

Regular Meeting

Monday, October 23, 2023 7:00 PM

Waconia City Hall, 201 S Vine Street, Waconia, MN 55387

1. **CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE** **Presenter:** Chair Geller

2. **ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE** **Presenter:** Chair Geller

2.A. Upcoming Meetings:

Nov. 13 Policy Committee 6:00PM @ District Office

Nov. 13 School Board Work Session 7:00PM @ District Office

Nov. 27 Finance Committee 6:00PM @ Waconia City Hall

Nov. 27 School Board Regular Meeting 7:00PM @ Waconia City Hall

3. **PUBLIC COMMENT**

4. **MINUTES OF PREVIOUS MEETING**

Approve minutes of the September 25 regular meeting.

ISD 110 School Board
Regular Meeting
Monday, September 25, 2023 7:00 PM Central

Waconia City Hall
201 S Vine Street
Waconia, MN 55387

1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE

Call to order by Chair Geller at 7:00 PM

Members present: Geller, DeBoer, Myers, Hagen, Bergstrom, Amott, Kelzer-Breedon
Members absent: none

Motion by Myers to adopt agenda
DeBoer second
All in favor
Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE

2.A. Upcoming Meetings:

Oct. 9 School Board Listening Hour w/WEA 5:00PM @ District Office
Oct. 9 Policy Committee 6:00PM @ District Office
Oct. 9 School Board Work Session 7:00PM @ District Office
Oct. 23 Finance Committee Meeting 6:00PM @ Waconia City Hall
Oct. 23 School Board Regular Meeting 7:00PM @ Waconia City Hall

2.B. Teachers Achieving Continuing Contract July 1, 2023

- Aaron Ackerman BV
- Jacob Esterberg BV/SV/LT
- Julie Kendrick BV
- Sari Mailey LT
- Natalie McDonald WMS
- Kendra Olson WHS
- Jessica Solberg BV
- Amanda Vesta WMS
- Allison Weber SV

2.C. 2023 Accomplished Waconia Educators

- Kari Klein, Developmental Disabilities Teacher - WHS
- Mark Bullis, Math Teacher - WMS
- Stephanie DeYoung, Emotional Behavior Disorders Teacher - SV

2.D. 2023 Employee Essence Award Winners

- Jamie Mackenthun, WHS
- Michelle Langer, BV
- Jenny Steinhagen, LT
- Sara Wolter, SV
- Carol Miller, WMS
- Brenda Buesgens, Community Education

3. PUBLIC COMMENT None

4. MINUTES OF PREVIOUS MEETING

Approve minutes of the August 28 regular meeting

Motion by DeBoer to approve minutes of the August 28 regular meeting

Myers second

All in favor

Motion carried

5. CONSENT AGENDA

Motion by DeBoer to approve consent agenda

Kelzer-Breeden second

All in favor

Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Employment

Anderson, Kara Replacement	Educational Assistant (SPED) 4 Hours/Day; 175 Days	BV
Beery, Alisa Replacement	Educational Assistant(SPED) 2.75 Hours/Day; 175 Days	BV
Leonard, Jessica Replacement	Educational Assistant (SPED) 3 Hours/Day; 175 Days	ESC
Donahue, John Paul Replacement	Music Accompanist 2.25 Hours/Day; 175 Days	WMS
Romero, Jessica Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	SV
Schuler, Amber Replacement	Preschool Teacher 1.75 Hours/Day; 175 Days	Comm Ed

Employee Status Changes - Still need to add a bunch of NTSV changes

Bloem, Jennifer, from Nutritional Assistant to Assistant Head Cook at WHS
Dettman, Amy, Special Education Teacher, Overload added for Trimester I at WHS
Geyen, Dennis, Nutritional Assistant, from 4.5 hours/day to 5 hours/day at WHS
Gonzalez, Alexis, Kids' Company Lead, from casual hours to 7.25 hours/day at Comm Ed
Heuer, Debra, Educational Assistant (SPED), from 6.5 hours/day to 8 hours/day at WMS
Holt-Olson, Amanda, from Nutritional Assistant to Assistant Head Cook at WMS
Jantz, Matthew, from Head Cook at SV to District Baker at WHS
Johnson, Kendra, Educational Assistant (SPED), from 4.5 hours/day to 6.25 hours/day at WHS
Johnson, Tracy, Special Education Teacher, Overload added for Trimester I at WHS
Kern, Elmira, Educational Assistant (SPED), from 6.5 hours/day to 7.25 hours/day at WMS
Kester, Amy, Educational Assistant (SPED), from 6.5 hours/day to 8 hours/day at WMS
Larson, Nicole, Educational Assistant (SPED), from 6.5 hours/day to 8 hours/day at LT
Mann, Kat, FACS Teacher, Overload added for Trimester I at WHS
Nenovich, Melissa, Educational Assistant (SPED), from 6.5 hours/day to 6.75 hours/day at WHS
Phenix, Amanda, Educational Assistant (SPED), from 6.5 hours/day to 6.75 hours/day at WMS
Sarcletti, Dana, from Assistant Head Cook at WMS to Head Cook at SV
Smith, Jeffrey, Kids' Company Lead, from casual hours to 6 hours/day at Comm Ed
Smith, Jeffrey, Adding 2 hours/day as Educational Assistant at LT to current 6 hours/day as Kids' Company Lead at Comm Ed
Tibbits, Mason, from Educational Assistant (SPED) to Grade 2 Teacher at BV [Attach K](#)
Wothe, Stacy, Educational Assistant (SPED), from 6.5 hours/day to 6.75 hours/day at WMS

Leaves of Absence

Alger, Lynette, Guidance Counselor at WHS
Stifter, Mary, Assistant Head Cook at LT

Retirements/Resignations/Terminations

Johnson, Jan, Day Lead Custodian at BV
5.C. Receipts of Donation

6. REPORTS

- 6.A. Student Representative Report
- 6.B. Administrative Presentation: Waconia High School
- 6.C. Finance Report

7. ACTION ITEMS

- 7.A. Certify Proposed Property Tax Levy/Determine Truth in Taxation Hearing Date
Hearing Date/Time/Location:
Monday, December 18, 7:00 PM @ District Office Conf. Rm A

Motion by DeBoer to certify maximum levy amount
Kelzer-Breeden second
All in favor
Motion carried

7.B. Student Transportation Agreement

Motion by DeBoer to approve Student Transportation Agreement

Amott second

All in favor

Motion carried

7.C. Second Read Board Policies

Motion by Amott to approve second read board policies

DeBoer second

All in favor

Motion carried

7.C.1. 101 Legal Status of the School District

7.C.2. 102 Equal Educational Opportunity

7.C.3. 414 Form: Confidential Student Maltreatment Reporting Form

7.C.4. 418 Drug-Free Workplace/Drug-Free School

7.C.5. 419 Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

7.C.6. 425 Staff Development and Mentoring

7.C.7. 504 Student Appearance

7.C.8. 507 Corporal Punishment and Prone Restraint

7.C.9. 509 Enrollment of Nonresident Students

7.C.10. 514 Bullying Prohibition Policy

7.C.11. 515 Protection and Privacy of Pupil Records

7.C.12. 516.5 Overdose Medication (New)

7.C.13. 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

7.C.14. 532 Use of Peace Officers and Crisis Teams

7.C.15. 534 School Meals Policy

7.C.16. 602 Organization of School Calendar and School Day

7.C.17. 612.1 Development of Parental Involvement Policies for Title I Programs (3-year Cycle)

7.C.18. 613 Graduation Requirements

7.C.19. 616 School District System Accountability

7.C.20. 618 Assessment of Student Achievement

7.C.21. 619 Staff Development for Standards

- 7.C.22. 623 Mandatory Summer Instruction
- 7.C.23. 701 Establishment and Adoption of School District Budget
- 7.C.24. 701.1 Modification of School District Budget
- 7.C.25. 702 Accounting
- 7.C.26. 703 Annual Audit
- 7.C.27. 704 Development and Maintenance of an Inventory of Fixed Assets
- 7.C.28. 705 Investments
- 7.C.29. 706 Acceptance of Gifts
- 7.C.30. 707 Transportation of Public School Students
- 7.C.31. 708 Transportation of Nonpublic School Students
- 7.C.32. 709 Student Transportation Safety Policy
- 7.C.33. 711 Videotaping
- 7.C.34. 712 Video Surveillance Other than on Buses
- 7.C.35. 713 Student Activity Accounting
- 7.C.36. 714 Fund Balances
- 7.C.37. 723 Access to Data for Individual Data Subjects (3-year cycle)
- 7.C.38. 801 Equal Access to School Facilities
- 7.C.39. 802 Disposition of Obsolete Equipment
- 7.C.40. 805 Waste Reduction and Recycling
- 7.C.41. 807 Health and Safety Policy
- 7.C.42. 809 Naming Rights Policy (3-year Cycle, non-MSBA)
- 7.C.43. 901 Community Education
- 7.C.44. 903 Visitors to School District Buildings and Sites
- 7.C.45. 903.1 AR Administrative Regulations (non-MSBA, 3-year cycle)
- 7.C.46. 904 Distribution of Materials on School District Property by Nonschool Persons (3-year Cycle)
- 7.C.47. 905 Advertising (3-year Cycle)
- 7.C.48. 906 Community Notification of Predatory Offenders
- 7.C.49. 907 Rewards

8. DISCUSSION ITEMS

- 8.A. First Read Board Policies

- 8.A.1. 416 Drug and Alcohol Testing
- 8.A.2. 424 License Status
- 8.A.3. 513 Student Promotion, Retention, and Program Design
- 8.A.4. 601 School District Curriculum and Instruction Goals
- 8.A.5. 603 Curriculum Development
- 8.A.6. 604 Instructional Curriculum
- 8.A.7. 620 Credit for Learning
- 8.A.8. 621 Literacy and the READ Act (New)
- 8.A.9. 624 Online Instruction (New)

9. BOARD COMMITTEE REPORTS

- 9.A. Self-Governance & Superintendent Relations Committee
- 9.B. Finance & Facilities Committee
- 9.C. Policy & Advocacy Committee
- 9.D. District 110 Advisory Council
- 9.E. Schools for Equity in Education (SEE) Representative
- 9.F. Southwest Metro Intermediate District 288 Representative
- 9.G. MSHSL Representative
- 9.H. Special Education Advisory Council
- 9.I. Community Education Advisory Council Representative
Amott reports CE brochure has been mailed out, first one in 4 years. Moving online POS from Affinity to rschool, will save approximately \$2,000. Big numbers reported for Nickle Dickle Day run participants. Also a shout out to cross-country team for helping with tickle race.
- 9.J. Teaching & Learning Advisory Council Representative
- 9.K. Chemical Abuse Advisory Council/HERO's
- 9.L. City of Waconia Liaison
Bergstrom reports good work by WHS students who a gave presentation to city council requesting a road closure for homecoming parade.

10. ADJOURNMENT

Motion by DeBoer to adjourn
Myers second
All in favor
Motion carried
Meeting adjourned at 7:36 PM

