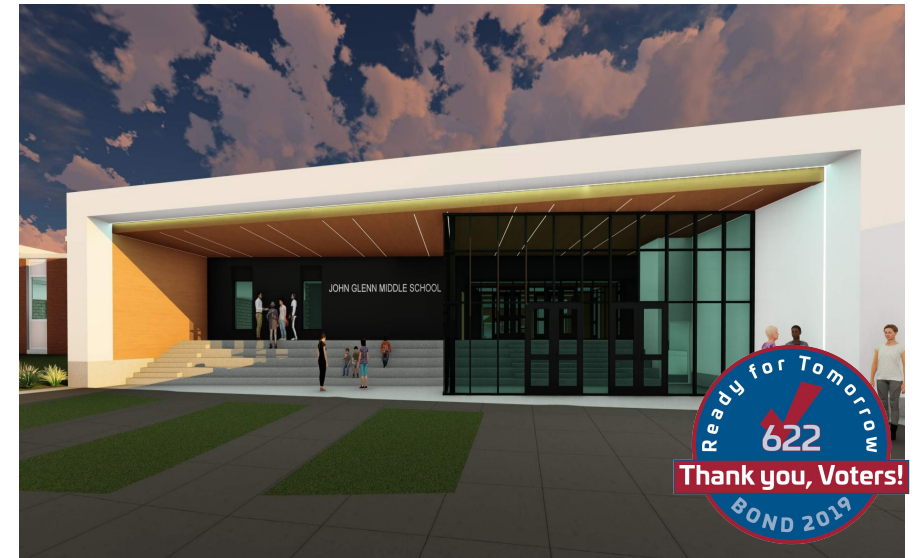
- Pre-construction work is happening (fencing, creating paths, etc.)

- **John Glenn**

- Nearing end of design, preparing documents for bids
- Neighborhood Meeting Nov. 26th

- **Virtual Tours** of both buildings for December 3rd Work Session

- **Construction set to begin Spring 2020**



Two New Elementary Sites

○ Core Planning Team

- Representation of elementary staff from 6 buildings (buildings not currently involved in a project)
- Tours of other elementary sites in metro
- Planning meetings through end of November
 - Result of planning work: initial design ideas to bring to staff specific listening sessions

○ Staff Specific Listening Sessions December and Early January

- Architects lead discussion around early design plans and get input/take questions from staff
- Goal: More staff voices in Phase II

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Skyview Middle School Renovations

- **Core Planning Work Started Oct. 23rd**
 - Representation from across middle schools
 - Tours of three other middle schools late October
 - Input from John Glenn design
 - Meet through December
 - Result of this core planning work: bring initial designs to staff specific listening sessions beginning in January



Projected Timelines

- Castle & Richardson completion Dec. 2019
 - Punch lists will continue
- Carver & John Glenn Renovations Spring 2020-Summer 2022
- Two New Elementary Schools construction August 2020-Spring 2022
- Skyview Middle Renovations Fall 2020-August 2022



For Information & Photos:

Check out 622 website:

www.isd622.org/construction

Via Email:

communications@isd622.org



Signage on Construction Sites:

QR codes can be scanned to take you to 622 website



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

Proposed Policy Revisions – November 12, 2019

| Admin | Policy Number | Policy Title | Summary of Changes |
|------------------|---------------|---|--|
| | | | <p>MSBA has completed its revisions of the model policies listed below to reflect statutory requirements that the Minnesota legislature enacted through the 2019 legislative session and other federal and state requirements.</p> <p>This year MSBA has done the work in two parts; the Board just took action in September for part one.</p> <p>Note: Policies 603 and 616 had revisions in September; these proposed revisions are newly received.</p> <p style="color: blue;">Changes in blue as a result of Board comment from the November 12 work session</p> |
| Tricia | Revise 414 | Mandated Reporting of Child Neglect or Physical or Sexual Abuse | <ul style="list-style-type: none"> • MSBA policy • Statutory change adds two crimes under the definition of “sexual abuse” • Legal reference revision |
| Tricia | Revise 516 | Student Medication | <ul style="list-style-type: none"> • MSBA policy • Statutory change adds student possession and use of sunscreen • Legal reference addition |
| Randy | Revise 534 | Unpaid Meal Charges | <ul style="list-style-type: none"> • Contains 622 language • Adds 2019 Minnesota Attorney General Opinion language about not denying students the opportunity to participate in graduation ceremonies due to unpaid meal charges • Legal reference addition |
| Lisa/Tricia/Troy | Revise 601 | School District Curriculum and Instruction Goals | <ul style="list-style-type: none"> • Contains 622 language |

Proposed Policy Revisions – November 12, 2019

| | | | |
|-------------------------|---------------|---|--|
| | | | <ul style="list-style-type: none"> • Statutory change adding dyslexia screening • Legal reference addition • Addition of guardian |
| Lisa/Tricia/Troy | Revise 603 | Curriculum Development | <ul style="list-style-type: none"> • MSBA policy • Adds language regarding dyslexia screening • Addition of guardian |
| Lisa/Troy | Revise 613 | Graduation Requirements | <ul style="list-style-type: none"> • Contains 622 language • Statutory changes revise Graduation Assessment Requirements and Graduation Credit Requirements • Legal references revised • Grammatical revisions have been made to improve clarity and paragraph flow |
| Lisa/Tricia/Troy | Revise 615 | Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students | <ul style="list-style-type: none"> • MSBA policy • Updated URL for the “Procedures Manual for the Minnesota Assessments” |
| Lisa/Troy | Revise 616 | School District System Accountability | <ul style="list-style-type: none"> • Contains 622 language • Updated advisory committee provisions • Addition of the words “The Task of” to section D |
| Lisa/Troy | Revise 620 | Credit for Learning | <ul style="list-style-type: none"> • Contains 622 language • Statutory changes delete North Central Association of Colleges and Schools for ‘eligible institution’ definition |
| Randy | Revise 703 | Annual Audit | <ul style="list-style-type: none"> • MSBA policy • Updates Minnesota Legal Compliance Audit Guide title • Replace “approve” with “accept” |
| Randy | Revise 721 | Uniform Grant Guidelines | <ul style="list-style-type: none"> • MSBA policy • Federal change increases two threshold levels under “Procurement Methods” |