5. **CONSENT AGENDA**

Presenter: Chair
Geller

5.A. Bills and Wire Transfers

Presenter: Ra Chhoth,
Director of Finance
and Operations

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
609484	A & D SOLUTIONS LLC	09/22/2023	R	876.00	September
609486	APPLE INC	09/22/2023	R	29.99	September
609487	AVIBEN	09/22/2023	R	533.82	September
609488	Bituminous Roadways, Inc.	09/22/2023	R	48,980.00	September
609489	BJOREM SPEECH PUBLICATIONS	09/22/2023	R	265.50	September
609490	BSN SPORTS LLC	09/22/2023	R	5,707.63	September
609491	BUSHMAN, BEN	09/22/2023	R	36.00	September
609492	CANON FINANCIAL SERVICES INC	09/22/2023	R	890.18	September
609493	CATALYST SOURCING SOLUTIONS	09/22/2023	R	3,622.49	September
609494	CD PRODUCTS INC	09/22/2023	R	1,165.00	September
609495	COCHLEAR AMERICAS	09/22/2023	R	547.00	September
609496	COLD STONE CREAMERY	09/22/2023	R	1,560.00	September
609498	COREMARK METALS	09/22/2023	R	4,917.20	September
609499	DIGITAL INS LLC	09/22/2023	R	1,650.00	September
609500	ECM PUBLISHERS, INC	09/22/2023	R	883.55	September
609501	EDPUZZLE INC	09/22/2023	R	2,315.00	September
609502	ELITE TEAM ATHLETICS, LLC	09/22/2023	R	8,138.44	September
609503	FRANKLIN PRINTING INC	09/22/2023	R	466.24	September
609504	GOPHER SPORT	09/22/2023	R	350.00	September
609505	INCLUSIVE TLC	09/22/2023	R	180.00	September
609506	INDIANHEAD FS DISTRIBUTOR, INC	09/22/2023	R	14,551.46	September
609507	INGCO INT'L INC	09/22/2023	R	80.00	September
609508	INNOVATIVE OFFICE SOLUTIONS LL	09/22/2023	R	9,140.25	September
609509	INNOVATIONAL WATER SOLUTIONS I	09/22/2023	R	573.00	September
609512	KEAVENY, JENNIFER	09/22/2023	R	20.00	September
609514	KLEIN, DAN	09/22/2023	R	35.00	September
609515	LAKESHORE LEARNING MATERIALS L	09/22/2023	R	271.15	September
609516	LIGHTSPEED TECHNOLOGIES INC	09/22/2023	R	29.00	September
609517	LITERACY RESOURCES LLC	09/22/2023	R	288.36	September
609518	MARJALA, JESSICA	09/22/2023	R	35.00	September
609519	MATH LEARNING CENTER	09/22/2023	R	750.00	September
609520	MAYER LUMBER CO, INC	09/22/2023	R	170.81	September
609521	MEI TOTAL ELEVATOR SOLUTIONS	09/22/2023	R	753.33	September
609522	MINI BIFF LLC	09/22/2023	R	99.96	September
609523	MN CLAY CO USA	09/22/2023	R	740.52	September
609524	MRI SOFTWARE LLC	09/22/2023	R	190.00	September
609525	MSCA-MN SCHOOL COUNSELORS ASSN	09/22/2023	R	180.00	September
609526	MUSIC MART	09/22/2023	R	288.25	September
609527	NICE SHIRT CO.	09/22/2023	R	3,712.47	September
609528	NORTHERN SPEECH SERVICES INC	09/22/2023	R	310.33	September
609529	OCCUPATIONAL HLTH CNTRS MN PC	09/22/2023	R	282.00	September
609530	ODP BUSINESS SOLUTIONS LLC	09/22/2023	R	559.66	September
609531	ORIENTAL TRADING/FUN EXPRESS	09/22/2023	R	132.20	September
609532	PAN-O-GOLD BAKING CO	09/22/2023	R	960.20	September
609533	PERFORMANCE FOODSERVICE	09/22/2023	R	4,445.81	September
609534	PLATT, BRANDI	09/22/2023	R	100.00	September
609535	PRIOR LAKE ROBOTICS	09/22/2023	R	250.00	September
609536	REED, RYAN	09/22/2023	R	36.00	September
609537	RENNEBERG HARDWOODS INC.	09/22/2023	R	4,788.34	September
609538	RK PHOTOGRAPHY	09/22/2023	R	1,300.00	September
609539	SASC LLC	09/22/2023	R	133.95	September
609540	SCHOLASTIC, INC	09/22/2023	R	161.70	September
609541	SCHOOL SPECIALTY, LLC	09/22/2023	R	1,009.94	September
609542	SONOVA USA INC	09/22/2023	R	4,816.25	September
609543	STEJSKAL, TODD	09/22/2023	R	36.00	September
609544	SWANK MOVIE LICENSING USA	09/22/2023	R	295.00	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
609545	TERRAFORM PHOENIX II ARCADIA	09/22/2023	R	391.26	September
609546	TINTES, MATTHEW	09/22/2023	R	957.00	September
609547	TRIO SUPPLY COMPANY	09/22/2023	R	1,474.88	September
609548	UNITED FARMERS COOPERATIVE	09/22/2023	R	9,621.70	September
609549	VOYAGER SOPRIS LEARNING	09/22/2023	R	1,440.00	September
609550	WACONIA PATRIOT	09/22/2023	R	77.55	September
609551	EASTERN CARVER COUNTY SCHOOLS	09/25/2023	R	6,184.86	September
609552	INTERMEDIATE DIST #287	09/25/2023	R	2,957.48	September
609553	SOUTHWEST METRO INTERMEDIATE D	09/25/2023	R	10,529.86	September
609554	AMAZON CAPITAL SERVICES	09/26/2023	R	10,739.29	September
609555	EYE MED-FIDELITY SECURITY LIFE	09/29/2023	R	1,886.96	September
609556	NCPERS GROUP LIFE INS	09/29/2023	R	96.00	September
609557	RODENBURG LAW FIRM	09/29/2023	R	484.92	September
609558	SCHOOL SERVICE EMPLOYEES	09/29/2023	R	1,058.50	September
609559	WACONIA EDUCATION ASSOCIATION	09/29/2023	R	11,967.73	September
609560	AIM ELECTRONICS INC	09/29/2023	R	281.44	September
609561	ALPHA WIRELESS COMMUNICATIONS	09/29/2023	R	1,759.17	September
609562	BATTERIES R US	09/29/2023	R	629.82	September
609563	BEST BUY BUSINESS ADV ACCT	09/29/2023	R	11,900.00	September
609564	BIFFS, INC	09/29/2023	R	1,810.00	September
609565	BNR IRRIGATION SERVICES INC	09/29/2023	R	1,135.10	September
609567	CAPITAL ONE TRADE CREDIT	09/29/2023	R	619.31	September
609568	CARVER COUNTY FINANCE	09/29/2023	R	36,802.09	September
609569	CARVER COUNTY PARKS & RECREATI	09/29/2023	R	327.82	September
609570	CENGAGE LEARNING INC/GALE	09/29/2023	R	36.75	September
609571	COCHLEAR AMERICAS	09/29/2023	R	135.00	September
609572	COMMUNITY CLUB TOURS	09/29/2023	R	1,121.00	September
609573	CONTRACT PAPER GROUP, INC	09/29/2023	R	1,404.00	September
609574	DAWN FOOD PRODUCTS INC.	09/29/2023	R	468.30	September
609575	DECKER EQUIPMENT	09/29/2023	R	206.84	September
609576	FLAGSHIP RECREATION	09/29/2023	R	7,596.00	September
609578	HAWTHORNE EDUCATIONAL SERVICES	09/29/2023	R	112.70	September
609579	HILLYARD/HUTCHINSON	09/29/2023	R	903.77	September
609580	INTERMEDIATE DIST #287	09/29/2023	R	420.00	September
609581	JW PEPPER & SON, INC	09/29/2023	R	79.99	September
609582	KOCH SCHOOL BUS SERVICE, INC	09/29/2023	R	74,013.89	September
609583	LAKESHORE LEARNING MATERIALS L	09/29/2023	R	652.65	September
609584	LEARNING A-Z	09/29/2023	R	132.00	September
609585	LEE'S REFRIGERATION LLC	09/29/2023	R	16,326.25	September
609586	LessonPix, Inc	09/29/2023	R	36.00	September
609587	LITERACY RESOURCES LLC	09/29/2023	R	99.00	September
609588	MACKENTHUN'S FINE FOODS	09/29/2023	R	2,373.08	September
609589	MAYNARD, ANDREW	09/29/2023	R	36.00	September
609590	METRO VOLLEYBALL OFFICIALS ASS	09/29/2023	R	1,240.00	September
609591	MINNETONKA HIGH SCHOOL	09/29/2023	R	105.00	September
609592	NAHAN, SHELLY	09/29/2023	R	575.00	September
609593	NASCO EDUCATION LLC	09/29/2023	R	204.00	September
609594	NELSON PIANO SERVICE	09/29/2023	R	260.00	September
609595	PERFORMANCE APPAREL, LLC	09/29/2023	R	950.00	September
609596	PERFORMANCE FOODSERVICE	09/29/2023	R	1,686.84	September
609597	PLANSOURCE BENEFITS ADMIN INC	09/29/2023	R	3,064.47	September
609598	PROFESSIONAL TURF & RENOVATION	09/29/2023	R	2,900.00	September
609599	REHABMART, LLC	09/29/2023	R	3,291.75	September
609600	SCHEFF, GREG	09/29/2023	R	150.00	September
609601	SCHOOL SPECIALTY, LLC	09/29/2023	R	531.76	September
609602	SENROR WOOLY	09/29/2023	R	570.00	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
609603	SONOVA USA INC	09/29/2023	R	6,457.06	September
609604	SPECIAL SCHOOL DIST NO 1	09/29/2023	R	165.00	September
609605	TEACHING STRATEGIES, LLC	09/29/2023	R	2,519.00	September
609607	TUREK, SHANNON	09/29/2023	R	1,139.20	September
609608	UHL CO	09/29/2023	R	31.92	September
609609	WACONIA CHAMBER OF COMMERCE	09/29/2023	R	999.00	September
609610	WEVIDEO INC	09/29/2023	R	542.14	September
609611	WM CORPORATE SERVICES INC	09/29/2023	R	162.80	September
609612	WORTZ, TYLER	09/29/2023	R	36.00	September
609613	AMPION PBC	10/04/2023	R	20,131.33	October
609614	ALY, ZAKARIA	10/06/2023	R	143.00	October
609615	AMERICAN MUSEUM of NATURAL HIS	10/06/2023	R	672.00	October
609616	AMPION PBC	10/06/2023	R	19,229.15	October
609617	ANDERSON'S	10/06/2023	R	201.45	October
609618	APPLE INC	10/06/2023	R	986.99	October
609619	AUDIO LOGIC SYSTEMS	10/06/2023	R	405.00	October
609620	AVIBEN	10/06/2023	R	250.04	October
609621	BARFKNECHT, ALAN	10/06/2023	R	85.00	October
609622	BEHRENS, CHARLES	10/06/2023	R	294.00	October
609623	BIFFS, INC	10/06/2023	R	182.00	October
609624	BNR IRRIGATION SERVICES INC	10/06/2023	R	1,527.52	October
609625	BOB'S REPAIR OF MAYER INC.	10/06/2023	R	179.60	October
609626	BOVEE, CHAD	10/06/2023	R	89.00	October
609627	BUSEMAN, BRYCE	10/06/2023	R	60.00	October
609628	COR ROBOTICS LLC	10/06/2023	R	1,920.00	October
609629	DUBAY, GABRIEL	10/06/2023	R	60.00	October
609630	DURRUTY, FRANCISCO	10/06/2023	R	450.00	October
609631	DVORAK, JOHN	10/06/2023	R	98.00	October
609632	DYKSTRA, RYAN	10/06/2023	R	92.00	October
609633	FRANKLIN PRINTING INC	10/06/2023	R	99.72	October
609634	FRANTA, THOMAS	10/06/2023	R	184.00	October
609635	GENZ, CHAD	10/06/2023	R	92.00	October
609636	GOLD MEDAL MPLS ML55	10/06/2023	R	834.05	October
609637	GOPHER SPORT	10/06/2023	R	1,411.30	October
609638	GRAMS, RYAN	10/06/2023	R	340.00	October
609639	GRIGGS, RYAN	10/06/2023	R	143.00	October
609640	HAAS, CASEY	10/06/2023	R	170.00	October
609641	HAPPY FEET SOCCER TWIN CITIES	10/06/2023	R	1,650.00	October
609642	HARRIS, DENNIS	10/06/2023	R	92.00	October
609643	HEGER'S DAIRY LLC	10/06/2023	R	10,346.33	October
609644	HELEN SOLAR LLC	10/06/2023	R	7,598.78	October
609645	HENNEPIN THEATRE TRUST	10/06/2023	R	125.00	October
609646	HOUGHTON MIFFLIN	10/06/2023	R	191.17	October
609647	HUSTLE & HEART SPORTS	10/06/2023	R	543.00	October
609648	INDIANHEAD FS DISTRIBUTOR, INC	10/06/2023	R	32,109.77	October
609649	INNOVATIVE OFFICE SOLUTIONS LL	10/06/2023	R	34.68	October
609650	INSIGHT PUBLIC SECTOR INC	10/06/2023	R	6,889.67	October
609651	JESSEN, CHRIS	10/06/2023	R	143.00	October
609652	KORTE, STEVEN	10/06/2023	R	89.00	October
609653	KRAMER, PAUL	10/06/2023	R	89.00	October
609654	KUERSCHNER, JASON	10/06/2023	R	170.00	October
609655	LABEAU, CLINTON	10/06/2023	R	143.00	October
609656	LOFFLER COMPANIES	10/06/2023	R	1,372.52	October
609657	LONNEE, MITCHELL	10/06/2023	R	92.00	October
609658	LUEBKE, MICHAEL	10/06/2023	R	1,900.00	October
609659	LVC COMPANIES INC	10/06/2023	R	3,200.00	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
609660	MACKIN LIBRARY SERVICE	10/06/2023	R	970.82	October
609661	MASSP	10/06/2023	R	175.00	October
609662	MATH LEARNING CENTER	10/06/2023	R	150.00	October
609663	MERLINO, RORY	10/06/2023	R	143.00	October
609664	MERRITT, GEDRIC	10/06/2023	R	85.00	October
609665	METRONET	10/06/2023	R	1,859.12	October
609666	MUSIC MART	10/06/2023	R	128.00	October
609667	NAHAN, SHELLY	10/06/2023	R	600.00	October
609668	NORTH HIGH CHOIR	10/06/2023	R	700.00	October
609669	NOVAK, JANICE	10/06/2023	R	60.00	October
609670	OCONITRILLO, JORGE	10/06/2023	R	143.00	October
609671	OFFICE OF MNIT SERVICES	10/06/2023	R	72.45	October
609672	PALO, JASON	10/06/2023	R	85.00	October
609673	PARTS CITY WACONIA	10/06/2023	R	78.99	October
609674	PERFORMANCE FOODSERVICE	10/06/2023	R	1,760.78	October
609675	PREP TIME PRINTING	10/06/2023	R	3,416.00	October
609676	PRO-ED INC	10/06/2023	R	368.00	October
609677	QUILL CORP	10/06/2023	R	227.90	October
609678	RANDY SHAVER CANCER RESEARCH&C	10/06/2023	R	3,598.45	October
609679	RAYMOND GEDDES CO, INC	10/06/2023	R	197.70	October
609680	RK PHOTOGRAPHY	10/06/2023	R	130.00	October
609681	ROWAN, ADAM	10/06/2023	R	143.00	October
609682	SCHEFF, BRODY	10/06/2023	R	170.00	October
609683	SCHEFF, GREG	10/06/2023	R	150.00	October
609684	SCHOOL SPECIALTY, LLC	10/06/2023	R	1,123.29	October
609685	SHRED-N-GO INC	10/06/2023	R	135.00	October
609686	SQUIRES,WALDSPURGER & MACE PA	10/06/2023	R	1,358.50	October
609687	STEP SAVER, INC	10/06/2023	R	204.47	October
609688	SWENDSEID, EMMETT	10/06/2023	R	90.00	October
609689	TINTES, MATTHEW	10/06/2023	R	812.00	October
609690	TOP INDUSTRIAL SUPPLY	10/06/2023	R	2,410.14	October
609691	TRIO SUPPLY COMPANY	10/06/2023	R	854.30	October
609692	TURNITIN LLC	10/06/2023	R	5,324.40	October
609693	UHL CO	10/06/2023	R	4,729.09	October
609694	UNIVERSAL ATHLETIC LLC	10/06/2023	R	6,896.58	October
609695	US BANK	10/06/2023	R	1,000.00	October
609696	VOELKER, JEREMY	10/06/2023	R	170.00	October
609697	WASNESS, SANDY	10/06/2023	R	44.00	October
609698	WEX BANK	10/06/2023	R	472.41	October
609699	WHITE, TERRENCE	10/06/2023	R	92.00	October
609700	WINSTED SOLAR LLC	10/06/2023	R	7,950.54	October
609701	WOLTERS, BRADLEY	10/06/2023	R	85.00	October
609702	YAGER, MICHAEL	10/06/2023	R	245.00	October
609703	ZABACK, STACY	10/06/2023	R	26.55	October
609704	ZIEDAN, MOHAMED	10/06/2023	R	286.00	October
609705	ZIMMERMAN, FRANK	10/06/2023	R	184.00	October
609706	JUNIORS RESTAURANT	10/06/2023	R	1,680.00	October
609707	XCEL ENERGY	09/29/2023	R	8,716.53	September
609708	INTERMEDIATE DIST #287	10/09/2023	R	245.00	October
609709	ROBBINSDALE AREA SCHOOLS	10/09/2023	R	8,673.88	October
609710	AMAZON CAPITAL SERVICES	10/09/2023	R	7,952.05	October
609711	WACONIA EDUCATION ASSOCIATION	10/13/2023	R	11,967.73	October
609712	A H HERMEL COMPANY	10/12/2023	R	2,086.20	October
609713	ADDERLEY, DONALD	10/12/2023	R	92.00	October
609714	AFFINETY SOLUTIONS, INC	10/12/2023	R	710.00	October
609715	AIRGAS USA LLC	10/12/2023	R	825.91	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
609716	ALTMAN, STUART	10/12/2023	R	143.00	October
609717	ANOKA HENNEPIN ISD#11	10/12/2023	R	650.00	October
609718	BIFFS, INC	10/12/2023	R	455.00	October
609719	CARVER COUNTY FINANCE	10/12/2023	R	157,254.00	October
609720	CITY OF WACONIA	10/12/2023	R	12,395.60	October
609721	CLOETER, ALLISON	10/12/2023	R	72.95	October
609722	COLD STONE CREAMERY	10/12/2023	R	1,868.00	October
609723	COLONY PLAZA, INC	10/12/2023	R	208.00	October
609724	CRISIS PREVENTION INSTITUTE	10/12/2023	R	200.00	October
609725	CROSBY, CHAD	10/12/2023	R	92.00	October
609726	CROWN COLLEGE	10/12/2023	R	20,794.40	October
609727	CULLIGAN BOTTLED WATER	10/12/2023	R	254.85	October
609728	ECM PUBLISHERS, INC	10/12/2023	R	172.70	October
609729	ERICKSON, TY	10/12/2023	R	286.00	October
609730	FIRST	10/12/2023	R	6,000.00	October
609731	FRANKLIN PRINTING INC	10/12/2023	R	1,540.00	October
609732	HEASSLER, ROLLIN	10/12/2023	R	20.00	October
609733	HOLTON ELECTRIC CONTRACTORS	10/12/2023	R	192.00	October
609734	HOUGHTON MIFFLIN	10/12/2023	R	800.00	October
609736	INDIANHEAD FS DISTRIBUTOR, INC	10/12/2023	R	29,456.69	October
609737	JENCO PROPERTY MAINTENANCE	10/12/2023	R	9,605.00	October
609738	JOHNSON, CHRISTY	10/12/2023	R	275.16	October
609739	KIDCREATE STUDIO	10/12/2023	R	1,352.00	October
609740	LOFFLER COMPANIES	10/12/2023	R	4,245.49	October
609741	LVC COMPANIES INC	10/12/2023	R	400.00	October
609742	MARSH, COOPER	10/12/2023	R	40.00	October
609743	MOUND WESTONKA HS	10/12/2023	R	125.00	October
609744	MUSIC MART	10/12/2023	R	2,294.35	October
609745	NESS, BRAD	10/12/2023	R	95.00	October
609746	NOBLE, DARREN	10/12/2023	R	18.40	October
609747	ONDREY, JAMES	10/12/2023	R	92.00	October
609748	ONDREY, JOHN	10/12/2023	R	92.00	October
609749	PAN-O-GOLD BAKING CO	10/12/2023	R	2,966.02	October
609750	PERFORMANCE FOODSERVICE	10/12/2023	R	948.81	October
609751	PLAMAN, BRAD	10/12/2023	R	184.00	October
609752	PRICE, MATTHEW	10/12/2023	R	98.00	October
609753	REHMANN, LEAH	10/12/2023	R	1,100.00	October
609754	RK PHOTOGRAPHY	10/12/2023	R	136.00	October
609755	ROUZEGAR, MIRSAEED	10/12/2023	R	143.00	October
609756	SCHEFF, GREG	10/12/2023	R	225.00	October
609757	SOCIAL CLUB SIMPLE	10/12/2023	R	30.00	October
609758	STAPLES ADVANTAGE	10/12/2023	R	568.95	October
609759	THEATRICAL RIGHTS WORLDWIDE LL	10/12/2023	R	3,960.00	October
609760	TRIO SUPPLY COMPANY	10/12/2023	R	584.51	October
609761	UHL CO	10/12/2023	R	12,884.00	October
609762	VOS, TARA	10/12/2023	R	574.14	October
609763	WITZEL, GAIL ANN	10/12/2023	R	95.00	October
609764	WOLVIN, STEVE	10/12/2023	R	92.00	October
609765	YAGER, MICHAEL	10/12/2023	R	75.00	October
609766	ZIEDAN, MOHAMED	10/12/2023	R	143.00	October
202300228	EDUCATIONAL SUPPORT PARA UNION	09/15/2023	W	0.00	September
202300230	LIFE INS CO OF NORTH AMERICA	09/15/2023	W	3,955.83	September
202300236	ONEBRIDGE BENEFITS, INC.	09/15/2023	W	3,970.78	September
202300239	ALDI	10/10/2023	W	495.97	October
202300240	TARGET BANK	10/10/2023	W	2,099.98	October
202300242	FLEET FARM	10/10/2023	W	357.80	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202300246	KWIK TRIP	10/10/2023	W	12.52	October
202300266	MACKENTHUN'S FINE FOODS	10/10/2023	W	34.92	October
202300270	SAFARI ISLAND COMMUNITY CENTER	10/10/2023	W	67.06	October
202300275	TEACHERS SYNERGY, LLC	10/10/2023	W	37.75	October
202300276	MINNSPRA	10/10/2023	W	125.00	October
202300277	CANVA	10/10/2023	W	239.39	October
202300278	WACONIA CHAMBER OF COMMERCE	10/10/2023	W	50.00	October
202300279	DRAMATIC PUBLISHING	10/10/2023	W	1,206.43	October
202300282	SCREENCASTIFY LLC	10/10/2023	W	267.60	October
202300283	PRO SOUND and LIGHT SHOW	10/10/2023	W	1,690.00	October
202300284	UNHINGED PIZZA - WACONIA	10/10/2023	W	811.76	October
202300285	RENOVO PARTS INC.	10/10/2023	W	594.16	October
202300286	MUSIC THEATRE INTERNATIONAL	10/10/2023	W	2,775.00	October
202300289	VISTAPRINT USA	10/10/2023	W	103.73	October
202300290	Hi-Pod	10/10/2023	W	108.88	October
202300293	THREE RIVERS PARK DISTRICT	10/10/2023	W	950.00	October
202300294	MN ZOO	10/10/2023	W	10.00	October
202300295	GIMKIT LLC	10/10/2023	W	59.88	October
202300296	ROCKET SCIENCE GROUP, LLC	10/10/2023	W	265.00	October
202300297	US POSTAL SERVICE	10/10/2023	W	28.75	October
202300298	SOUTHWEST METRO INTERMEDIATE D	10/10/2023	W	40.00	October
202300299	US COACHWAYS, INC.	10/10/2023	W	3,453.28	October
202300301	ST PAUL STAMP WORKS INC	10/10/2023	W	88.20	October
202300302	COLLEGE BOARD	10/10/2023	W	175.00	October
202300304	HOME DEPOT	10/10/2023	W	2,720.00	October
202300306	TWIN CITIES SOCCER LEAGUES	10/10/2023	W	4,870.00	October
202300307	HOMEGROWN LACROSSE	10/10/2023	W	2,910.00	October
202300308	DOLLAR TREE	10/10/2023	W	87.50	October
202300309	ELK RIVER SYSTEMS INC	10/10/2023	W	149.58	October
202300311	WORLDPOINT ECC	10/10/2023	W	970.05	October
202300312	MULTI-REGIONAL TRAINING CENTER	10/10/2023	W	1,280.00	October
202300314	National Checking Company	10/10/2023	W	1,277.47	October
202300315	HEARTSMART	10/10/2023	W	5,434.26	October
202300318	MN VALLEY ELECTRIC CORP	10/10/2023	W	34,949.51	October
202300319	OFFICEMAX, INC	10/10/2023	W	27.58	October
202300322	CLIFTONLARSONALLEN	10/10/2023	W	2,730.00	October
202300323	MinneTESOL	10/10/2023	W	510.00	October
202300327	ROBERTS HAMILTON WEST	10/10/2023	W	787.09	October
202300331	WILSON LANGUAGE TRAINING CORP	10/10/2023	W	320.00	October
202300335	MBITE	10/10/2023	W	300.00	October
202300340	MENARDS HUTCHINSON	10/10/2023	W	699.85	October
202300341	WEBSTAIRANT STORE	10/10/2023	W	2,274.53	October
202300342	POSITIVE PHYSICS LLC	10/10/2023	W	399.00	October
202300343	HARBOR FREIGHT	10/10/2023	W	940.21	October
202300347	BLUE CROSS AND BLUE SHIELD OF	09/20/2023	W	615,417.00	September
202300349	EDUCATIONAL SUPPORT PARA UNION	09/29/2023	W	1,372.36	September
202300350	INTERNAL REVENUE SERVICE	09/29/2023	W	268,562.11	September
202300351	LIFE INS CO OF NORTH AMERICA	09/29/2023	W	6,758.62	September
202300352	MN CHILD SUPPORT PYMT CENTER	09/29/2023	W	128.00	September
202300353	MN DEPT OF REVENUE	09/29/2023	W	42,162.14	September
202300354	MN TEACHERS RETIREMENT ASSN	09/29/2023	W	152,981.98	September
202300355	PERA	09/29/2023	W	46,555.95	September
202300356	AVIBEN	09/29/2023	W	59,033.58	September
202300357	ONEBRIDGE BENEFITS, INC.	09/29/2023	W	4,586.94	September
202300358	BRI Parent, Inc	09/30/2023	W	1,601.25	September
202300359	EDUTRAK LLC	09/10/2023	W	26,311.75	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202300360	ONEBRIDGE BENEFITS, INC.	09/16/2023	W	986.50	September
202300361	PMA ASSET MANAGEMENT, LLC	09/30/2023	W	20.83	September
202300362	SECURITY BANK & TRUST CO	09/30/2023	W	130.35	September
202300363	AUTHORIZE.NET	09/01/2023	W	260.55	September
202300364	SECURITY BANK & TRUST CO	09/30/2023	W	10.00	September
202300365	AT&T MOBILITY	09/01/2023	W	219.79	September
202300366	QUADIENT FINANCE USA, INC	09/25/2023	W	500.00	September
202300367	SFM	09/25/2023	W	29,210.00	September
202300368	CENTERPOINT ENERGY	09/26/2023	W	10,478.00	September
202300369	XCEL ENERGY	09/28/2023	W	113.06	September
202300373	INTERNAL REVENUE SERVICE	10/13/2023	W	267,271.33	October
202300375	MN CHILD SUPPORT PYMT CENTER	10/13/2023	W	128.00	October
202300376	MN DEPT OF REVENUE	10/13/2023	W	41,677.90	October
202300377	MN TEACHERS RETIREMENT ASSN	10/13/2023	W	152,718.85	October
202300378	PERA	10/13/2023	W	46,899.18	October
202300379	AVIBEN	10/13/2023	W	58,573.70	October
232400010	SPARBY, PAUL	09/21/2023	A	41.20	September
232400011	VANDERLINDE, LEE	09/27/2023	A	150.00	September
232400012	WORTZ, HOLLY	09/27/2023	A	35.00	September
232400013	WOYNO, IVAN	09/27/2023	A	90.00	September
232400014	DELANEY, DAVID	10/04/2023	A	127.40	October
232400015	MUELLER, RYAN	10/04/2023	A	184.52	October
232400016	OVERBY, MARY	10/04/2023	A	126.68	October
232400017	SPARBY, PAUL	10/12/2023	A	20.00	October
232400018	VAN EYLL, TONI	10/12/2023	A	134.93	October

Totals for checks 2,793,058.50

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,652,988.81	0.00	633,978.91	2,286,967.72
02	Food Service	64,709.56	0.00	151,903.99	216,613.55
04	Community Service	83,919.67	0.00	81,707.73	165,627.40
07	Debt Redemption	0.00	0.00	1,000.00	1,000.00
20	Internal Service	0.00	0.00	122,829.00	122,829.00
45	OPEB Irrevocable Trust Fund	0.00	0.00	20.83	20.83
***	Fund Summary Totals ***	1,801,618.04	0.00	991,440.46	2,793,058.50

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

5.B. Human Resource Items:

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

**Waconia Public Schools
Independent School District No. 110
Waconia, Minnesota**

BOARD OF EDUCATION

Regular Meeting – October 23, 2023

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resources Recommendations

ITEM ADDED BY: Dr. Enid Schonewise, Director of Human Resources

Employment

Gilbert, John Replacement	Educational Assistant (SPED) 7.5 Hours/Day; 175 Days	WMS
Peterson, Michael Replacement	Youth Coordinator (PAC/Youth Service) 8 Hours/Day, 260 Days	Comm Ed
Skelton, Mark Replacement	Custodial Cleaner 8 hours/Day; 260 Days	WHS

Employee Status Changes

Habeck, James, STEM Teacher, from .5 FTE to .53 FTE at WMS

Honnold, Lynn, FACS Teacher, from .6962 FTE to .724 FTE at WHS

Leaves of Absence

Gentz, Lisa, Custodian at LT

Gerten, Denise, Educational Assistant (SPED) at BV

Jones, Evan, Vocal and Classroom Music Teacher at LT

Extended Leaves of Absence per Minnesota Statute Section 122A.46

Retirements/Resignations/Terminations

Meuffels, Judy, Custodial Cleaner at BV

It is recommended that the ISD 110 Board of Education approve the above human resource actions as proposed.

5.C. Assurance of Compliance with State and Federal Law Prohibiting Discrimination

Presenter: Dr. Enid Schonewise, Director of Human Resources

5.D. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

Presenter: Stella Atkinson and Jayden Kisner

6.B. Administrative Presentation: World's Best Workforce

Presenter: Erika Nesvig, Director of Educational Services

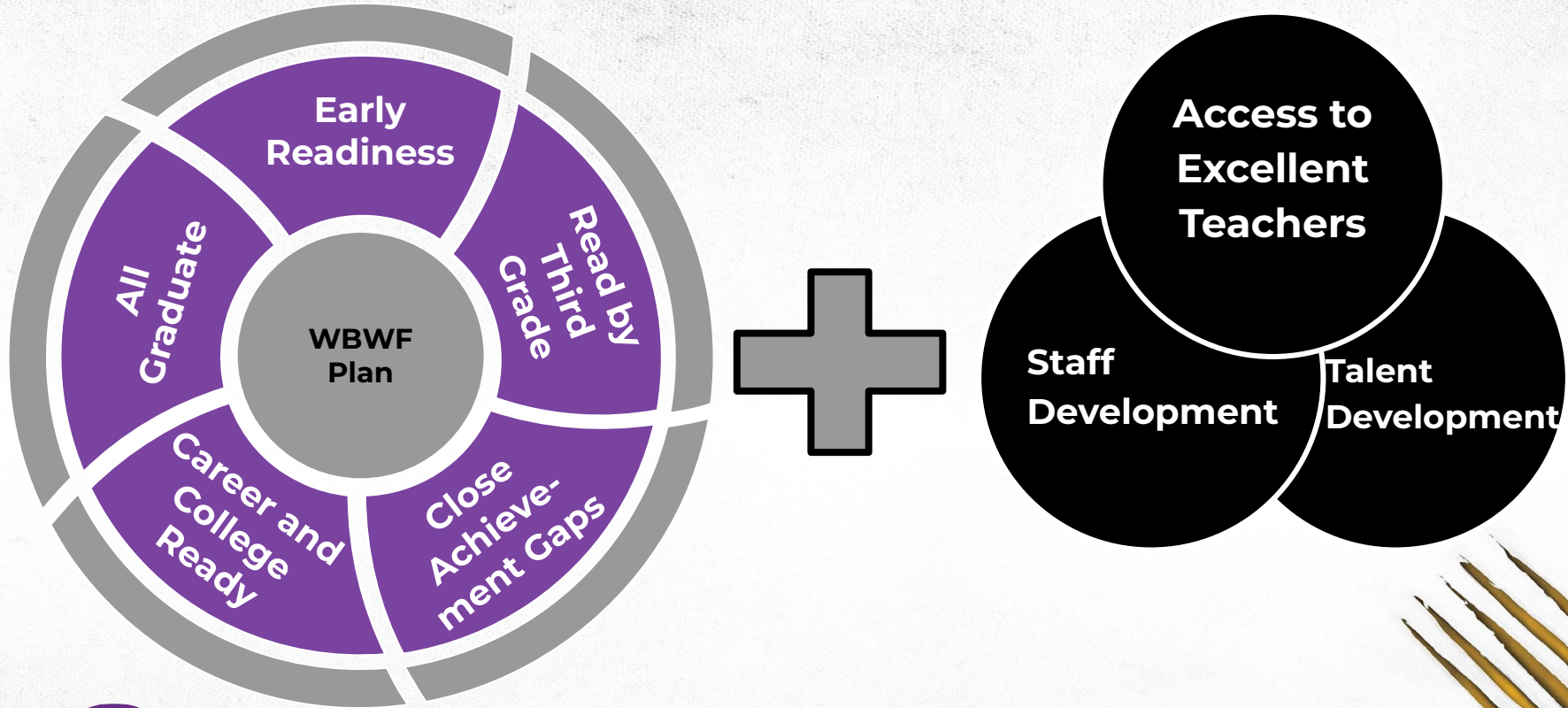


World's Best Workforce

Waconia Public Schools
ISD110

Monday, October 23, 2023

World's Best Workforce (WBWF)



Who is Responsible for WBWF?

Minnesota Department of Education's Role

- Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

School District's Role

- Create a WBWF plan to align curriculum and instruction so that students are college and career ready

School Board's Role

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

WBWF Advisory Committee's Role

- Give recommendations on rigorous academic standards and student achievement goals and measures
- Help communicate and engage stakeholders around the plan components

Community's Role

- Partner with District
- Provide input on the plan
- Support the community strategies



WBWF Plan and Goals

WBWF is a multi-year, detailed plan that illustrates how a district will execute its goals or initiatives concerning the five WBWF goals.

Plans must include 6 elements:

1. Clearly defined district and school site goals for all student subgroups.
2. A process for assessing each student's progress toward meeting local and state standards.
3. A system to periodically review and evaluate all instruction and curriculum effectiveness.
4. Strategies for improving instruction, curriculum, and student achievement.
5. Effective practices that develop and support teacher quality, performance, and effectiveness
6. An annual budget for continuing to implement the district plan.



Balanced Assessment System

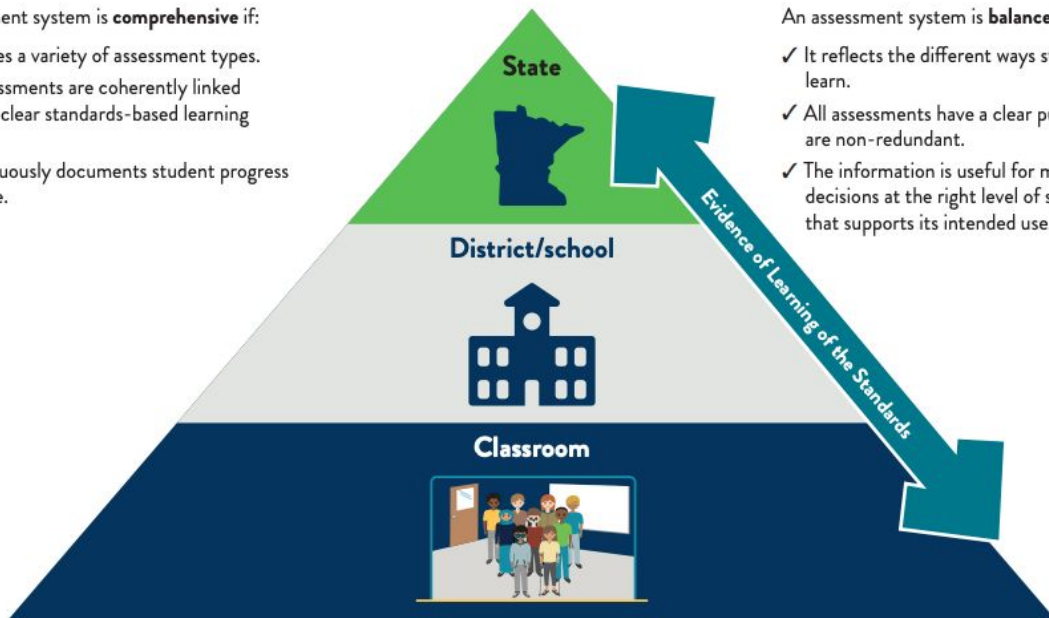
How do you know if your assessment system is **comprehensive** and **balanced**?

An assessment system is **comprehensive** if:

- ✓ It includes a variety of assessment types.
- ✓ The assessments are coherently linked through clear standards-based learning targets.
- ✓ It continuously documents student progress over time.

An assessment system is **balanced** if:

- ✓ It reflects the different ways students learn.
- ✓ All assessments have a clear purpose and are non-redundant.
- ✓ The information is useful for making decisions at the right level of specificity that supports its intended use.