Proposed Policy Revisions – November 12, 2019

| | | | |
|------------|---------------|--|---|
| | | | <ul style="list-style-type: none"> • Even though the amounts have changed per this policy which governs federal grant purchase, it should not impact the School Board’s work as we will continue to follow state statute and Board policy which provide greater controls. |
| Randy | Revise 723 | Post-Issuance Debt Compliance | <ul style="list-style-type: none"> • MSBA policy • Issuers of bonds and other debt related instruments require the “how to” of what organizations will do in complying with the post-issuance of debt. The proposed revision is due to the Securities and Exchange Commission being responsible for enforcing continuing disclosure and the requirement of what procedures need to be followed in order for governmental entities to be compliance. |
| Randy/Josh | Revise 802 | Disposition of Obsolete Equipment and Material | <ul style="list-style-type: none"> • MSBA policy • Statutory change expands potential recipients of surplus school computers and adds option to sell/give surplus school computers to ‘qualifying students’ |

| Policy Title | Policy Number | Date Approved/Revised |
|---|---------------|---|
| Mandated Reporting of Child Neglect or Physical or Sexual Abuse | 414 | 7/22/08 Revised: 11/22/11 Revised: 7/23/13 Revised: 5/27/14 Revised: 6/28/16 Revised: 7/18/17 Revised: 5/21/19 Revised: Reviewed Annually |

1) General Statement of Policy

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

2) Definitions

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

referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

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

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

- f) "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- g) "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

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

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- h) "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- i) "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- j) "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a **current or recent** position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, **as well as** sexual contact, **solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children.** Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- k) "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- l) "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

- m) "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

3) Reporting Procedures

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

4) Investigation

- a) The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- b) When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- c) Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- d) Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- e) Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

5) Maintenance of School Records Concerning Abuse or Potential Abuse

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

jurisdiction.

6) Physical or Sexual Abuse as Sexual Harassment or Violence

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

7) Dissemination of Policy and Training

- a) This policy ~~shall appear in school personnel handbooks~~ **will be available on the ISD 622 website.**
- b) The school district will develop a method of discussing this policy with school personnel.
- c) This policy shall be reviewed at least annually for compliance with state law.

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

| Adoption and Revision History | Incorporated Policies |
|---|------------------------------|
| 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE (This Policy Adopted: June 24, 1997; Rescinded: August 19, 2008) | MSBA 414 |
| E-021 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE (This Policy Adopted: July 22, 2008, Revised: November 22, 2011; Revised: July 23, 2013; Revised: May 27, 2014); Revised: June 28, 2016; Revised: July 18, 2017 | |
| 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE (This Policy Revised: May 21, 2019); Revised: | |

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. § 121A.58 (Corporal Punishment)
 - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 - Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
 - Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
 - Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
 - Minn. Stat. § 260C.007, Subd.4, **6** Clause (5) (Child in Need of Protection)
 - Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
 - Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
 - Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
 - Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)

Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

| Policy Title | Policy Number | Date Approved/Revised |
|---------------------------|----------------------|---|
| Student Medication | 516 | 5/20/08 Revised: 6/28/16 Revised: 5/21/19 Revised: |

1) General Statement of Policy

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

2) Requirements

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

i) Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

j) Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

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

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

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or

- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

- 7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received a written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.
- 8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine that enables the student to:
 - a. possess epinephrine; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine in close proximity to the student at all times during the instructional day.

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

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

- k) "Parent" for students 18 years old or older is the student.
- l) Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

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

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale will set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| 516 STUDENT MEDICATION (This policy adopted: October 28, 1997; revised: August 29, 2000; rescinded: August 5, 2008) | MSBA 516 |
| EM-020.18 STUDENT MEDICATION AND PROCEDURES This policy adopted: May 20, 2008; Revised: June 28, 2016 | |
| 516 STUDENT MEDICATION This policy revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. § 13.32 (Student Health Data)
 - Minn. Stat. § 121A.21 (Hiring of Health Personnel)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
 - Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
 - Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
 - Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
 - Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)**
 - Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
 - Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
 - Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
 - 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
 - 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

| Policy Title | Policy Number | Date Approved/Revised |
|---------------------|---------------|---|
| Unpaid Meal Charges | 534 | Approved: 7/18/17 Revised: 5/21/19 Revised: |

1) Payment of Meals

- A. Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$25.00 to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid via cash, check or online payment.
- B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.
- D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals.
- E. When a student has a negative account balance, the student will not be allowed to charge ~~a snack item~~ **an ala carte item**.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts.

2) Low or Negative Account Balances – Notification

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance reaches below zero. Families will be notified via BlackBoard email and phone.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

3) Unpaid Meal Charges

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$10.00, not paid prior to end of the school year, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.**

3) Communication of Policy

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

Rationale: The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. This policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy E-098 UNPAID MEAL CHARGES This Policy Adopted: July 18, 2017 | MSBA 534 |
| 534 UNPAID MEAL CHARGES This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 124D.111, Subd. 4
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
 USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
 USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
 USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A
Minn. Op. Atty. Gen. 169j (May 14, 2019) (Letter to Ricker)

| Policy Title | Policy Number | Date Approved/Revised |
|---|----------------------|--|
| School District Curriculum and Instruction Goals | 601 | 5/26/15 Revised: 7/18/17 Revised: 3/26/19 Revised: 5/21/19 Revised: |

1) General Statement of Policy

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

2) Definitions

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

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

3) Long-Term Strategic Plan

- a) The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly identified school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 - 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 - 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
 - 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 - 7. an annual budget for continuing to implement the school district plan.
- b) School district site and school site goals shall include goals and strategies that will demonstrate progress toward the broad goals of “world’s best workforce” legislation.
- c) Every child is reading at or above grade level no later than the end of grade 3, including English learners. Teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable

evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension). Teachers use instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district **shall must** identify, before the end of kindergarten, grade 1, and grade 2, **all** students who are not reading at grade level. **Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for the characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.**
2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher **must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.**
3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment **and annually report summary assessment results to the Commissioner of Education by July 1.**
4. **The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:**
 - a. **Dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or**
 - b. **Convergence insufficiency disorder.**
5. **A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.**
6. At least annually, the school district must give the parent **or guardian** of each student who is not reading at or above grade level timely information about:
 - a. The student's reading proficiency as measured by a locally adopted assessment;
 - b. Reading-related services currently being provided to the student; and the student's progress; and
 - c. Strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading

at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level, intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