WBWF Goal Area (State-Wide)	Current Measures of Progress
All students are ready for school	Fall FASTbridge (FAST) Early Reading
All third-graders can read at grade level.	K-2 FASTbridge (FAST) Early Reading and aReading 3rd Grade Reading Minnesota Comprehensive Assessment (MCA)
All racial and economic achievement gaps are closed	Grades 3-8 Reading and Math MCA
All students are ready for career and college	ACT
All students graduate from high school.	Graduation Percentage



ISD 110 Demographics

School Year 2022-2023	
	ISD110 2022-23
Total Enrollment	4,045
Special Ed students	777 19.2%
Free/ Reduced Lunch students	522 12.9%
Students of Color	462 11.4%
EL students	63 1.6%

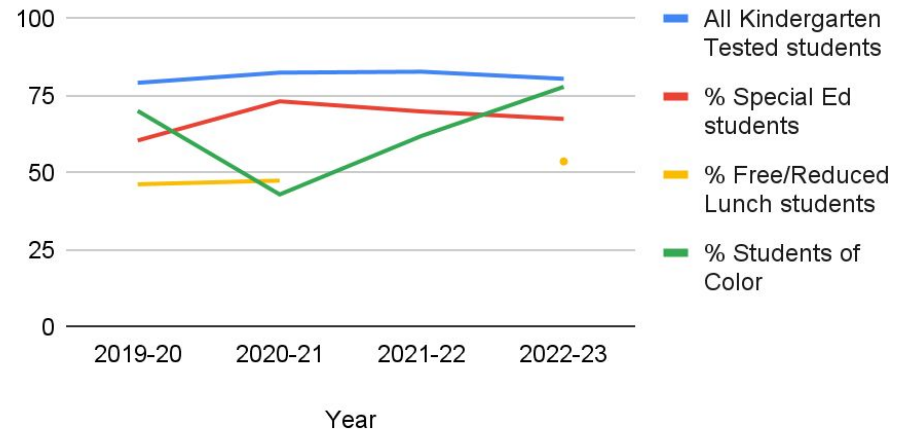


All Students are Ready for School

**Fall Early Reading
Grade Kindergarten
% of students Meeting Fall Benchmark**

Student Group	ISD110 2019-20	ISD110 2020-21	ISD110 2021-22	ISD110 2022-23
All Kindergarten Tested students	79.1%	82.4%	82.7%	80.4%
Special Ed students & Gap	60.4% -18.6%	73.1% -9.4%	69.8% -12.9%	67.4% -13%
Free/ Reduced Lunch students & Gap	46.2% -32.9%	47.4% -35.1%	Too Small	53.6% -26.8%
Students of Color & Gap	70.0% -9.1%	42.9% -39.6%	61.9% -20.8%	77.8% -2.6%
EL students & Gap	Too Small	Too Small	Too Small	Too Small

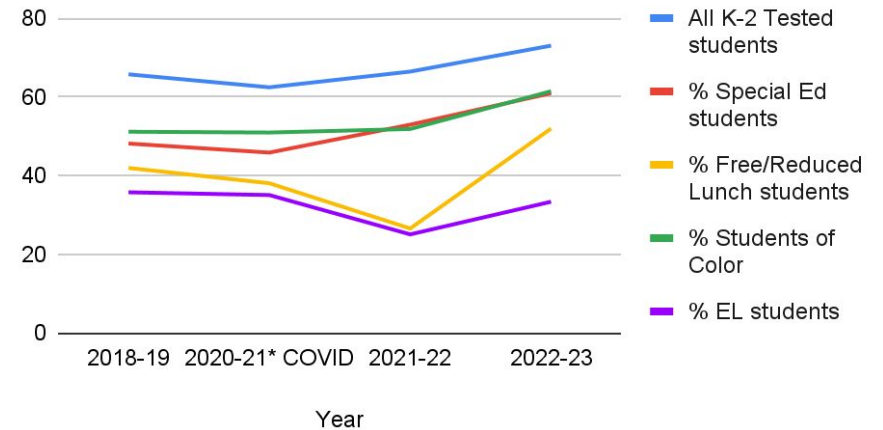
**Fall Early Reading Kindergarten
% of Students Meeting Fall Benchmark**



All 3rd Graders Can Read at Grade Level

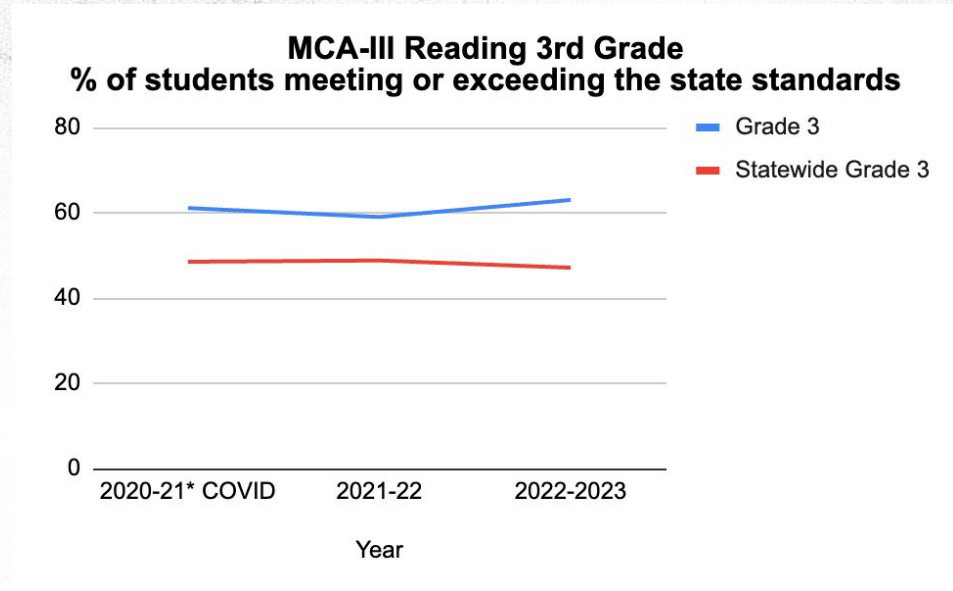
Spring EarlyReading and aReading Kindergarten - 2nd Grade <i>% of students in each grade meeting the spring benchmark</i>				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All K-2 Tested students	No Data	62.4%	66.4%	73%
Special Ed students & Gap	No Data	45.8% -16.6%	52.9% -13.4%	60.9% -12.1%
Free/ Reduced Lunch students & Gap	No Data	38.0% -24.4%	26.5% -39.9%	51.9% -21.1%
Students of Color & Gap	No Data	50.9% -11.5%	51.8% -14.6%	61.4% -11.6%
EL students & Gap	No Data	35.0% -27.4%	25.0% -41.4%	33.3% -39.7%

Spring EarlyReading and aReading K-2
% of students in each grade meeting the spring benchmark



All 3rd Graders Can Read at Grade Level

MCA-III Reading 3rd Grade <i>% of students meeting or exceeding the state standards</i>				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
Grade 3	No Data	61.1%	59.0%	63.0%
Statewide Grade 3	No Data	48.5%	48.8%	47.1%

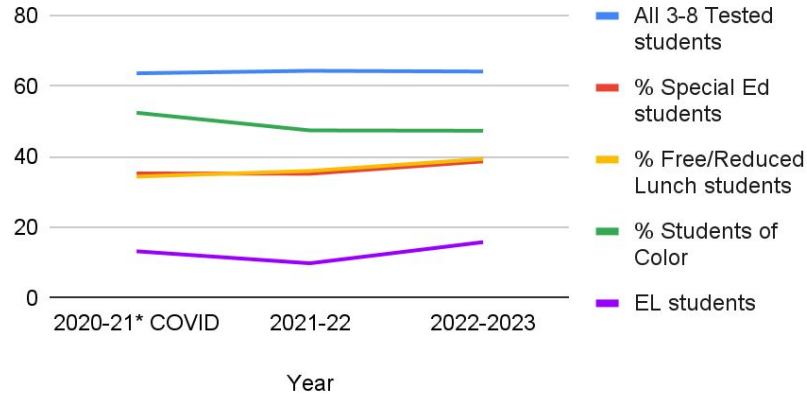


All Racial and Economic Achievement Gaps are Closed

- Reading

MCA-III Reading 3-8 Grades

% of students meeting or exceeding the state standards

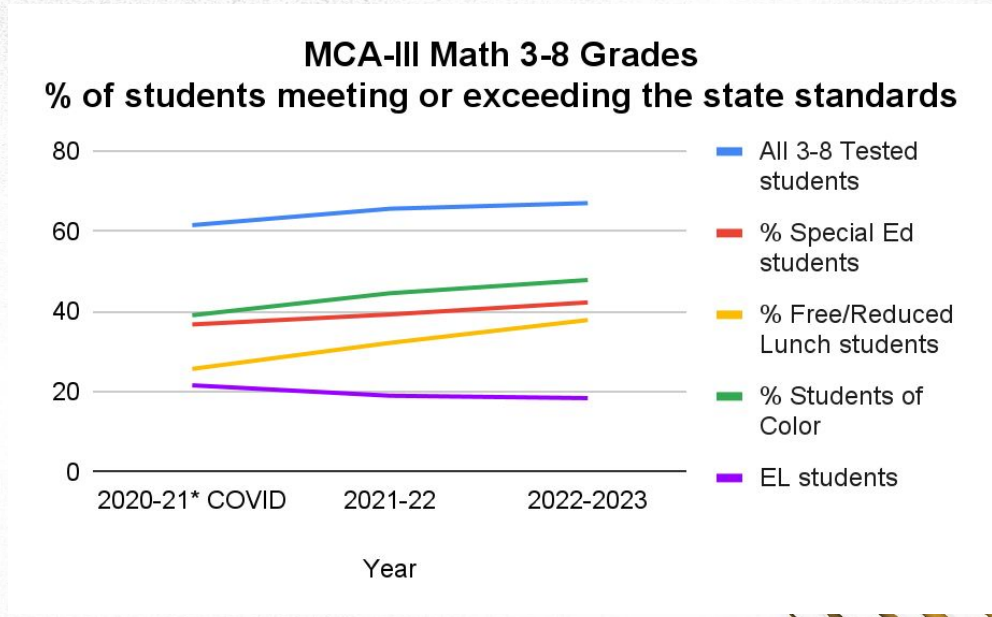


MCA-III Reading 3rd - 8th Grades <i>% of students meeting or exceeding the state standards</i>				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All 3-8 Tested students <i>[State Proficiency]</i>	No Test	63.7% <i>No State</i>	64.4% <i>[50.5%]</i>	64.2% <i>[49.5%]</i>
District Special Ed students District Gap <i>[State Proficiency]</i>	No Test	35.3% <i>-28.4%</i> <i>No State</i>	35.2% <i>-29.2%</i> <i>[25.6%]</i>	38.7% <i>-25.5%</i> <i>[22.4%]</i>
Free/ Reduced Lunch students District Gap <i>[State Proficiency]</i>	No Test	34.4% <i>-29.3%</i> <i>No State</i>	36.0% <i>-28.4%</i> <i>[30.8%]</i>	39.4% <i>-24.8%</i> <i>[32.2%]</i>
Students of Color District Gap <i>[State Proficiency]</i>	No Test	52.5% <i>-11.2%</i> <i>No State</i>	47.5% <i>-16.8%</i> <i>[35.9%]</i>	47.4% <i>-16.8%</i> <i>[35.1%]</i>
EL students District Gap <i>[State Proficiency]</i>	No Test	13.2% <i>-50.5%</i> <i>No State</i>	9.8% <i>-54.6%</i> <i>[11.8%]</i>	15.8% <i>-48.4%</i> <i>[10.5%]</i>



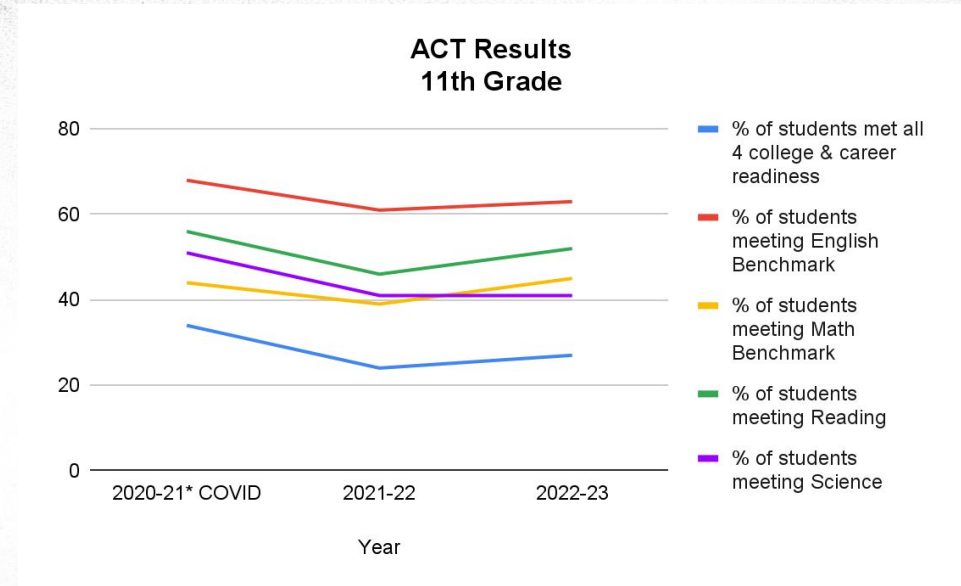
All Racial and Economic Achievement Gaps are Closed - Math

MCA-III Math 3rd - 8th Grades % of students meeting or exceeding the state standards				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All 3-8 Tested students <i>[State Proficiency]</i>	No Test	61.6% <i>No State</i>	65.7% <i>[45.8%]</i>	67.1% <i>[46.5%]</i>
Special Ed students District Gap <i>[State Proficiency]</i>	No Test	36.8% -24.8% <i>No State</i>	39.3% -26.4% <i>[24.8%]</i>	42.3% -24.8% <i>[22.5%]</i>
Free/ Reduced Lunch students District Gap <i>[State Proficiency]</i>	No Test	25.7% -36.0% <i>No State</i>	32.2% -33.5% <i>[24.0%]</i>	37.9% -29.2% <i>[27.0%]</i>
Students of Color District Gap <i>[State Proficiency]</i>	No Test	39.1% -22.5% <i>No State</i>	44.6% -21.1% <i>[28.9%]</i>	47.9% -19.2% <i>[29.2%]</i>
EL students District Gap <i>[State Proficiency]</i>	No Test	21.6% -40.0% <i>No State</i>	19.0% -46.7% <i>[12.8%]</i>	18.4% -48.7% <i>[12.8%]</i>



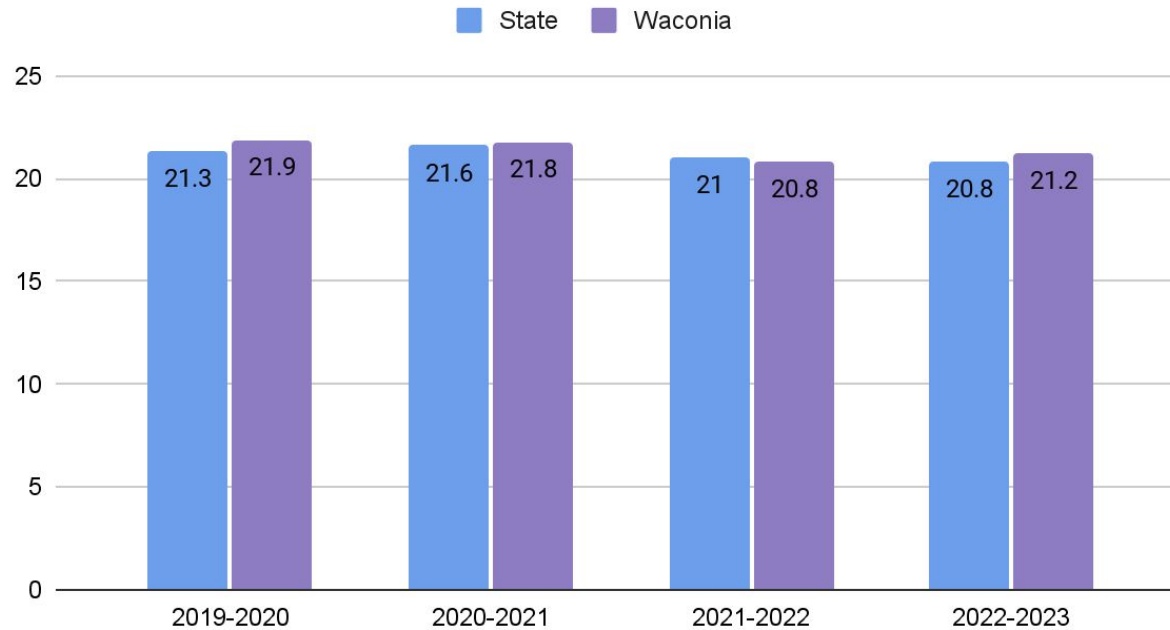
All Students are Ready for Career and College

ACT Results 11th Grade				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
ACT Average Composite Score	No Data	22.2	20.8	21.2
% of students that met all 4 college and career readiness benchmarks (English, Math, Reading & Science)	No Data	34%	24%	27%
% of students meeting English Benchmark (18) & Avg score	No Data	68% 21.2	61% 19.5	63% 19.6
% of students meeting Math Benchmark (22) & Avg score	No Data	44% 21.6	39% 20.7	45% 21.1
% of students meeting Reading Benchmark (22) & Avg score	No Data	56% 23.0	46% 21.4	52% 22.0
% of students meeting Science Benchmark (23) & Avg score	No Data	51% 22.4	41% 21.2	41% 21.5



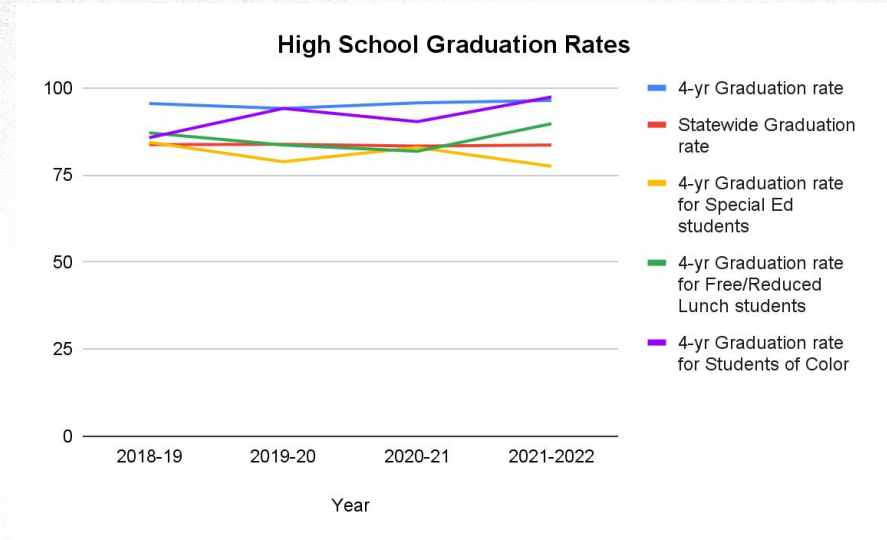
All Students are Ready for Career and College

Average ACT Composite Score



All Students Graduate from High School

High School Graduation Rates				
Student Group	ISD110 2018-19	ISD110 2019-20	ISD110 2020-21	ISD110 2021-22
4-yr Graduation rate	95.5%	94.1%	95.7%	96.4%
Statewide Graduation rate	83.7%	83.8%	83.3%	83.6%
4-yr Graduation rate for special education students & Gap	84.4% -11.1%	78.8% -15.3%	82.9% -12.8%	77.5% -18.9%
4-yr Graduation rate for Free/Reduced Lunch students & Gap	87.1% -8.4%	83.6% -10.5%	81.8% -13.9%	89.7% -6.7%
4-yr Graduation rate for students of color & Gap	85.7% -9.8%	94.1% 0.0%	90.3% -5.4%	97.4% +1.0%
4-yr Graduation rate of EL students & Gap	Too Small	Too Small	Too Small	Too Small





2023
Legislation
Changes

WBWF plan must include

Previous Plan	Updated Plan
Integrate high-quality instruction, rigorous curriculum and technology	Integrate high quality instruction, technology and curriculum that is rigorous, accurate, anti racist, and culturally sustaining.
A collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.	Provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance and effectiveness.