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

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| 604 INSTRUCTIONAL CURRICULUM (This policy adopted: January 13, 1998, revised: January 25, 2005) Rescinded: July 20, 2010 | MSBA 601, MSBA 604 |
| E-010 INSTRUCTIONAL GOALS AND OBJECTIVES (This policy adopted: April 22, 2008) Rescinded: July 20, 2010 | |
| EM-020.29 SCHOOL DISTRICT CURRICULUM & INSTRUCTION GOALS (This policy adopted: July 20, 2010; Revised: September 25, 2012; Revised: July 23, 2013; Revised: November 26, 2013; Revised & Renamed: EM-020.29 INSTRUCTIONAL CURRICULUM on May 26, 2015; Revised: July 18, 2017; Revised: March 26, 2019 | MSBA 601 |
| 601 SCHOOL DISTRICT CURRICULUM & INSTRUCTION GOALS This policy revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

| Policy Title | Policy Number | Date Approved/Revised |
|------------------------|---------------|---|
| Curriculum Development | 603 | 7/20/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/27/14 Revised: 5/26/15 Revised: 7/18/17 Revised: 3/26/19 Revised: 5/21/19 Revised: 9/24/19 Revised: |

1) General Statement of Policy

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

2) Responsibility

- a) The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- b) A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, school board member, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents **or guardians** and other committee residents shall comprise at least two-thirds of advisory committee members.
- c) Within the ongoing process of curriculum development, the following needs shall be addressed:
 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 2. Identify minimum objectives for each course and at each elementary grade level.
 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing

comprehensive, scientifically based reading instruction consistent with law.

7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- d) Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been determined. See Minn. Stat. § 120B.12, Subd. 2.**
- ~~d~~e) Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student’s plan under this section shall continue while the student is enrolled.
- ~~e~~f) The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and for periodically presenting recommended modifications for school board review and approval.
- ~~f~~g) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall provide direction for continuous review and improvement of the school curriculum.

| Adoption and Revision History | Incorporated Policies |
|--|-----------------------|
| 603 CURRICULUM DEVELOPMENT This policy adopted: January 13, 1998; Revised January 25, 2005; Rescinded: July 20, 2010 | MSBA 603 |
| EM-020.30 CURRICULUM DEVELOPMENT This policy adopted: July 20, 2010; Revised: November 22, 2011; Revised: September 25, 2012; Revised: November 26, 2013; Revised: May 27, 2014; Revised: May 26, 2015; Revised: July 18, 2017; Revised: March 26, 2019 | |
| 603 CURRICULUM DEVELOPMENT This policy revised: May 21, 2019; Revised: September 24, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

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

Minn. Stat § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed)
Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

| Policy Title | Policy Number | Date Approved/Revised |
|-------------------------|---------------|--|
| Graduation Requirements | 613 | 4/22/08 Revised: 7/20/10 Revised: 3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised: 5/26/15 Revised: 6/28/16 Revised: 8/22/17 Revised: 3/26/19 Revised: 5/21/19 Revised: |

1) General Statement of Policy

The policy of the school district is that all students entering grade 8 must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

2) Definitions

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. ~~"GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

3) District Assessment Coordinator

The superintendent shall designate the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

4) Graduation Assessment Requirements

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

~~A. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12.~~

~~B.A. Achievement and career and college readiness tests in mathematics, reading, and writing as measured against. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills. so that. Therefore students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should: and which This facilitates the~~

4. monitoring of students' continuous development of and growth in requisite knowledge and skills, analyze analysis of students' progress and performance levels, identifying identification of students' academic strengths and diagnosing diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation.; and

~~2. based on analysis of students' progress and performance data, determine In addition, a determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data is determined.; and~~

~~C.B. e~~Consistent with this paragraph and Minn. Stat. § 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

~~D.C.~~ Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

- E.D.** Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction. ~~which This~~ **This** may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects. ~~so that the This allows students to have has~~ a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- F.E.** Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college ~~must be~~ **are** actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment ~~under this subdivision~~ to graduate from high school.
- G.F.** A student's progress toward career and college readiness must be recorded on the student's high school transcript.

5) Graduation Credit Requirements

Students beginning 8th grade in the 2012-2013 school year and through the 2016-2017 school year must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Eleven trimester credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Nine trimester credits of mathematics, including three trimester credits of algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. Students in the graduation class of 2015 and beyond must complete three algebra I trimester credits by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
- D. Eight trimester credits of science, including at least (a) three trimester credits of biology; (b) three trimester credits of chemistry or physics and (c) two elective trimester credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;
- E. Ten trimester credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, sufficient to satisfy all of the academic standards in social studies;
- F. One trimester credit of health and three trimester credits of physical education.

- G. Two trimester credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- H. A minimum of twenty-two elective trimester credits.
- I. Credit equivalencies
 - 1. A trimester credit of economics taught in a school's agriculture education or business department may fulfill a trimester credit in social studies under Paragraph E. above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. Up to three trimester credits in agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D. above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D above, if the credit meets the state chemistry or physics academics standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D. above.
 - 3. Up to three career and technical education credits may fulfill a mathematics or arts B or G, above.
 - 4. Up to three trimester credits in computer science may fulfill a mathematics credit requirement under Paragraph B. above, if the credit meets state academic standards in mathematics.
 - 5. Up to three trimester credits of Project Lead the Way may fulfill a science or mathematics credit requirement under Paragraph B. or D. above, if the credit meets the state academic standards in science or mathematics.
- B. Students beginning 8th grade beginning in the 2017-2018 school year and thereafter must successfully complete, as determined by the school district, the following high school level credits for graduation:
 - 1. Twelve trimester credits of language arts sufficient to satisfy all academic standards in English language arts;
 - 2. Nine trimester credits of mathematics, including three trimester credits of algebra II or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. Students in the graduation class of 2015 and beyond must complete three trimester algebra I credits by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Nine trimester credits of science, including at least (a) three trimester credits of biology; (b) three trimester credits of chemistry of physics, and (c) three trimester elective credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;
5. Ten trimester credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, sufficient to satisfy all of the academic standards in social studies;
6. One trimester credit of health and one trimmest credit of physical education;
7. Two trimester credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
8. A minimum of twenty-two elective trimester credits.
9. Credit equivalencies
 - a. A trimester credit of economics taught in a school's agriculture education or business department may fulfill a trimester credit in social studies under Section 5. A.5. above, if the trimester credit is sufficient to satisfy all of the academic standards in economics.
 - b. Up to three trimester credits of an agriculture science or career and technical education may fulfill the elective science credit required under Section 5. A.4. above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Section F.A.4. above, if the credit meets the state chemistry or physics academics standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. Agriculture science or career and technical education credits may not fulfill the required biology credits under Section 5. A.5. above.
 - c. Up to three trimester credits of career and technical education may fulfill a mathematics or arts Section 5. A.2.
 - d. Up to three computer science credits may fulfill a mathematics credit requirement under Section 5. A.2., above, if the credit meets state academic standards in mathematics.
 - e. Up to three trimester credits of Project Lead the Way may fulfill a science or mathematics credit requirement under Section 5. A.2. or Section 5. A.4.

above, if the credit meets the state academic standards in science or mathematics.