[Minnesota State Statute WBWF](#)



WBWF plan must include

New Items

Ensure learning and work environments

- validate, affirm, embrace and integrate cultural and community strengths for all students, families and employees.

Materials, resources, curricula and pedagogical skills for K-12

- must accurately reflect the diversity of the state of Minnesota.

Ensure the curriculum

- is rigorous, accurate, anti racist, culturally sustaining, and reflects the diversity of the student population.



READ ACT

WBWF Reading Goal

All third-graders can read at grade level.

READ Act

Every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.



READ ACT

Requirements with the READ ACT

- Literacy Screening for all K-3 students twice a year.
- Professional Development for reading teachers on evidence-based reading instruction.
- Provide evidence-based reading curriculum and resources.
- Have a district literacy lead.



Next Steps for WBWF

- Implement READ Act requirements
 - Literacy Screening for K-3 - *already in place in ISD 110*
 - Professional Development for staff - by 2025-2026 school year for initial group
 - Adopt and begin implementation of an evidenced based reading curriculum by 2026-2027 school year
 - District Literacy Lead in place by August 30, 2025
- Inform Teaching and Learning Advisory Committee on changes in statutes and impacts on curriculum and teaching decisions.



Next Steps for WBWF

- Through strategic planning, identify data points to determine areas of success and areas of growth at our secondary schools.
- Continue to refine our curriculum review process to align assessment and curriculum resources to best practices and standards outlined by MDE.
- Deliver professional development around teaching strategies that meet the needs of all our students and improve the achievement discrepancies across demographics.
- Understand expectations of WBWF and the impact on the district budget.





Questions?

6.C. Finance Report

Presenter: Ra Chhoth,
Director of Finance
and Operations

6.C.1. Enrollment Report and Presentation



Fall Enrollment Updates 10.23.23

Presented by Ra Chhoth and Jessica Kunkel

Forecast 5/School Finances Data Assumptions in our Model

Fall Seat Count History

Minnesota Department of Education Enrollment Data

County Birth Rates

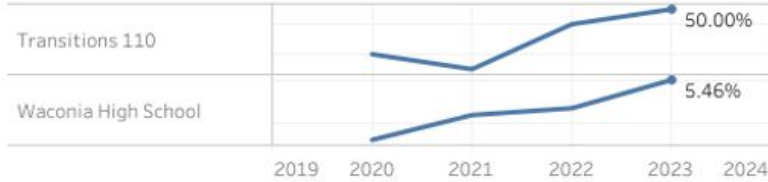
Birth Rates by Zip Codes

Weighted Averages

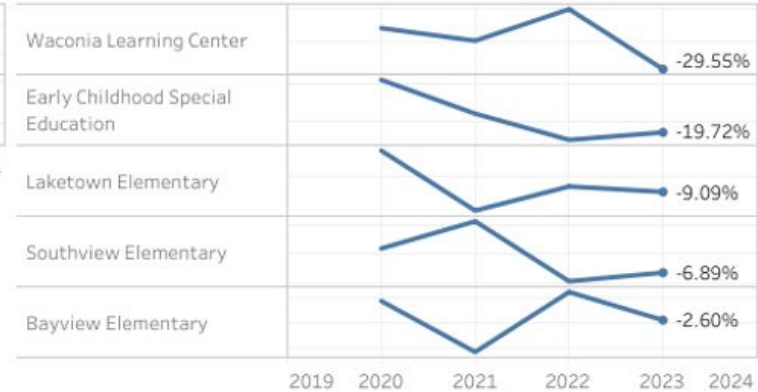


Where are the largest increase and steepest decline by site?

Largest increase in 3 years



Steepest decline in 3 years

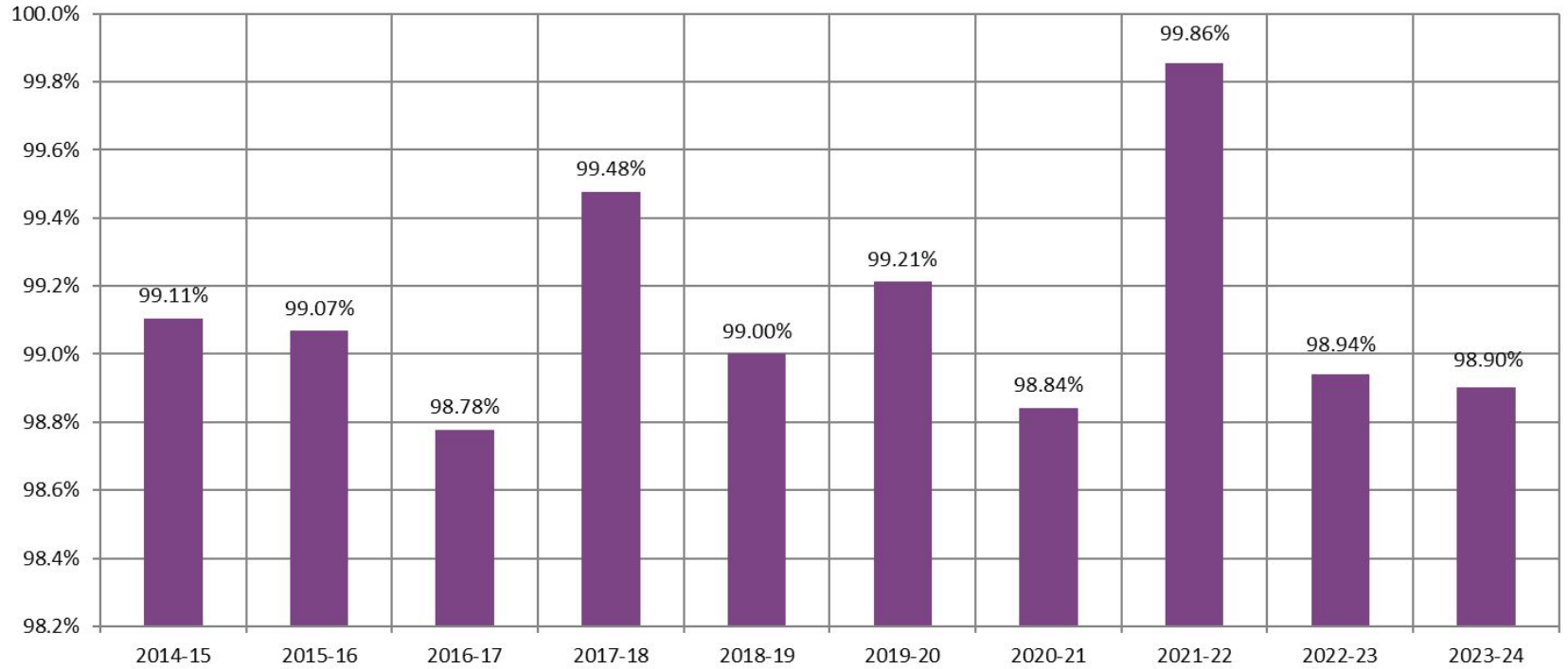


Past Estimated Average Daily Membership (ADM) Actuals and Forecast

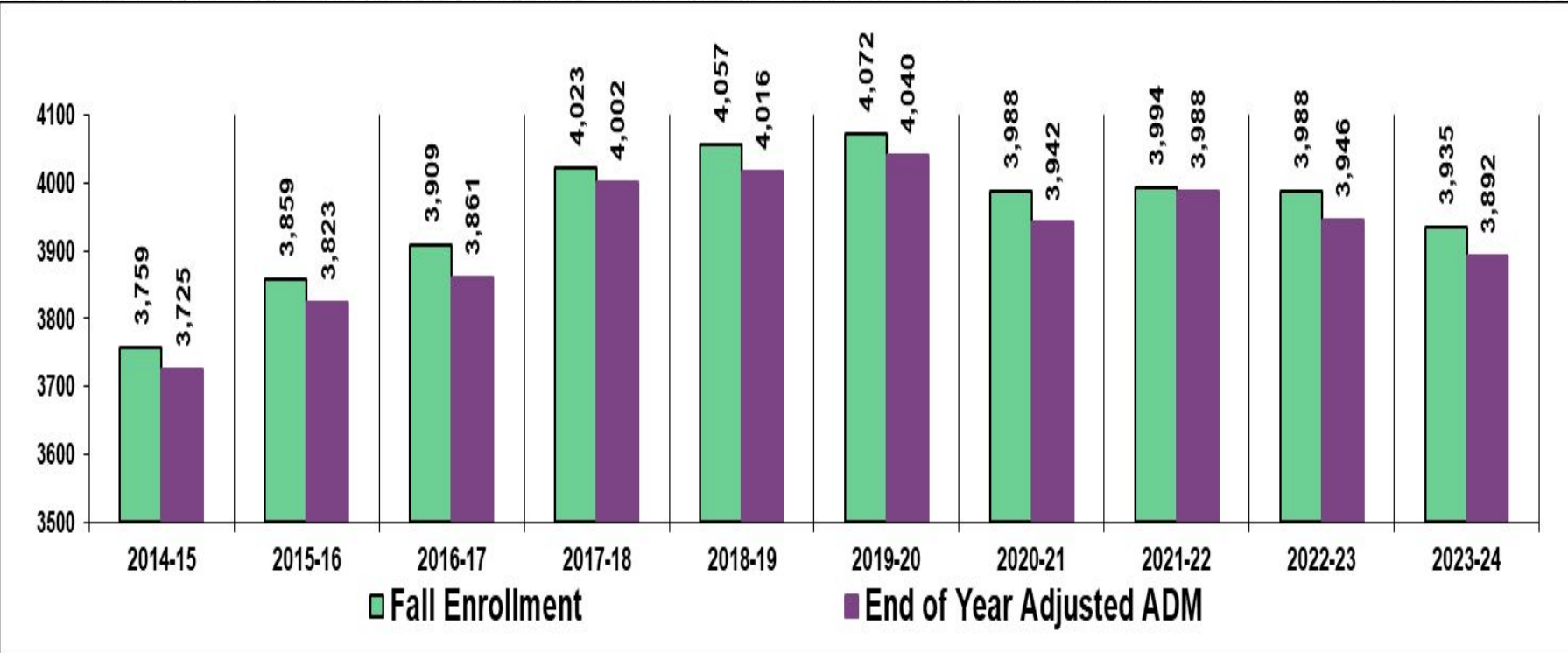
Fiscal Year	Revise Forecast	Actual	Variance
16-17	3968	3899	-69
17-18	3990	4039	49
18-19	4105	4051	-54
19-20	4145	4071	-74
20-21	4088	3972	-116
21-22	4050	4017	-33
22-23	4000	3979	-21



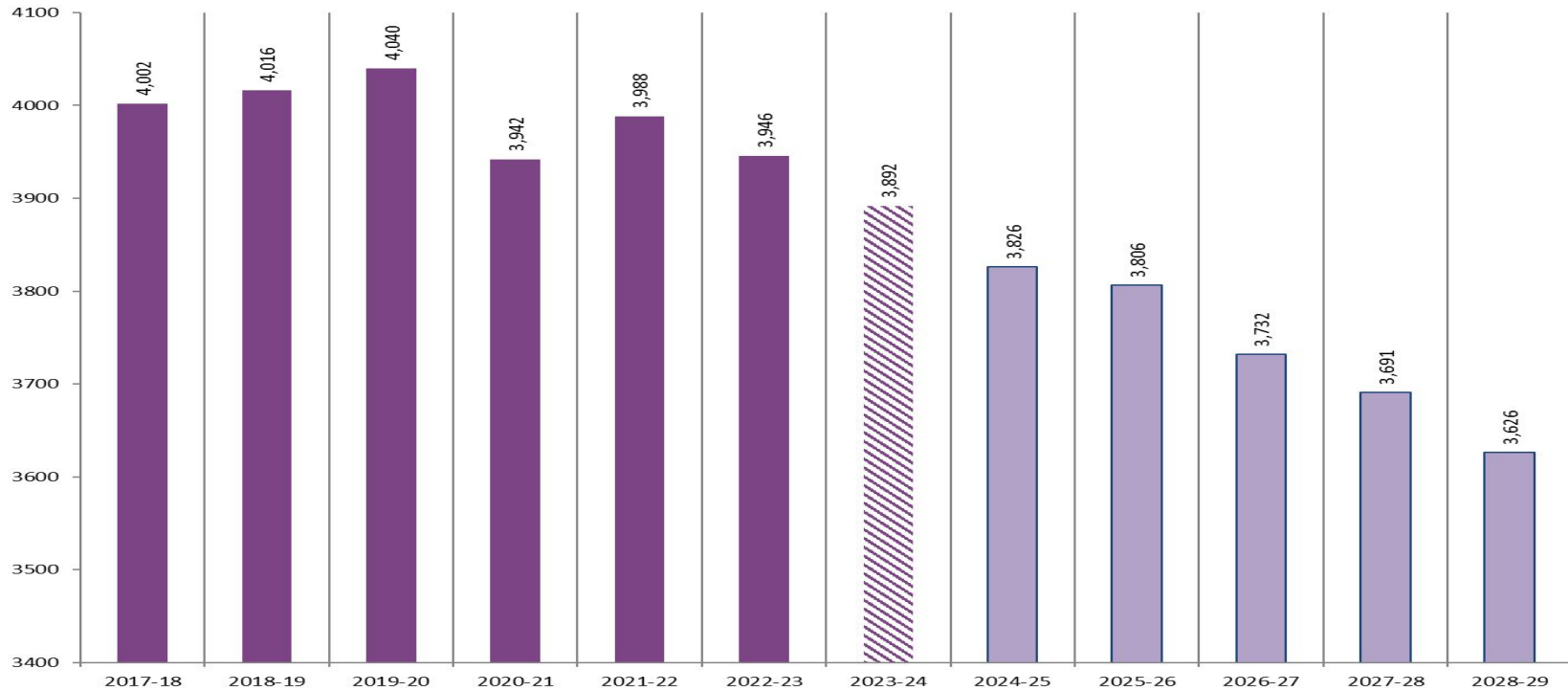
Percent of End-of-Year Adjusted ADM to Fall Enrollment



Oct 1 Fall Enrollment vs End of Year Adjusted ADM History Excluding ECSE. Statewide Edits for 23-24 are NOT Final.



K-12 ENROLLMENT HISTORY & PROJECTED TOTAL ENROLLMENT



Factors bearing on enrollment

- Birth Rates - Declining Birth Rates
 - Since Jessica and I both started, used to be 4 pages down to 2.5 pages by month
- Migration – both locally and statewide are difficult to estimate as competition from private schools and online schooling is increasing.
- Generational differences - Evidence suggests some millennials are delaying family planning. Long term it is difficult to determine impact to future enrollment growth.
- Housing Markets - More single family homes do not automatically yield more school age children.
- Rental Market - Some new rental units are not enticing average income families



22-23 Last Location of Attendance

- 4% transferred in to 110 from another district or charter school
- 12% are newly enrolled in school (KG, PS & ECSE)
- Just over 1% enrolled to 110 from a nonpublic school

MARSS LAST LOCATION CODES	TOTAL MALE	TOTAL FEMALE	STUDENT TOTAL
*** TOTAL	2,382	2200	4582
00 Public school/same district	1906	1802	3708
01 Nonpublic school	34	25	59
02 Another state	15	11	26
03 Another country	4	7	11
04 Another MN school district	103	94	197
05 Student has never been in school	308	264	572
24 Changed enrollment status	398	266	664



22-23 End codes

- Retained approximately 81%
- 7.5% graduated
- 1.3% moved elsewhere in Minnesota or to another state/country
- Just less than 1% transferred but did not move out of the district

MARSS STATUS END CODES	TOTAL	TOTAL	STUDENT
	MALE	FEMALE	TOTAL
** TOTAL	2387	2237	4624
00 Open Records			
03 Transfer to Nonpublic	30	33	63
04 Transfer to other MN Dist	17	11	28
05 Transfer out of state or country	14	21	35
06 Compulsory Age/Drop			
07 Written Election/Drop			
08 Graduated	183	164	347
11 Student Died	1		1
12 Excused - Mental/Physical			
13 Comitted to Correctional			
14 Fifteen Day Rule/Drop	1	6	7
16 Expelled - No Inst/Drop			
18 Student withdrew no transcript issued/Drop	1		1
20 Transferred - did not move	27	18	45
21 Early Childhood Withdrawal	3	1	4
23 Kindergarten Withdrawal	1		1
24 Transfer to Homebound			
25 EC Evaluation Ended	26	16	42
26 EC Withdrawal by Parent	4	3	7
27 EC Transition at Age 3		1	1
28 EC not eligible for Part B exiting Part C			
29 EC not eligible for Part B exiting Part C			
30 EC not eligible for Part B exiting Part C no refer			
34 No Reason Specified/Drop			
36 To Post Sec without Diploma			
40 End of Year	1948	1824	3772



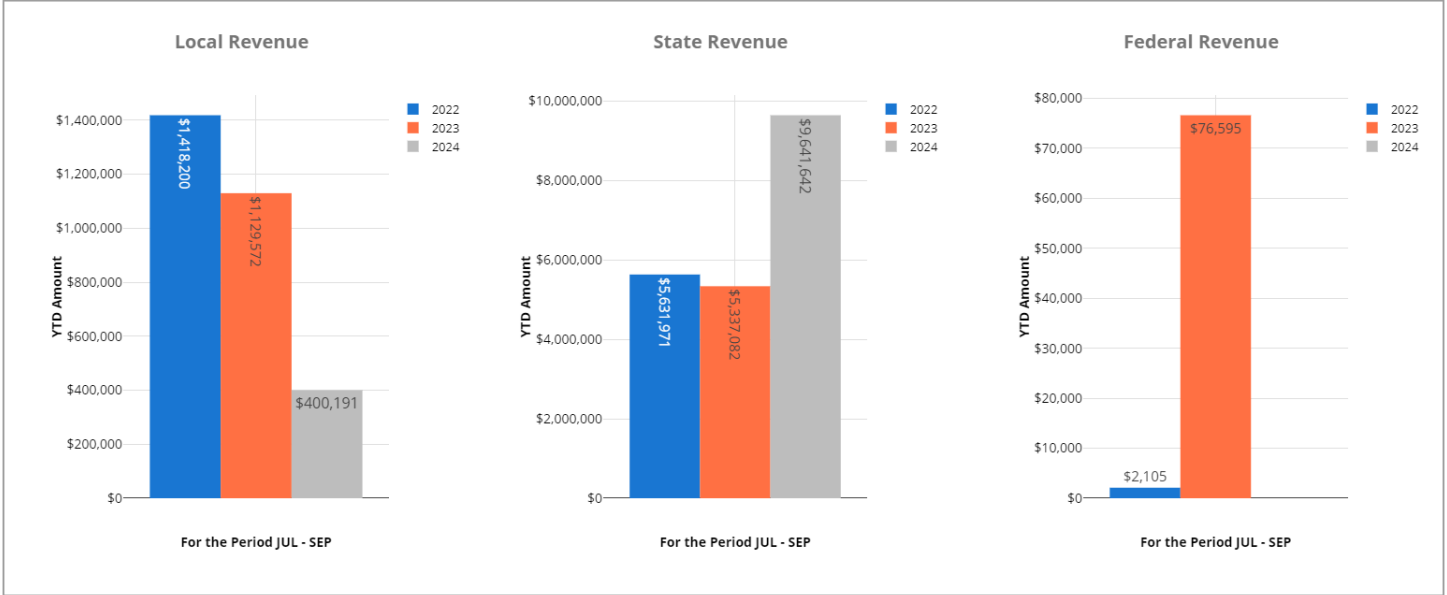


Questions?

6.C.2. New Report for YTD Revenue

WACONIA PUBLIC SCHOOL DISTRICT
Year to Date General Fund Revenue Overview
September 2023

Local Revenue \$400,191 3.43% of Budget	State Revenue \$9,641,642 22.02% of Budget	Federal Revenue \$0 0.00% of Budget
--	---	--



	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Local Revenue				
Property Tax Levy	\$1,204,890	\$226,285	\$9,969,365	2.27%
Admission and Student Activity Revenue	\$49,414	\$25,452	\$156,014	16.31%
Other Local Revenues	-\$124,732	\$148,454	\$1,557,100	9.53%
Total Local Revenue	\$1,129,572	\$400,191	\$11,682,479	3.43%
State Revenue				
General Education Aid	\$4,688,453	\$7,370,201	\$33,744,313	21.84%
State Aid for Special Education	\$563,492	\$2,119,560	\$9,231,923	22.96%
Other State Aid	\$85,137	\$151,880	\$818,782	18.55%
Total State Revenue	\$5,337,082	\$9,641,642	\$43,795,018	22.02%
Total Federal Revenue	\$76,595	\$0	\$378,471	0.00%
Total Revenue	\$6,543,249	\$10,041,833	\$55,855,968	17.98%
Other Revenue Sources	\$0	\$0	\$0	0.00%
Total Revenue & Other Revenue Sources	\$6,543,249	\$10,041,833	\$55,855,968	17.98%

Revenue Insight:

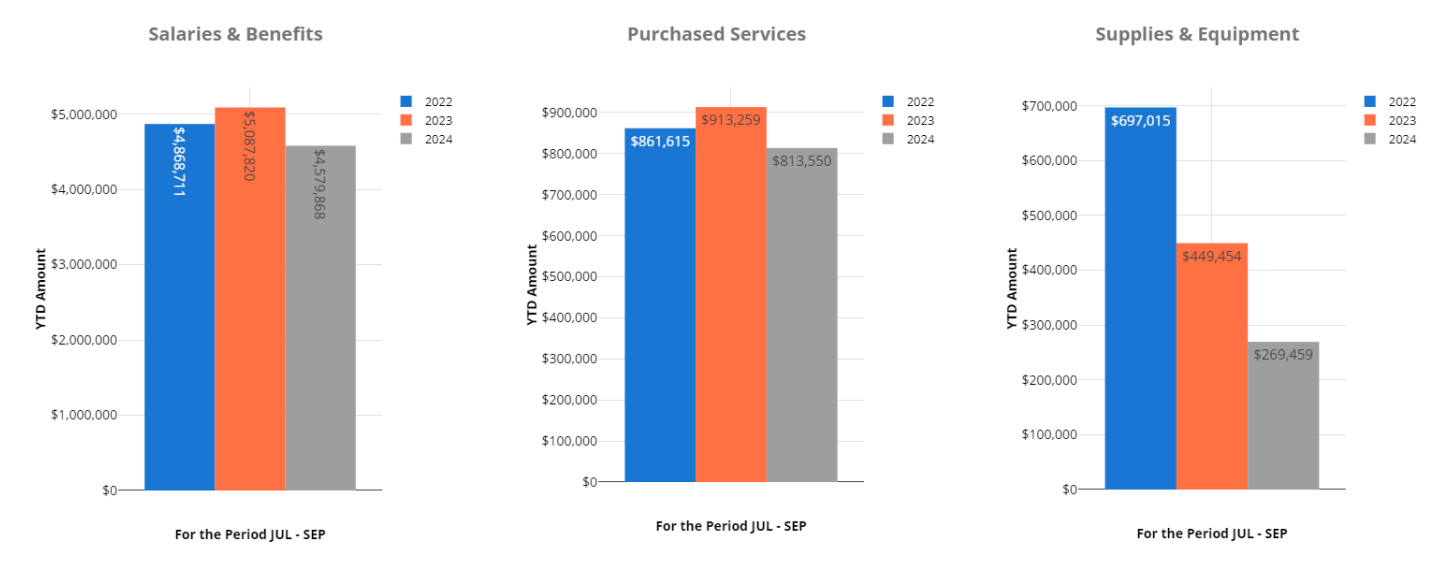
General Fund YTD revenues totaled \$10,041,833 through September 2023, which is \$3,498,584 or 34.8% more than the amount received last year for this period. The YTD difference is driven by an increase in 200-399 STATE REVENUES of \$4,304,560, a decrease in 001-099 LOCAL REVENUES of -\$729,381, and a decrease in 400-499 FEDERAL REVENUES RECEIVED FROM STATE of -\$76,595.



6.C.3. New Report for YTD Expenditures

WACONIA PUBLIC SCHOOL DISTRICT
Year to Date General Fund Expense Overview
September 2023

<p>Salaries & Benefits</p> <p style="font-size: 24px; font-weight: bold; text-align: center;">\$4,579,868</p> <p style="text-align: center;">11.20% of Budget</p>	<p>Purchased Services</p> <p style="font-size: 24px; font-weight: bold; text-align: center;">\$813,550</p> <p style="text-align: center;">11.16% of Budget</p>	<p>Supplies & Equipment</p> <p style="font-size: 24px; font-weight: bold; text-align: center;">\$643,212</p> <p style="text-align: center;">21.68% of Budget</p>
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	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Salaries & Benefits				
Salaries and Wages	\$3,596,153	\$3,296,066	\$28,955,774	11.38%
Employee Benefits	\$1,491,667	\$1,283,803	\$11,932,890	10.76%
TOTAL SALARIES AND BENEFITS	\$5,087,820	\$4,579,869	\$40,888,664	11.2%
All Other Expenses				
Purchased Service	\$913,259	\$813,550	\$7,290,190	11.16%
Supplies and Materials	\$449,454	\$269,459	\$1,759,041	15.32%
Capital Expenditures	\$372,983	\$373,753	\$1,207,555	30.95%
Debt Service	\$83,267	\$83,267	\$122,287	68.09%
Other Expenditures	\$51,916	\$76,717	\$297,904	25.75%
Other Financing Uses	\$0	\$0	\$63,000	0.00%
TOTAL ALL OTHER	\$1,870,879	\$1,616,746	\$10,739,977	15.05%
TOTAL EXPENSES	\$6,958,699	\$6,196,615	\$51,628,641	12%

Expense Insights:

General Fund YTD expenses totaled \$6,196,615 through September 2023, which is -\$762,084 or -12.3% less than the amount spent last year for this period. The YTD difference is driven by a decrease in 100 SALARIES AND WAGES of -\$300,088, a decrease in 200 EMPLOYEE BENEFITS of -\$207,864, and a decrease in 400 SUPPLIES AND MATERIALS of -\$179,995.



6.C.4. Summary for September 2023 Revenue and Expenditures

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

WACONIA | September 30, 2023

REVENUE CATEGORIES						September	September	September	Current YTD vs. PYTD	September 30, 2022	September 30, 2021	
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received				% of Actuals Received
STATE	40,345,099	37,260,990	43,795,018	46,961,434	9,641,642	34,153,376	22.02%	14.32%	13.96%	4,304,560	5,337,082	5,631,971
FEDERAL	1,700,285	1,435,007	378,471	376,645	0	378,471	0.00%	5.34%	0.12%	(76,595)	76,595	2,105
PROPERTY TAXES	8,137,678	10,934,858	10,135,132	9,801,343	331,673	9,803,459	3.27%	12.01%	14.50%	(981,554)	1,313,226	1,179,587
LOCAL SALES, INS RECOVERY & JUDGEMENTS	324,630	19,760	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	1,343,135	1,364,691	1,547,347	1,350,678	68,518	1,478,829	4.43%	-13.46%	17.77%	252,173	(183,654)	238,613
TOTALS	51,850,827	51,015,306	55,855,968	58,490,100	10,041,833	45,814,135	17.98%	12.83%	13.60%	3,498,584	6,543,249	7,052,276

EXPENDITURES (OBJECT SERIES)						September	September	September	Current YTD vs. PYTD	September 30, 2022	September 30, 2021	
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended				% of Actuals Expended
SALARIES & WAGES	29,139,361	30,121,489	28,955,774	28,827,735	3,296,066	25,659,708	11.38%	11.94%	11.63%	(300,088)	3,596,153	3,388,960
EMPLOYEE BENEFITS	11,125,828	11,405,543	11,932,890	11,598,810	1,283,803	10,649,087	10.76%	13.08%	13.30%	(207,864)	1,491,667	1,479,751
PURCHASED SERVICES	7,238,541	6,812,536	7,290,190	7,234,880	813,550	6,476,640	11.16%	13.41%	11.90%	(99,709)	913,259	861,615
SUPPLIES	2,370,587	2,104,413	1,759,041	1,543,476	269,459	1,489,582	15.32%	21.36%	29.40%	(179,995)	449,454	697,015
EQUIPMENT	1,213,965	1,070,691	1,207,555	1,128,785	373,753	833,802	30.95%	34.84%	35.95%	770	372,983	436,481
DEBT SERVICE	120,056	130,312	122,287	108,632	83,267	39,020	68.09%	63.90%	87.73%	0	83,267	105,326
OTHER EXPENDITURES	150,965	167,385	297,904	335,703	76,717	221,187	25.75%	31.02%	27.10%	24,802	51,916	40,906
OTHER FINANCING USES	62,920	66,780	63,000	63,000	0	63,000	0.00%	0.00%	0.00%	0	0	0
TOTALS	51,422,224	51,879,149	51,628,641	50,841,021	6,196,615	45,432,026	12.00%	13.41%	13.63%	(762,084)	6,958,699	7,010,053

EXPENDITURES (PROGRAM SERIES)						September	September	September	Current YTD vs. PYTD	September 30, 2022	September 30, 2021	
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended				% of Actuals Expended
SITE ADMINISTRATION	1,026,709	1,053,266	1,283,277	1,292,360	264,912	1,018,365	20.64%	25.21%	24.91%	(592)	265,504	255,736
DISTRICT ADMINISTRATION	483,475	441,495	587,160	590,607	128,951	458,209	21.96%	27.71%	22.71%	6,615	122,336	109,813
SUPPORT SERVICES	1,927,332	1,918,701	2,108,137	2,096,014	454,459	1,653,678	21.56%	25.52%	24.66%	(35,140)	489,599	475,254
REGULAR INSTRUCTION	21,143,546	21,773,044	20,269,706	20,043,627	1,970,356	18,299,350	9.72%	9.58%	9.78%	(114,562)	2,084,919	2,068,105
EXTRA-CURRICULAR ACTIVITES	2,084,696	1,956,251	1,805,359	1,299,330	(236,530)	2,041,889	-13.10%	-7.83%	-1.53%	(83,261)	(153,269)	(31,830)
VOCATIONAL INSTRUCTION	457,850	487,456	490,366	476,418	41,700	448,667	8.50%	8.82%	7.60%	(1,303)	43,003	34,809
SPECIAL EDUCATION	10,227,982	10,686,590	11,316,789	11,301,195	1,136,326	10,180,463	10.04%	10.78%	10.13%	(15,624)	1,151,950	1,035,868
COMMUNITY SERVICES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	3,806,134	3,472,102	3,265,186	3,248,793	704,549	2,560,637	21.58%	25.97%	28.84%	(197,238)	901,787	1,097,847
PUPIL SUPPORT SERVICES	4,310,384	4,419,696	4,520,994	4,506,603	231,652	4,289,342	5.12%	10.19%	9.16%	(218,641)	450,294	394,683
FACILITIES	5,588,880	5,287,970	5,367,817	5,404,582	1,083,074	4,284,743	20.18%	23.57%	21.38%	(163,113)	1,246,188	1,194,866
OTHER FINANCING USES	365,236	382,579	613,850	581,493	417,166	196,684	67.96%	93.15%	102.65%	60,775	356,390	374,902
TOTALS	51,422,224	51,879,149	51,628,641	50,841,021	6,196,615	45,432,026	12.00%	13.41%	13.63%	(762,084)	6,958,699	7,010,053