6) Academic Standards Requirements

- A. The following subject areas are required for statewide accountability:
 - 1. English language arts;
 - 2. mathematics;
 - 3. science;
 - 4. social studies, including history, geography, economics, and government and citizenship;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts, for which statewide or locally developed academic standards apply, as determined by the school district.

- B. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

7) Elective Standards Requirements

- A. The school district shall establish its own standards in the following subject areas:
 - 1. career and technical education; and
 - 2. world languages; (A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages)

The school district shall offer courses in all elective subject areas.

8) Early Graduation

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;

- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Rationale: *The purpose of this policy is to set forth requirements for graduation from the school district.*

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy 514 GRADUATION REQUIREMENTS This Policy Adopted: April 9, 2002; Revised: April 20, 2007; Rescinded: August 19, 2008 | MSBA 613 |
| Policy E-014 GRADUATION REQUIREMENTS This Policy Adopted: April 22, 2008; Revised: July 20, 2010, Revised: March 27, 2012; Revised: September 25, 2012; Revised: July 23, 2013; Revised: November 26, 2013; Revised: May 26, 2015; Revised: June 28, 2016; Revised: August 22, 2017; Revised: March 26, 2019 | |
| Policy 613 GRADUATION REQUIREMENTS This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

- Legal References:
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 - Minn. Stat. § 120B.018 (Definitions)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
 - Minn. Stat. § 120B.07 (Early Graduation)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - ~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
 - Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 - 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

| Policy Title | Policy Number | Date Approved/Revised |
|---|---------------|---|
| Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students | 615 | 3/27/12 Revised: 9/25/12 Revised: 5/27/14 Revised: 5/26/15 Revised: 6/28/16 Revised: 3/26/19 Revised: 5/21/19 Revised: |

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life

skills in order to actively participate in school, work, home, and community environments;

- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively

participate in school, work, home, and community environments.

- d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.
- C. EL Students New to the United States
- EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

2) Definition of Terms

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through [minnesotapearsonaccessnext.com](http://minnesota.pearsonaccessnext.com).

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

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

4) Records

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping records of all

such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Rationale: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs.

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy 615 BASIC STANDARDS TESTING This Policy Adopted: June 23, 1998; Revised: April 12, 2005; Rescinded: March 27, 2012 | MSBA 615 |
| Policy E-090 TESTING ACCOMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS This Policy Adopted: March 27, 2012 Revised: September 25, 2012; Revised: May 27, 2014; Revised: May 26, 2015; Revised: June 28, 2016; Revised: March 26, 2019 | |
| Policy 615 TESTING ACCOMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L.2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
- Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

| Policy Title | Policy Number | Date Approved/Revised |
|--|---------------|--|
| School District System Accountability | 616 | 7/20/10 Revised: 11/22/11 Revised: 11/27/12 Revised: 11/26/13 Revised: 6/28/16 Revised: 7/18/17 Revised: 3/26/19 Revised: 5/21/19 Revised: 9/24/19 Revised: |

1) General Statement of Policy

- a) Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

2) Definitions

- a) "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter as determined by the school district.
- b) "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- c) "World's Best Workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

3) Establishment of Goals; Implementation; Evaluation and Reporting

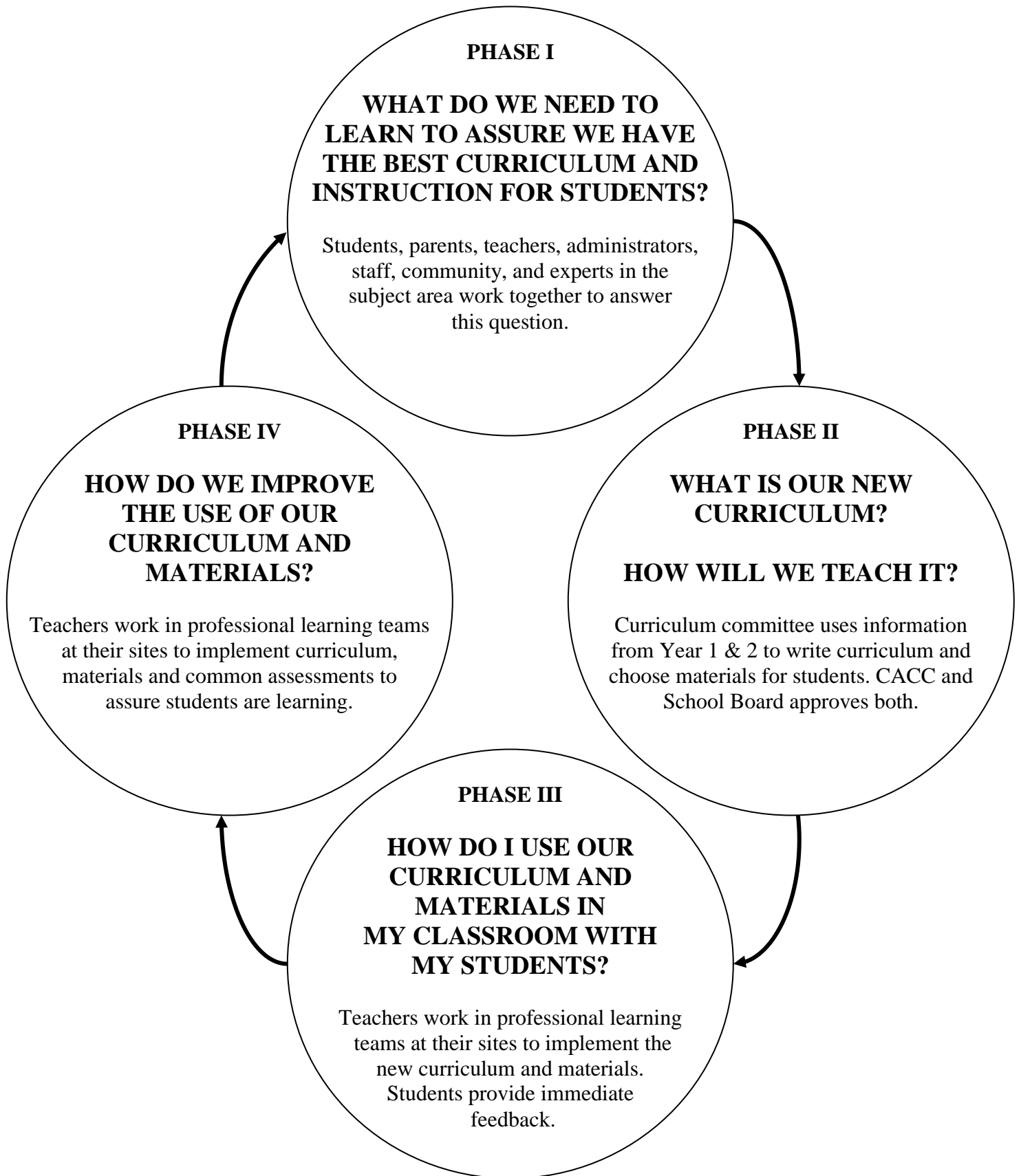
a) School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the **school district's** Advisory Committee. ~~for Comprehensive Continuous Improvement of Student Achievement (the "Advisory Committee").~~
2. **The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.**

2.3. The **school district-wide** improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may **also** be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

b) System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

District 622 Curriculum Improvement Cycle



c) Implementation of Graduation Requirements

1. The ~~school board shall appoint a Graduation Standards Implementation Committee~~ **Advisory Committee** which shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of ~~this the Advisory e~~Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~
2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet state expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~ **Advisory** Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The ~~Graduation Standards Implementation~~ **Advisory** Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or district-wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

d) ~~Advisory Committee for~~ **The Task of** Comprehensive Continuous Improvement of Student Achievement

1. By December 15th of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual budget for Curriculum, Staff Development, and Instructional Technology.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of **at least** two-thirds community representatives and shall reflect the diversity of the community. **To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents.** Included in its membership should be:
- a. District Curriculum Coordinator
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each instructional level
 - f. Two parents from each instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry

i. District Assessment Coordinator

5. Translation services should be provided to the extent appropriate and practicable.

e) Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

f) Reporting.

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Rationale: *The district shall focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.*

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| EM-020.28 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY This Policy Adopted: July 20, 2010 | MSBA 616 |

| | |
|---|--|
| Revised: November 22, 2011; Revised: November 27, 2012; Revised: November 26, 2013; Revised: June 28, 2016; Revised: July 18, 2017; Revised: March 26, 2019 | |
| 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY This Policy Revised: May 21, 2019; Revised: September 24, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.35 (Student Achievement Levels)
- Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
- Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
- Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
- Minn. Stat. § 123B.04 (Site Decision Making Agreement)
- Minn. Stat. § 123B.147, Subd. 3 (Principals)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0505-3501.0745 (Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
- MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
- MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
- MSBA/MASA Model Policy 619 (Staff Development for Standards)
- MSBA/MASA Model Policy 620 (Credit for Learning)

| Policy Title | Policy Number | Date Approved/Revised |
|---------------------|---------------|---|
| Credit for Learning | 620 | 3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 5/27/14 Revised: 6/28/16 Revised: 3/20/18 Revised: 5/21/19 Revised: |

1) General Statement of Policy

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

2) Definitions

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

- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Course credit" is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- J. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

3) Transfer of Credit From Other Schools

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least six trimester credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least six trimester credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

4) Post-Secondary Enrollment Credit

- A. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- B. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

5) Credit From Online Learning Courses

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

6) Advanced Academic Credit

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and

grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

7) Weighted Grades

- A. The school district offers weighted grades for District 622 courses that are identified as more rigorous or academically challenging as follows:
 1. The grade awarded in an Advanced Placement course will be weighted by adding 1.0 grade points to the awarded grade.
 2. A grade awarded in a District 622 concurrent enrollment course will be weighted by adding 1.0 grade points to the awarded grade. Concurrent enrollment courses are college courses offered in District 622 high schools and taught by a District 622 teacher.
 3. Weighted grades are calculated on a 5.0 point scale and are used to determine a student's GPA and class rank.

| | | | |
|----|------|----|------|
| A | 5.0 | C | 3.0 |
| A- | 4.67 | C- | 2.67 |
| B+ | 4.33 | D+ | 2.33 |
| B | 4.0 | D | 2.0 |
| B- | 3.67 | D- | 1.67 |
| C+ | 3.33 | F | 0.0 |

- 4. A grade awarded in a course taken through Post-Secondary Enrollment Options program will not be weighted.
- 5. High school transcripts will include both a weighted and non-weighted grade point average.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

8) Process for Awarding Credit

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section 8.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Rationale: The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy 621 CREDIT FOR LEARNING This Policy Adopted: February 22, 2005; Rescinded: March 27, 2012 | MSBA 620 |
| Policy E-091 CREDIT FOR LEARNING This Policy Adopted: March 27, 2012; Revised: September 25, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised: June 28, 2016; Revised: March 20, 2018 | |
| Policy 620 CREDIT FOR LEARNING This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. §120B.024 (Graduation Requirements; Course Credits)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.14 (Advanced Academic Credit)
- Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.445 (Nonpublic Education Council)
- Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
- Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
- Minn. Stat. § 124D.095 (Online Learning Option)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

| Policy Title | Policy Number | Date Approved/Revised |
|--------------|---------------|---|
| Annual Audit | 703 | 6/23/09 Revised: 7/23/13 Revised: 5/21/19 Revised: |

1) General Statement of Policy

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

2) Requirement

- a) The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- b) After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- c) The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- d) The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- e) The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance **Audit** Guide issued by the Office of the State Auditor.
- f) The school board must ~~approve~~ **accept** the audit report by resolution or require a further or amended report.
- g) The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- h) The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Rationale: *The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.*

| Adoption and Revision History | Incorporated Policies |
|---|---|
| 703 ANNUAL AUDIT | Replaced Policy: DIC (Financial Reports) adopted June 18, 1979. This Policy Adopted: February 10, 1998; Rescinded: June 23, 2009 MSBA 703 |
| E-034 ANNUAL AUDIT This policy adopted: June 23, 2009; Revised: July 23, 2013 | |
| 703 ANNUAL AUDIT This policy revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. Ch. 6 (State Auditor)
 Minn. Stat. § 123B.02 (School District Powers)
 Minn. Stat. § 123B.09 (School Board Powers)
 Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
 Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for
 Comparison and Correction)