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

WACONIA | September 30, 2023

ACTIVITY - OTHER FUNDS						September	September	September				
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	September 30, 2022	September 30, 2021
REVENUE												
FOOD SERVICE	4,529,928	2,466,765	4,719,300	4,440,050	5,386	4,713,914	0.11%	0.22%	11.04%	28	5,359	499,898
COMMUNITY EDUCATION	3,446,410	3,543,981	3,730,859	3,986,432	1,357,606	2,373,253	36.39%	33.87%	29.14%	157,405	1,200,201	1,004,285
CONSTRUCTION	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
DEBT SERVICE	9,634,971	8,576,173	9,352,090	9,792,835	867,765	8,484,325	9.28%	-0.80%	-0.64%	936,364	(68,599)	(61,691)
TRUST	5,547	7,944	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
CUSTODIAL	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INTERNAL SERVICE	414,642	457,960	446,500	414,910	104,960	341,540	23.51%	22.53%	22.48%	1,763	103,197	93,199
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OPEB IRREVOCABLE TRUST	(52,577)	82,217	186,000	226,336	62	185,938	0.03%	-10.26%	3.15%	8,495	(8,434)	(1,656)
OPEB DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	28	(28)	0
TOTALS	17,978,922	15,135,041	18,434,749	18,860,562	2,335,780	16,098,969	12.67%	8.14%	8.53%	1,104,084	1,231,696	1,534,035
EXPENDITURES						September	September	September				
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	September 30, 2022	September 30, 2021
EXPENDITURES												
FOOD SERVICE	2,769,635	3,268,082	3,399,862	3,381,260	402,151	2,997,711	11.83%	10.58%	17.20%	56,412	345,739	476,466
COMMUNITY EDUCATION	3,048,544	3,067,784	3,383,052	3,495,906	865,123	2,517,929	25.57%	22.86%	23.40%	163,751	701,372	713,366
CONSTRUCTION	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
DEBT SERVICE	9,363,331	9,411,981	9,327,369	9,162,570	1,652,391	7,674,978	17.72%	18.76%	20.07%	(113,338)	1,765,728	1,879,228
TRUST	7,950	12,444	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
CUSTODIAL	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INTERNAL SERVICE	449,231	567,713	461,000	300,211	(19,613)	480,613	-4.25%	24.84%	27.22%	(160,653)	141,040	122,282
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OPEB IRREVOCABLE TRUST	232,432	278,268	368,000	368,117	439	367,561	0.12%	0.14%	0.03%	41	397	62
OPEB DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	15,871,123	16,606,272	16,939,283	16,708,064	2,900,490	14,038,793	17.12%	17.79%	20.11%	(53,787)	2,954,277	3,191,405
SUMMARY - General Fund						September	September	September				
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	September 30, 2022	September 30, 2021
SUMMARY												
REVENUE	51,850,827	51,015,306	55,855,968	58,490,100	10,041,833	45,814,135	17.98%	12.83%	13.60%	3,498,584	6,543,249	7,052,276
EXPENDITURES	51,422,224	51,879,149	51,628,641	50,841,021	6,196,615	45,432,026	12.00%	13.41%	13.63%	(762,084)	6,958,699	7,010,053
SPENDING VARIANCE	428,604	(863,843)	4,227,327	7,649,079	3,845,218	382,109	N/A	N/A	N/A	4,260,668	(415,450)	42,223
SUMMARY - ALL FUNDS						September	September	September				
	June 30, 2022	June 30, 2023	Adopted Budget	Projected End Of Year	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	September 30, 2022	September 30, 2021
SUMMARY												
REVENUE	69,829,749	66,150,347	74,290,717	77,350,661	12,377,613	61,913,104	16.66%	11.75%	12.30%	4,602,668	7,774,945	8,586,311
EXPENDITURES	67,293,347	68,485,420	68,567,924	67,549,085	9,097,105	59,470,819	13.27%	14.47%	15.16%	(815,871)	9,912,976	10,201,458
SPENDING VARIANCE	2,536,402	(2,335,074)	5,722,793	9,801,576	3,280,508	N/A	N/A	N/A	N/A	5,418,539	(2,138,031)	(1,615,147)

6.C.5. Site Logic Timeline

2025 Construction Timeline- Potential Target -Backward Mapping

Summer 2025- Ideal time for Construction Starts
-Labor, supplies, area of focus for construction

Early Fall 2024 - Bids to be completed for contractors

Summer 2024 – Pre bid conversations
-Conversation should focus on scope/parameters for start of construction
-Design Stage Complete

May/June 2024 – Equipment Pre Purchase

Some electrical and HVAC equipment is delayed by 50-60 weeks

Mechanical Design Starts -Jan 2024 – Design timeline 8 months

District works with PMA to sell bonds – Jan 2024

Dec 2023/Jan 2024 Amend Long Term Facility Maintenance Plan and submit to State- SitelogIQ, PMA, Waconia

Dec 2023/Jan 2024 Create Indoor Air Quality Project Narrative – SitelogIQ, PMA

Board agrees 2025 scope of work according to plan engagement with SitelogIQ is amended/approve -
Dec 2023



6.C.6. Enrollment Tracking

WACONIA PUBLIC SCHOOLS ENROLLMENT ANALYSIS Fiscal Year 23-24

MONTHS REPORTED: 2

REGULAR ED

BEG OF MONTH	REG K	HD-K	EC	PRE-K	HK	TOTAL K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	TOTALS
SEP	266		29		-	266	241	283	283	287	260	319	316	332	325	350	326	363	3,980
OCT	269		78		-	269	242	282	282	286	259	317	314	332	323	346	328	364	4,022
NOV					-	-													-
DEC					-	-													-
JAN					-	-													-
FEB					-	-													-
MAR					-	-													-
APR					-	-													-
MAY					-	-													-
JUNE					-	-													-
TOTALS	535	-	107	-	-	535	483	565	565	573	519	636	630	664	648	696	654	727	8,002
AVERAGE	267.5	-	53.5	-	-	267.5	241.5	282.5	282.5	286.5	259.5	318.0	315.0	332.0	324.0	348.0	327.0	363.5	4,001.0
EXTENDED TIME	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TUITION - OUT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALC																			
MONTH	REG K	HD-K	EC	PRE-K	HK	TOTAL K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr. 11	Gr. 12	TOTALS
SEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.00	7.00	22.00	33.00
OCT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.00	6.00	19.00	28.00
NOV	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
JAN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FEB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MAR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
APR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
JUN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7.00	13.00	41.00	61.00
AVERAGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.3	6.5	20.5	8.7
SEAT COUNT TO ADM ADJ. FACTOR	100%	100%	35%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	96%
ALC ADJUSTED ADM'S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.3	6.5	20.5	29.3
AVG TOTALS	267.5	-	18.7	-	-	267.5	241.5	282.5	282.5	286.5	259.5	318.0	315.0	332.0	324.0	350.3	333.5	384.0	3,995.6

EL	-	CURRENT YEAR ESTIMATE
	-	PRIOR YEAR

7. **ACTION ITEMS**

7.A. Resolution of ISD 110 School Board Supporting
FORM A Application to MSHSL Foundation (Roll Call
Vote)

Presenter: Bucky
Mieras, Activities
Director

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Waconia Public Schools recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Waconia Public Schools supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

10/23/2023

Date

Board Chair

10/23/2023

Date

Board Clerk

7.B. Resolution of ISD 110 School Board Supporting
FORM B Application to MSHSL Foundation (Roll Call
Vote)

Presenter: Bucky
Mieras, Activities
Director

FORM B

RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Waconia Public Schools recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Waconia Public Schools supports the school's application to the Minnesota State High School League Foundation for a **FORM B** grant.

10/23/2023

Date

Board Chair

10/23/2023

Date

Board Clerk

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.

7.C. Second Read Board Policies

7.C.1. 416 Drug and Alcohol Testing

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

416 DRUG AND ALCOHOL TESTING

*[Note: Drug and ~~Alcohol~~ ~~Testing~~ of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional ~~but~~ **and** can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]*

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in ~~Minn. Stat. §§~~ **Minnesota Statutes, sections** 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in ~~Minn. Stat. §§~~ **Minnesota Statutes, sections** 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, ~~regardless of whether~~ **or not** it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or

equipment, and at any school-sponsored program or event. Use of drugs ~~which~~ **that** are not medically prescribed, including medical cannabis, ~~regardless of whether~~ **or not** it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs ~~which~~ **that** are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline ~~which~~ **that** includes, but is not limited to, immediate suspension without pay and immediate discharge.

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

A. General Statement of Policy

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

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. “Commercial Motor Vehicle” (CMV) includes a vehicle ~~which~~ **that** is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means **an employee authorized by the school district** ~~a designated school district representative authorized~~ to take immediate action to remove employees from safety-sensitive duties, **or cause employees to be removed from these covered duties, and** to make required decisions in the testing and evaluation process.; ~~and to~~ **The DER** receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. **“Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.**
8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. **“Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.**
11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made

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

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

C. Policy and Educational Materials

[Note: The federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of

bus drivers. 49 Code of Federal Regulations section C.F.R. § 382.601. Almost all Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of this Section C.]

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

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she ~~has~~ received a copy of these materials. 49 Code of Federal Regulations section C.F.R. § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations section C.F.R. § 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[Note: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations sections ~~C.F.R.~~ § 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until **the driver** ~~he or she~~ undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed ~~physician~~ **medical practitioner** who **is familiar with the driver's medical history and** has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for

controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district ~~which~~ **that** prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 Code of Federal Regulations section C.F.R. § 382.505.]

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

G. Prescription Drugs/Cannabinoid Products

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

H. Testing Requirements

[Note: School district must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

[Note: 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.301 details the requirements for pre-employment testing.]

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. ~~In order to~~ **To** be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

[Note: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.413 and 49 Code of Federal Regulations section ~~C.F.R.~~ § 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. **Before employing a driver subject to controlled substances and**

alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver’s License (CDL) Drug and Alcohol Clearinghouse (“Clearinghouse”) to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following and accident in violation of federal law. The applicant just give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of query.

2. Post-Accident Testing

[Note: 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.303 governs post-accident testing of drivers.]

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

- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

[Note: 49 Code of Federal Regulations section C.F.R. § 382.305 governs random testing of drivers.]

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

[Note: The Federal Highway Administration (FHWA) lowered set the random alcohol selection and testing rate from at 1025% of the average number of driver positions to 10% in 1998 and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

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

4. Reasonable Suspicion Testing

[Note: 49 Code of Federal Regulations section C.F.R. § 382.307 governs reasonable suspicion testing of drivers.]

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty, **or just after the period of the work day**. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[Note: 49 Code of Federal Regulations sections C.F.R. § 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. **The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.**

[Note: 49 Code of Federal Regulations sections C.F.R. § 382.311, 40.307,

and 40.309 govern follow-up testing.]

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences

[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations sections C.F.R. § 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations section C.F.R. § 382.501-382.507 and in 49 United States Code section U.S.C. § 521(b).]

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 *United States Code section U.S.C. § 521(b)*. In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must

be used to document every urine collection required by the DOT drug testing program. 49 Code of Federal Regulations section C.F.R. § 40.45.]

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

shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

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

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 Code of Federal Regulations section C.F.R. § 40.225]

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

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

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

*[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See **Minnesota Statutes Minn. Stat. § 221.031, Subd. Subdivision 10**. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]*

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

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

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in **Minnesota Statute Chapter Minn. Stat. Ch. 13**. Any information concerning the individual’s test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 Code of Federal Regulations sections ~~C.F.R. § 382.401 et seq. and 40.331~~. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver’s license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
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Collection records Alcohol and controlled substance collection procedures	2 years
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Negative and cancelled drug controlled substance tests	1 year
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Alcohol tests with less than 0.02 concentration	1 year
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Education and training records	indefinite
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“Education and training records” must be maintained while the individuals perform the functions which require training and for the

two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer’s report of completion of follow-up testing.

N. Training

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

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations section C.F.R. § 40.289.]

- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or

are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

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

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes, sections Minn. Stat. §§ 181.950-181.957. See Minnesota Statutes, Minn. Stat. §§ 221.031, Subd. subdivision 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. **Report to Clearinghouse**

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

R. **Annual Clearinghouse Query**

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-

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

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and the confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

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

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

a. The school district will not request or require an employee or job

applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory ~~which participates in one of the programs that~~ **meets one of the criteria** listed in **Minnesota Statutes, section Minn. Stat. § 181.953, Subd. subdivision 1.**

- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

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

3. Random Testing

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

4. Reasonable Suspicion Testing

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

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in **Minnesota Statutes, section Minn. Stat. § 176.011, Subd. subdivision 16**, or has caused another employee to sustain a personal injury; or

- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

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

6. Routine Physical Examination Testing

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

B. No Legal Duty to Test

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

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.
2. "Drug and aAlcohol testing," "dDrug or aAlcohol tTesting," and "dDrug or aAlcohol tTest" mean analysis of a body component sample ~~according to the standards established under one of the programs listed in Minnesota Statutes, section~~ Minn. Stat. § 181.953, Subd. ~~subdivision~~ 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license,

and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

4. "Job ~~a~~Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).
5. "Positive ~~t~~Test ~~r~~Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in **Minnesota Statutes, section Minn. Stat. § 181.953, Subd. subdivision 1.**
6. "Random ~~s~~Selection ~~b~~Basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable ~~s~~Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-~~s~~Sensitive ~~p~~Position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

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

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section

IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

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

2. Notice of Test Results

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

3. Notice of and Right to Test Result Report

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

4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a

confirmatory test, the school district shall provide ~~him or her~~ **the individual** with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

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

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide ~~him or her~~ **the individual** with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under **Minnesota Statutes, section** ~~Minn. Stat. §~~ 181.953, **Subd. subdivision** 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The

confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

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

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

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

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

rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in ~~his or her~~ **the individual's** personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

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

H. Chain-of-Custody Procedures

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

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

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

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

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

V. POSTING

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

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

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

Policy adopted: June 8, 1998

Revised: February 11, 2002, May 2008, June 2011

Reviewed: Oct. 2016, December 9, 2019

Independent School District No. 110
Waconia, MN 55387

7.C.2. 424 License Status

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

424 LICENSE STATUS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References:

Policy Adopted: May 2008
Revised: Nov 2016 / December 2019 / March 2023
Independent School District
Waconia, MN

7.C.3. 513 Student Promotion, Retention, and
Program Design

Presenter: Erika
Nevig, Director of
Educational Services

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

23. The school district will **must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs **and services consistent with Minnesota Statutes, section 120B.11**. The guidelines should include the use of:
- a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
34. The school district will **must** adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
- a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
45. The school district will **must** adopt procedures **consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2)**. ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program) Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: 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 617 (School District Ensurance of

Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student
Achievement) MSBA/MASA Model Policy 620 (Credit for Learning)

Policy Adopted: June 11, 2002

Reviewed Dec. 19, 2005, revised January 14, 2010, reviewed June 2018, revised February
2020, reviewed July 2023

Independent School District 110
Waconia, MN

7.C.4. 601 School District Curriculum and
Instruction Goals

Presenter: Erika
Nesvig, Director of
Educational
Serviceson

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “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.
- D. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. “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.
- F. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

- 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.
- H. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements **including applied and experiential learning**.
- I. “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. §~~ **Minnesota Statutes, section 120B.30, Subd. subdivision 1**.
- J. “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.

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

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall **must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in **Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2)**. ~~state and federal law;~~

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs **and services** and accelerate their instruction, adopt **early-admission** procedures **consistent with Minnesota Statutes, section 120B.15** ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

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

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minn. Stat. §~~ **Minnesota Statutes 123B.147, Subd. subdivision 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. §~~ **Minnesota Statutes, section 120B.35, Subd. subdivision 3(b)(2)**, and teacher evaluations under **Minnesota Statutes, section** ~~Minn. Stat. §~~ **122A.40, Subd. subdivision 8**, or **122A.41, Subd. subdivision 5**;

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

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

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

5. a process to examine the equitable distribution of teachers and strategies to ensure **children in low-income and minority children families, children in families of People of Color, and children in American Indian families** are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that

- a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. ~~provide~~ a collaborative professional culture that ~~develops and supports~~ seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school district plan; and
 - 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

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

- 1. ~~All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~
 - ~~*[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]*~~
 - a. ~~reading, writing, speaking, listening, and viewing in the English language;~~
 - b. ~~mathematical and scientific concepts;~~
 - c. ~~locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~
 - d. ~~creative and critical thinking, decision making, and study skills;~~
 - e. ~~work readiness skills;~~

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

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

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

- C. The school district has goals that every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs.~~

- ~~1. — The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. — Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

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

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

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

- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - ~~(a) a summary of the district's efforts to screen for dyslexia;~~
 - ~~(b) the number of students screened for that reporting year; and~~
 - ~~(c) the number of students demonstrating characteristics of dyslexia for that year.~~~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
 - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
 - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~~~

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

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

from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

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

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

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

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

Policy Adopted:
Revised: May 2012, Jan. 2016, July 2021
Independent School District No. 110
Waconia MN

7.C.5. 603 Curriculum Development

Presenter: Erika
Nesvig, Director of
Educational Services

603 CURRICULUM DEVELOPMENT

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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.