Cross References MSBA/MASA Model Policy 702 (Accounting)
 MSBA Service Manual, Chapter 7, Education Funding

| Policy Title | Policy Number | Date Approved/Revised |
|---|---------------|---|
| Uniform Grant Guidance Policy Regarding Federal Revenue Sources | 721 | Approved: 5/23/17 Revised: 5/21/19 Revised: |

1) Definitions

A. Grants

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

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

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

1.
 - a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

E. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$3,000~~ **\$10,000**, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$150,000~~ **\$250,000** (periodically adjusted for inflation).
 3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

- L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

2) Conflict of Interest

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

3) Acceptable Methods of Procurement

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the

method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though

A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
 - a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

4) Managing Equipment and Safeguarding Assets

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

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

B. Equipment

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

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

5) Financial Management Requirements

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

- B. Payment. The school district may be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time

elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

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

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

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

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

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

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

6) Allowable Use of Funds and Cost Principles

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.
- B. Definitions
 - 1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
 - 2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal

awards, documentation requirements, and grants management requirements).
EDGAR can be accessed at:
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. "Omni Circular" or "2 C.F.R. Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;

18. Publication and printing costs;
 19. Rearrangement and alteration costs;
 20. Rental costs of building and equipment;
 21. Training costs; and
 22. Travel costs.
- D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:
1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
 2. Alcoholic beverages;
 3. Bad debts;
 4. Contingency provisions (with limited exceptions);
 5. Fundraising and investment management costs (with limited exceptions);
 6. Donations;
 7. Contributions;
 8. Entertainment (amusement, diversion, and social activities and any associated costs);
 9. Fines and penalties;
 10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
 11. Goods or services for personal use;
 12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
 13. Religious use;
 14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
 15. Construction (unless specifically permitted by programmatic statute or regulations,

which is very rare in federal education programs); and

16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

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

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

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

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

H. Approved Plans, Budgets, and Special Conditions

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

I. Training

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

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

7) Compensation – Personal Services Expenses and Reporting

A. Compensation – Personal Services

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

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

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

B. Compensation – Fringe Benefits

1. During leave.

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

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

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

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

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

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

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

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

Rationale: *The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.*

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy E-097 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES This Policy Adopted: May 23, 2017 | MSBA 721 |
| 721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: E-097P

- Legal References:**
- 2 C.F.R. § 200.12 (Capital Assets)
 - 2 C.F.R. § 200.112 (Conflict of Interest)
 - 2 C.F.R. § 200.113 (Mandatory Disclosures)
 - 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
 - 2 C.F.R. § 200.212 (Suspension and Debarment)
 - 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
 - 2 C.F.R. § 200.302 (Financial Management)
 - 2 C.F.R. § 200.303 (Internal Controls)
 - 2 C.F.R. § 200.305(b)(1) (Payment)
 - 2 C.F.R. § 200.310 (Insurance Coverage)
 - 2 C.F.R. § 200.311 (Real Property)
 - 2 C.F.R. § 200.313(d) (Equipment)
 - 2 C.F.R. § 200.314 (Supplies)
 - 2 C.F.R. § 200.315 (Intangible Property)

2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
2 C.F.R. § 200.338 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.473 (Transportation Costs)
2 C.F.R. § 200.474 (Travel Costs)

Cross References:

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

| Policy Title | Policy Number | Date Approved/Revised |
|-------------------------------|---------------|--|
| Post-Issuance Debt Compliance | 723 | 11/22/16 Revised: 5/21/19 Revised: |

1) General Statement of Policy

A. Background

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the “Code”) and regulations promulgated thereunder (“Treasury Regulations”) governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various “Tax Credit” Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

B. SEC Background

The Securities and Exchange Commission (SEC) is responsible for enforcing compliance with the SEC Rule 15c2-12 (the “Rule”). Governments or governmental entities issuing obligations generally have a requirement to meet specific continuing disclosure standards set forth in continuing disclosure agreements (“CDA”). Unless the issuer, obligated person, or a specific obligation is exempt from compliance with CDAs, these agreements are entered into at the time of obligation issuance to enable underwriter(s) to comply with the Rule. The Rule sets forth certain obligations of (i) underwriters to receive, review and disseminate official statements prepared by issuers of most primary offerings of municipal securities, (ii) underwriters to obtain CDAs from issuers and other obligated persons to provide material event disclosure and annual financial information on a continuing basis, and (iii) broker-dealers to have access to such continuing disclosure in order to make recommendations of municipal securities transaction in the secondary market. The SEC encourages issuers and beneficiaries adopt and implement a post-issuance debt compliance policy and procedures to safeguard against Rule violations.

B-C. Post-Issuance Debt Compliance Policy Objective

The District desires to monitor these obligations to ensure compliance with the **IRS Code, Treasury Regulations and the SEC Rule.** ~~Code and Treasury Regulations.~~ To help ensure compliance, the District has developed the following policy (the “Post-Issuance Debt Compliance Policy”). The Post-Issuance Debt Compliance Policy shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.

2) Procedures

- A. The Director of Business Services is designated as the District’s agent who is responsible for post-issuance compliance of these obligations.
- B. The Director of Business Services shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the “Post-Issuance Debt Compliance Procedures”). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:

1. General post-issuance compliance;
 2. **General recordkeeping;**
 - ~~3. Proper and timely use of obligation proceeds and obligation-financed property;~~
 3. Arbitrage yield restriction and rebate **recordkeeping;**
 - ~~4. Timely filings and other general requirements;~~
 - ~~5. Additional undertakings or activities that support points 1 through 4 above;~~
 - ~~6. Maintenance of proper records related to the obligations and the investment of proceeds of obligations;~~
 - ~~7. Other requirements that become necessary in the future.~~
 4. **Expenditure and asset documentation to be assembled and retained;**
 5. **Miscellaneous documentation to be assembled and retained;**
 6. **Additional undertakings and activities that support Sections 1 – 5 above;**
 7. **Continuing disclosure obligations;**
 8. **Compliance with future requirements**
- C. The Director of Business Services shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Director of Business Services will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.
- D. The Director of Business Services or any other individuals responsible for assisting the Director of Business Services in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.
- E. Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the Director of Business Services shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.
- F. Private Activity Bonds
 The District may issue tax-exempt obligations that are “private activity” bonds because either (1) the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or (2) the bonds are so-called “conduit bonds”, where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects). Prior to the issuance of either of these types of bonds, the Director of Business Services shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt Compliance Policy.

In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the Director of Business Services may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance Policy shall be assigned to the relevant party. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law. In a case where the Director of Business Services is concerned about the compliance ability of a private party, the Director of Business Services may require that a

trustee be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.

- G. The Director of Business Services is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance Policy.

Rationale: *The School Board (the “Board”) of Independent School District No. 622 has chosen, by policy, to take steps to help ensure that all obligations will be in compliance with all applicable federal regulations. This policy may be amended, as necessary, in the future.*

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy E-095 POST-ISSUANCE DEBT COMPLIANCE This Policy Adopted: November 22, 2016 | |
| 723 POST-ISSUANCE DEBT COMPLIANCE This Policy Revised: May 21, 2019; Revised: | |

Administrative Rule, Regulation and Procedure: NA

Legal References:

Cross References:

| Policy Title | Policy Number | Date Approved/Revised |
|---|---------------|---|
| Disposition of Obsolete Equipment and Materials | 802 | 6/22/10 Revised: 7/23/13 Revised: 3/26/19 Revised: 5/21/19 Revised: |

1) General Statement of Policy

- a) Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

2) Definitions

- a) "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- b) "Official newspaper" is a regular issue of a qualified legal newspaper.

3) Manner of Disposition

a) Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

b) Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single

bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may re-advertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

c) Contracts From \$25,000 to \$175,000

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

d) Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

e) Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

f) Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

g) Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the

school district unless sold at a public auction, or by sealed response if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

h) Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, **including a tablet device**, by conveying the property and title to:
 - 1.a. another school district;
 - 2.b. the state department of corrections;
 - 3.c. the board of trustees of Minnesota State Colleges and Universities; ~~or~~
 - 4.d. the family of a student residing in the district whose total family income meets the federal definition of poverty; **or**
2. **If surplus school computers are not disposed of as described in Paragraph 1, upon adoption of a written resolution of the school board, when updated or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.**

Rationale: School District 622 – North St. Paul-Maplewood-Oakdale shall provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

| Adoption and Revision History | Incorporated Policies |
|---|-----------------------|
| Policy 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIALS This policy adopted: April 14, 2008; Rescinded: June 22, 2010 | MSBA 802 |
| E-057 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIALS This policy adopted: June 22, 2010; Revised: July 23, 2013; Revised: March 26, 2019 | |
| 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIALS | |

| | |
|--|--|
| This policy revised: May 21, 2019; Revised: | |
|--|--|

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 13.591 (Business Data)
 Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from Governmental
 Agencies; Exceptions; Penalty)
 Minn. Stat. § 123B.29 (Sale of School Building at Auction)
 Minn. Stat. § 123B.52 (Contracts)
 Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
 Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding
 Procedures)

VI. A. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS - Augé

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> |
|---|---|---|
| Gloria Curtin | \$128.00 | Meals on Wheels |
| Kelly Ilavsky | \$30.00 | Meals on Wheels |
| Bonnie Decker | \$10.00 | Meals on Wheels |
| Nadine Pitman Carol | \$4.00 | Meals on Wheels |
| Newton Payne | \$5.00 | Meals on Wheels |
| Scott & Patti Tongen | \$1,000.00 | North High State Volleyball student tickets |
| Kopp Family Foundation | \$500.00 | North High/Random Acts of Kindness |
| Beth Stanley | Yamaha Advantage Alto Saxophone | North High Band |
| Steve Schleicher | \$500.00 | North High football program |
| Tartan Girls Hockey Boosters | \$5,000.00 | North/Tartan Girls Hockey Uniforms |
| North Haven Church | Winter jackets/hats/mittens/sweatshirts | Richardson Elementary |
| Jill Standish | Winter hats | Richardson Elementary |
| Silver Lake United Methodist Church | Hats, mittens and scarves | Richardson Elementary |
| Jane Bendickson | Fabric, thread, embellishments and sewing notions | Richardson Elementary |
| North St. Paul Fire Dept. (Dianne Wolter) | Winter Hats | Richardson Elementary |
| White Bear Lake Universal Church | Kleenex, school supplies and backpacks | Castle Elementary |
| Anonymous | School supplies & backpacks | Castle Elementary |
| Silver Lake Church | Hats, mittens and scarves | Castle Elementary |
| Premier Bank Employees | \$1,280.00 | Nutrition Services Student Meal Accounts |
| | | |

MOTION:
SECOND:

Total fiscal year 2019-2020 monetary contributions: \$64,793.24

VI. A. 2. RESOLUTION ESTABLISHING COMBINED POLLING PLACES
FOR MULTIPLE PRECINCTS AND
DESIGNATING HOURS DURING WHICH THE POLLING
PLACES WILL REMAIN OPEN FOR VOTING
FOR SCHOOL DISTRICT ELECTIONS NOT HELD
ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No.622, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated for use as a polling place by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election in the calendar year following the adoption of this resolution:

POLLING PLACE:

River of God Church
2490 7th Avenue East
North St. Paul, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 1, Ramsey County, Minnesota.

POLLING PLACE:

North Presbyterian Church
2675 Highway 36 East
North St. Paul, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 2; Ramsey County, Minnesota.

POLLING PLACE:

Cowern Elementary School
2131 Margaret Street North
North St. Paul, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 3; Ramsey County, Minnesota.

POLLING PLACE:

Richardson Elementary School
2615 First Street North
North St. Paul, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 4; Ramsey County, Minnesota.