IV. ~~District Advisory Committee~~ DISTRICT ADVISORY COMMITTEE

- A. The school board shall **must** approve the guidelines for member representation of an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The ~~D~~istrict ~~A~~advisory ~~C~~committee, to the extent possible, shall **must** reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall **must** comprise at least two-thirds of ~~advisory~~ committee members.
- C. The ~~D~~istrict ~~A~~advisory ~~C~~committee shall **must** pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section [124D.59, subdivisions 2](#) and 2a.
- D. The ~~school~~ district may establish site teams as subcommittees of the ~~D~~istrict ~~A~~advisory ~~C~~committee.
- E. The ~~D~~istrict ~~A~~advisory ~~C~~committee shall **must** recommend to the school board
 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes sections 120B.11, subdivision 1a, section [120B.022](#), subdivisions 1a and 1b, and section [120B.35](#);
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~

4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
6. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. School Site Team-SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the Superintendent [or designee] and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. Curriculum Development Process-CURRICULLUM DEVELOPMENT PROCESS

A. ~~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.~~

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

CA. Students who do not meet or exceed Minnesota academic standards, as measured by 603-2

Commented [1]: Reach out to Terry to get clarification on this language.

Commented [2R1]: this is required to have equal number of admin and teachers as it is statutory requirement

Commented [KJ3R1]:

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 Minnesota Statutes section 120A.20, Subd. **subdivision** 1(c). A student's plan under this section shall continue while the student is enrolled.

- DB.** The superintendent [or designee] 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.
- EC.** The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: **Minn. Stat. § 120A.20 (Admission to Public School)**
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process **for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce**)
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; **Personal Learning Plans**)
Minn. Stat. § 124D.59 (Definitions)
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 Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
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 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy Adopted: January 2004 / July 2006
Revised: May 2012/Jan. 2016/Jan. 2023

Independent School District No. 110
Waconia, MN

7.C.6. 604 Instructional Curriculum

Presenter: Erika
Nesvig, Director of
Educational Services

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~L~~anguage arts and basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~athematics and science;
3. ~~S~~ocial studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: the school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with ~~Minn. Stat. §~~Minnesota Statutes section 120B.022, subdivision Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. Instruction shall be provided in a nondiscriminatory manner, which includes a nonsexist and multicultural approach. In the presentation of subject matter (including controversial issues) teachers shall provide access to a variety of viewpoints, theories, ways of knowing, and methods of inquiry. Teachers shall foster sensitive communication by and among all students, and understand the influence of personal bias on student learning.

C. ~~P~~ublic ~~E~~lementary and middle schools shall **must** offer at least three, and require at least

two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent [or designee] shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state-protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IV. CPR AND AED INSTRUCTION

The school district will provide one-time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

V. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their

educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners

in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

VI. CIVICS TEST

- A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
- B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
- C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- E. The school districts may administer civics test questions as part of the social studies curriculum.
- F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
- G. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.20 (Parental Curriculum Review)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Policy Adopted: January 2004
revised July 2006, Jan. 2016, reviewed July 2020, revised Dec 2020, revised Dec 2022
Independent School District No. 110 Waconia, MN

7.C.7. 620 Credit for Learning

Presenter: Erika
Nesvig, Director of
Educational Services

620 CREDIT FOR LEARNING

I. PURPOSE

~~The purpose of this policy is to~~ This policy recognizes student achievement ~~which that~~ occurs in Post-Secondary Enrollment Options ~~postsecondary enrollment option~~ and other advanced enrichment programs. ~~The purpose of t~~This policy also ~~is to~~ recognizes student achievement ~~which that~~ occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of t~~This policy also ~~is to~~ addresses ~~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.~~

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Sections statute 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. “Concurrent enrollment” means ~~nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~

~~“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. “Course” means a course or program.

~~“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.~~

~~D~~E. “Eligible institution” means a Minnesota public ~~post-secondary~~ ~~postsecondary~~

institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

EF. “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.~~

FI. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

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

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

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.

- 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.

- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. ~~POST-SECONDARY~~ **POSTSECONDARY** ENROLLMENT CREDIT

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

institution.

- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and the materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

~~VI. 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 IV.A. above.~~

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated

or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

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

VIII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

Advanced Placement (AP) and concurrent enrollment courses, as courses offered at Waconia High School that have the opportunity to be awarded college credit, have a high level of rigor and will be weighed at a value of 1.2 multiplier. Grades below a C are not weighted.

Types of weighted courses include:

1. Advanced Placement (AP) courses.
2. Concurrent enrollment courses (earn college credit while taking them in the high school environment), including CIS (University of MN), College Now (Southwest State University) along with other college courses offered on campus.

Grade	Non-Weighted Grade Value	*Weighted Grade Value
A	4.0	4.8
A-	3.67	4.40

B+	3.33	3.97
B	3.0	3.6
B-	2.67	3.20
C+	2.33	2.80
C	2.0	2.4
C-	1.67	1.67
D+	1.33	1.33
D	1.0	1.0
D-	.67	.67

*Grade weights will be applied to applicable courses starting in the 2024-25 school year and forward. Courses taken prior to fall of 2024 are not eligible for weighted grades.

- B. The school district will update its registration guide prior to registration each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student’s parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student’s parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal’s decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student’s parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular ~~post-secondary~~ **postsecondary** 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.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)

Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 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.094 (Online Instruction)
~~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 3501.0820 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 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)

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 **Instruction** Learning Options)

Policy adopted: Dec 2020, revised July 2023
 Independent School District No. 110
 Waconia, MN

7.C.8. 621 Literacy and the READ Act (New)

Presenter: Erika
Nesvig, Director of
Educational Services

621 LITERACY AND THE READ ACT

[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as

adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

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

vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified

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

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

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;
 - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 - 5. identification of staff development needs, including a plan to meet those needs;
 - 6. the curricula used by school site and grade level;
 - 7. a statement of whether the school district has adopted a MTSS framework;
 - 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;

- b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 - 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

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

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness,

phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and

costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

7.C.9. 624 Online Instruction (New)

Presenter: Erika
Nesvig, Director of
Educational Services

New Policy June 2023 (completely replaces our current 624 Online Learning Options)

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2023

Revised: _____

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part-time in a supervised physical setting and part-time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means 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 is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online

course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES:

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in

Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional
Licensing)

CROSS REFERENCES:

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 506 Student Discipline

506 STUDENT DISCIPLINE

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

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy. Each school has handbook to explain disciplinary procedures.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes,

section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~or~~ to prevent **imminent** bodily harm or death to **the student or** another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~or~~ to prevent **imminent** bodily harm or death to **the student or** another.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~or~~to prevent **imminent** bodily harm or death to **the student or** another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any

student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or

medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. ~~Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy; Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the

school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive

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

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

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

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

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

C. **Procedures for Removal of a Student from a Class**

1. **Students must be sent to the principal's office or another area clearly designated by the building principal. The teacher should follow the communication protocol established by the principal or designee.**

2. The referring staff shall provide the building principal or designee an explanation for the removal using the appropriate district-approved behavior documentation system.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class

1. Students must go to the principal's office or another area designated by the building principal.

2. Depending on the age of the student and severity of the situation, the teacher will determine if a student must be accompanied to the designated area.

3. Students may be engaged in one or more of the following: calming strategies, classwork, learning focused on the reason for the removal or restorative activities while removed from the class.

4. The principal or designee will provide custodial care of the student when a student is removed from class until the student returns to class.

F. Procedures for Return of a Student to a Specific Class from which the Student was Removed

1. When a teacher removes a student from class, the principal or designee shall follow up with teachers to develop a re-entry plan.

2. After the teacher has removed the student from class the teacher will provide the principal or designee with documentation of a record of teacher interventions and parent or guardian contacts.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. When a teacher removes a student from class, the principal or designee shall follow up with teachers to develop a re-entry plan.

2. After the teacher has removed the student from class the teacher will provide the principal or designee with documentation of a record of teacher interventions and parent or guardian contacts.

H. Disabled Students; Special Provisions

1. A student's special education case manager will be notified of the incident leading to removal from class to determine if there is a need for further assessment.
2. A student's special education case manager will be notified of the incident leading to removal from class to determine if there is a need for a review of the adequacy of the current Individualized Education Program (IEP).
3. The principal or designee will follow the MTSS procedures set by the district to determine if a student is in need of special education services.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises

1. The preassessment team will be developed following the steps outlined in District Policy 417 Chemical Use and Abuse.
2. The teacher will report suspected chemical abuse to the principal or designee who will then follow steps outlined with the preassessment team.
3. The principal or designee, the teacher and the MTSS team will meet to develop interventions that may be needed for the student tied to violations of the Code of Student Conduct.

XII. DISMISSAL

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

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

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ **use nonexclusionary disciplinary policies and procedures** before dismissal proceedings, **or pupil withdrawal agreements**, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

1. Willful violation of any reasonable school board regulation, including those

found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. **Suspension Procedures**

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a

district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
34. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
45. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th)

consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

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

910. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
4011. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
4412. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) **consecutive school** days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; ~~describe alternative educational services~~ **the nonexclusionary disciplinary practices** accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront

and cross-examine witnesses. The school district shall **must** advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) **and is posted on its website**.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or

educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator ~~shall~~**must** prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~**must** include measures to improve the student's behavior, ~~including~~**which may include** completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, **social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions.** The plan **must include reasonable attempts to obtain** ~~and require~~ parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, **each exclusion or expulsion,** each physical assault of a school district employee by a ~~student~~**pupil** within thirty (30) days of the ~~assault.~~ **Effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner.** This report must include a statement of the ~~alternative educational services~~**nonexclusionary disciplinary practices,** or other sanction, intervention, or resolution **in response to the assault** given to the ~~student~~**pupil** ~~in response to the assault~~ and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the ~~student~~**pupil's** age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's

disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student’s educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student’s disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

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

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Policy Adopted: November 2005

Revised: November 2009 / May 2012 / June 2015/ May 2016 / October 2017

Reviewed: June 2018/ April 2021/ June 2022

Independent School District No. 110
Waconia MN

8.A.2. 710 Extra Curricular Transportation

Presenter: Ra Chhoth,
Director of Finance &
Operations

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An "emergency or other unforeseeable

circumstance” does not include situations where regular transportation is available or scheduled.

For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards —~~Exemption~~)

Cross References: MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
~~MSBA Service Manual, Chapter 2, Transportation~~

Policy Adopted: April 2004, 2007
Revised: August 2020
Independent School District #110
Waconia, MN

8.A.3. 721 Uniform Grant Guidance Policy
Regarding Federal Revenue Sources

Presenter: Ra Chhoth,
Director of Finance &
Operations

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

*[Note: School districts are required by the federal Uniform Grant Guidance regulations, 2 ~~C.F.R.~~ **Code of Federal Regulations** Part 200, to have the policies which establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchases (\$10,000).]*

I. PURPOSE

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

II. 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.

[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]

- 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 **Code of Federal Regulations** **section** ~~C.F.R.~~ § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a

federal awarding agency or indirectly from a pass-through entity, as described in 2 **Code of Federal Regulations section** ~~C.F.R. §~~ 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 **Code of Federal Regulations section** ~~C.F.R. §~~ 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which 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 **Code of Federal Regulations** ~~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 \$10,000, except as otherwise discussed in 48 **Code of Federal Regulations** ~~C.F.R.~~ Subpart 2.1 or as periodically adjusted for inflation).

[Note: Minnesota school districts may choose to increase their federal micro-purchase threshold to \$25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold and the justification for using the higher threshold. Acceptable reasons for justification must meet one of the following criteria: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 **Code of Federal Regulations section** 200.520; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

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 \$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 **Code of Federal Regulations section** ~~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 **Code of Federal Regulations section** ~~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.

III. 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.

IV. 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 [Code of Federal Regulations section C.F.R. § 180.215](#).

V. **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 [Code of Federal Regulations sections 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.

VI. 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 must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

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 non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should 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.

VII. 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 **Code of Federal Regulations** ~~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 **Code of Federal Regulations** ~~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 [Code of Federal Regulations](#) ~~C.F.R.~~ 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 [Code of Federal Regulations](#)

~~C.F.R.~~ 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 **Code of Federal Regulations section** ~~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.

VIII. 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 **Code of Federal Regulations section C.F.R. § 200.447(d)**); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the 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.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations section C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations C.F.R. Part 180 and

DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

- Legal References:***
- 2 C.F.R. § 200.12 (**Definitions**; 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. § 200.214~~2~~ (Suspension and Debarment)
 - 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
 - 2 C.F.R. § 200.302 (Financial Management)
 - 2 C.F.R. § 200.303 (Internal Controls)
 - 2 C.F.R. § 200.305(b)(1) (**Federal** Payment)
 - 2 C.F.R. § 200.310 (Insurance Coverage)
 - 2 C.F.R. § 200.311 (**Federally-Owned and Exempt** 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 (**Financial Reporting** ~~Monitoring and Reporting~~)
- Program Performance)***
- 2 C.F.R. § 200.339~~8~~ (~~Remedies for Noncompliance~~)
 - 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
 - 2 C.F.R. § 200.430 (Compensation – Personal Services)
 - 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
 - 2 C.F.R. § 200.447 (Insurance and Indemnification)
 - 2 C.F.R. § 200.463 (Recruiting Costs)
 - 2 C.F.R. § 200.464 (Relocation Costs of Employees)
 - 2 C.F.R. § 200.474~~3~~ (Transportation Costs)
 - 2 C.F.R. § 200.475~~4~~ (Travel Costs)

- 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 Adopted: September 2017

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Independent School District No. 110

Waconia, MN

8.A.4. 806 Crisis Management

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator has tailored building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall maintain tailored building-specific crisis management plans. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Such crisis management plans shall be presented to the school board yearly. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in

the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
 - c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.
- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant

building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early

in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

Recovery Team

Recovery is an important part of a district emergency plan. Core team members are key administrators, and, depending on the incident, may include all or some of the following: superintendent; communications; human resources; business and finance; buildings and grounds; teaching and learning; student support services.

1. Physical/structural recovery

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. Building and grounds personnel working with the district business/risk manager and insurance carrier will help to lead this function.

2. Fiscal recovery

Following a disaster, critical business functions of a school must be restored as soon as possible. Payroll systems, accounting and access to personnel and student data need to be available and operational. Fiscal/business recovery also involves planning for lines of succession for key administrators. Schools must have “continuity of operations plans” to ensure a smooth transition of authority and responsibility should top leadership be unable to function in their role due to a disaster or traumatic incident.

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment.
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration)
- Apply for and administer recovery grant programs

- Back up electronic data files. Determine who is responsible, where the files will be stored and how the school's technological functions will be restored

3. Academic recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a "new normal."

4. Social/emotional recovery

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified before an emergency or disaster so they are available for families needing assistance.

5. Recovery communications

There are many school stakeholders -- school board, staff, parents, students, and vendors -- that need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the district's public information officer (PIO) works closely with the community's PIO to coordinate statements and press releases with emergency responders.

During recovery, the district PIO works with school administrators and recovery team members to plan for the school's continuing communication with internal and external audiences. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors.

The district may also designate a phone number for all "recovery" calls and/or provide an email contact on the web site for recovery inquiries. Communications staff monitors trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations:

- Identify and prioritize stakeholders and their need for information from the district
- Consider internal and external audiences, the kind of information each will need and the form and method of delivery used.
- Coordinate news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts
- Send frequent updates to key audiences in a timely manner
- Provide resources
- Communications staff controls rumors to the best of their ability by tracking down rumors and misinformation and respond with corrections
- Convey messages of resilience and a return to normalcy
- Keep school board members informed throughout and post incident

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. “Active shooter drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. “Active shooter simulation” means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. “Evidence-based” means a program or practice that demonstrates any of the following:
 - a. strong evidence from one or more well designed and well implemented quasi-experimental studies; or
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the efforts of the program or practice.
4. “Full-scale exercise” means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. “Functional exercises” means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum,

inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or ~~charter school~~ conducting an active shooter drill must provide students in the middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

- b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
- 3. A school district ~~or charter school~~ must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board that will conduct an active shooter drill must consider the following both before and after the drill:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when articulating specific crisis management plans.

- A. Fire and hazardous materials, including biological and chemical threats
- B. Natural disasters, including severe weather, shelter in place procedures
- C. Bomb threats
- D. Utility emergencies
- E. Disturbances and medical emergencies
- F. Intruders and lock-down procedures

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

[Minnesota School Safety Center – Resources \(mn.gov\)](#)

Policy Adopted: September 2004 / November 2006 / reviewed April 2009 / June 2015 / May 2016/ revised August 2021

Reviewed: June 2022

Independent School District #110

Waconia, MN

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

9.D. District 110 Advisory Council

9.E. Schools for Equity in Education (SEE)
Representative

9.F. Southwest Metro Intermediate District 288
Representative

9.G. MSHSL Representative

9.H. Special Education Advisory Council

9.I. Community Education Advisory Council
Representative

9.J. Teaching & Learning Advisory Council
Representative

9.K. Chemical Abuse Advisory Council/HERO's

9.L. City of Waconia Liaison

10. **ENTER CLOSED MEETING**

11. **ADJOURNMENT**