POLLING PLACE:

Gladstone Fire Station
1955 Clarence Street

This polling place serves all territory in Independent School District No. 622

Maplewood, Minnesota

located in the City of Maplewood, Precinct 3; Ramsey County, Minnesota

POLLING PLACE:

Wakefield Park Community Building
1860 Hazelwood Street N.
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 4; Ramsey County, Minnesota

POLLING PLACE:

Maplewood Community Center/YMCA
2100 White Bear Avenue N
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 5; Ramsey County, Minnesota

POLLING PLACE:

Redeeming Love Church
2425 White Bear Avenue North
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 6; Ramsey County, Minnesota

POLLING PLACE:

First Evangelical Free Church
2696 Hazelwood Street
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 7; Ramsey County, Minnesota

COMBINED POLLING PLACE:

Ramsey County Library
3025 Southlawn Drive
Maplewood, Minnesota

This combined polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 8 and the City of White Bear Lake, Ward 4, Precinct 1; Ramsey County, Minnesota

POLLING PLACE:

Maplewood Middle School
2410 Holloway Avenue East
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 9; Ramsey County, Minnesota

POLLING PLACE:

East Metro Regional Public Safety
Training Center
1881 Century Avenue North
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 10; Ramsey County, Minnesota

POLLING PLACE:

Beaver Lake Education Center
1060 Sterling Street North
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 11; Ramsey County, Minnesota

POLLING PLACE:

Carver Elementary School
2680 Upper Afton Road East
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 12; Ramsey County, Minnesota

POLLING PLACE:

Lutheran Church of Peace
47 Century Avenue South
Maplewood, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Maplewood, Precinct 13; Ramsey County, Minnesota

COMBINED POLLING PLACE:

Lake Elmo City Hall
3880 Laverne Avenue North
Lake Elmo, Minnesota

This combined polling place serves all territory in Independent School District No. 622 located in the City of Lake Elmo, Precinct 1 and 2; Washington County, Minnesota

COMBINED POLLING PLACE:

Apostolic Bible Institute and Church
6944 Hudson Blvd.
Oakdale, Minnesota

This combined polling place serves all territory in Independent School District No. 622 located in the City of Landfall and the City of Oakdale, Precinct 1; Washington County, Minnesota

POLLING PLACE:

Transfiguration Church
6133 15th Street North
Oakdale, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Oakdale, Precinct 2; Washington County, Minnesota

POLLING PLACE:

Redeemer Baptist Church
2479 Geneva Avenue North
Oakdale, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Oakdale, Precinct 3; Washington County, Minnesota

POLLING PLACE:

House of Prayer Church
6039 40th Street North
Oakdale, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Oakdale, Precinct 4; Washington County, Minnesota

POLLING PLACE:

Silver Lake Methodist Church
5399 Geneva Avenue North
Oakdale, Minnesota

This polling place serves all territory in Independent School District No. 622 located in the City of Oakdale, Precinct 5; Washington County, Minnesota

POLLING PLACE:

Oakdale Discovery Center
4444 Hadley Avenue North

This polling place serves all territory in Independent School District No. 622

Oakdale, Minnesota

located in the City of Oakdale, Precinct 6;
Washington County, Minnesota

POLLING PLACE:

Hope Evangelical Free Church
7910 15th Street North
Oakdale, Minnesota

This polling place serves all territory in
Independent School District No. 622
located in the City of Oakdale, Precinct 7;
Washington County, Minnesota

COMBINED POLLING PLACE:

Guardian Angels Church
8260 4th Street
Oakdale, Minnesota

This combined polling place serves all
territory in Independent School District
No. 622 located in the City of Oakdale,
Precinct 8 and the City of Pine Springs,
Washington County, Minnesota

COMBINED POLLING PLACE:

King of Kings Lutheran Church
1583 Radio Drive
Woodbury, Minnesota

This combined polling place serves all
territory in Independent School District
No. 622 located in the City of Woodbury,
Precincts 1, 2, 7 and 8; Washington
County, Minnesota

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

MOTION:

SECOND:

VI. B. 1. HIGH SCHOOL COURSE NAME CHANGES BEGINNING FALL 2020

District 622 Department of Teaching and Learning and the 622 Advisory Committee recommend the proposed name change for Fall 2020.

Therefore, the Assistant Superintendent for Secondary Schools and Secondary Teaching and Learning recommends the following resolution:

BE IT RESOLVED, that the School Board of ISD 622 adopt the course name change beginning Fall 2020 for:

| Current | Proposed |
|------------------|------------------|
| American Lit A/B | English 11 A/B/C |

MOTION:

SECOND:

VI. C. 1. ADOPTION OF 2020-2021 SCHOOL CALENDAR

The proposed 2020-2021 school calendar has been reviewed and is recommended by the District's Calendar Committee to the School Board for adoption. Additionally, in order to conduct school district activities on Columbus Day and Veterans Day, the District must pass a resolution to authorize such action.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the attached calendar be approved and adopted for the 2020-2021 school year and that pursuant to Minn. Stat. §645.44, Subd. 5, the School Board of Independent School District No. 622 has determined that Columbus Day is not a legal holiday, and therefore, public business, including school board and informational meetings, may be transacted on that day. Additionally, schools will be open on Veterans Day and in accordance with state statute will have at least one hour of activities in observance of Veterans Day.

MOTION:

SECOND:

| July 2020 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| August 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| September 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| October 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| November 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| December 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| March 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| April 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| May 2021 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| June 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

North St. Paul-Maplewood-Oakdale 2020-2021 School Year (Draft D)

| | |
|------------------|---|
| Aug 24-28 | Opening Days Building Staff Development District Staff Development Q Comp #1 |
| Aug 31 | First day of school grades 1-12 |
| Sept 1 | First day of kindergarten |
| Sept 7 | Labor Day [no school] |
| Oct 15-16 | EM Break [no school] |
| Oct 23 | K-12 [no school] 6-12 Building Staff Dev K-5 Goal Setting Conferences (full day) |
| Nov 3 | Election Day [no school] Q Comp Day #2 |
| Nov 24 | End of 1 st trimester K-12 (57 days) |
| Nov 25 | K-12 [no school] K-12 Staff Dev/Report Card Prep |
| Nov 26-27 | Thanksgiving [no school] |
| Dec 23 | K-12 [no school] K-12 District/Building Staff Dev |
| Dec 24-Jan 1 | Winter Break [no school] |
| Jan 4 | Classes resume |
| Jan 18 | Martin Luther King Day [no school] |
| Feb 15 | Presidents' Day [no school] |
| Feb 26 | K-12 [no school] K-12 District/Building Staff Dev K-5 Conference Prep (half day) |
| Mar 4 | End of 2 nd trimester K-12 (58 days) |
| Mar 5 | K-12 [no school] 6-12 Bldg Staff Dev/Report Card Prep K-5 Conferences [full day] |
| Mar 8-12 | Spring Break [no school] |
| Mar 15 | Classes resume |
| April 2 | Contract Holiday |
| May 31 | Memorial Day [no school] |
| June 3 | End of 3 rd trimester K-12 (57 days) |
| June 4 | Term Transition |