



School District 622
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

SCHOOL BOARD MEETING

Regular Meeting

**July 18, 2017
4:30 PM**

Board Members:

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

Superintendent:

Christine Osorio

622 Education Center
2520 East 12th Avenue
North St. Paul, Minnesota 55109

District Mission Statement:

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

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

**Regular Meeting
July 18, 2017
4:30 PM**

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

A G E N D A

I. Call to Order and Pledge of Allegiance

II. Approval of the Agenda

III. Public Comment

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

IV. Consent Agenda

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

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

A. Minutes of June 27, 2017 Work Study Session 8

B. Minutes of June, 27, 2017 Reflection Study Session 10

C. Minutes of June 27, 2017 Business Meeting 11

D. Minutes of June 27, 2017 Closed Session 17

E. Routine Personnel 18

F. Disbursements 20

V. Reports

A. Superintendent - Osorio

23

After the Board takes action on the hiring of our new Director of Communications and Technology Innovation, I will introduce Josh Anderson. I will also be sharing a few highlights from our effort to increase our social media presence this year.

B. Teaching & Learning - Mau

1. Revision of Policy E-014 (Graduation Requirements) - Baker

32

District 622 Advisory reviewed recent legislation on graduation credit requirements and compared it to our current practice. In light of the District's Strategic Plan and misalignment between legislative requirements and District requirements, the following recommendations for change are being made:

**Language Arts trimester credit requirements increase from 11 to 12*

**Science trimester credit requirements increase from 8 to 9*

**Physical Education trimester credits decrease from 3 to 1 (note: legislation does not require any credits for graduation)*

In addition to the recommendation from District 622 Advisory, additional stakeholder feedback was sought.

All other credit requirements will remain the same.

Changes would impact the class of 2022 and after (next year's Freshman class).

This is the first formal reading of Policy E-014, with proposed adoption scheduled for the August 22 business meeting.

VI. Action Items

A. Policy Revisions & Addition - Osorio 53

This is the second formal reading of the proposed revisions of 19 of our current policies and the addition of 1 new policy. These policies were discussed at the June 27 work session and business meeting and are proposed for adoption at this time. The only exception to this plan is Policy E-014, Graduation Requirements, which will have its first formal reading at the July 18, 2017 business meeting, followed by proposed action at the August 22 business meeting.

Please refer to the green and white sheet entitled MSBA Model Policy Revisions for the 2016 Legislative Session as it clarifies the nature of the revisions. Suggested changes from the June 27 work session have been indicated in blue.

**I recommend that the 19 policy revisions and 1 policy adoption be approved as presented.*

1. E-000 (Mission, Vision, and Beliefs)	59
2. E-012 (Student Promotion, Retention, and Program Design)	61
3. E-019 (Organization of School Calendar and School Day)	64
4. E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)	67
5. E-032 (Establishment and Adoption of School District Budget)	73
6. E-043 (Veteran's Preference)	76
7. E-058 (Waste Reduction and Recycling)	78
8. E-072 (Enrollment of Nonresident Students)	85
9. E-088 (Staff Development)	89
10. E-089 (Assessment of Student Achievement)	95
11. E-093 (School District Testing Plan and Procedure)	100
12. EM-020.17 (Protection & Privacy of Pupil Records)	112

13. EM-020.21 (Internet Acceptable Use)	138
14. EM-020.24 (Wellness)	146
15. EM-020.26 (Crisis Management)	153
16. EM-020.28 (School District System Accountability)	161
17. EM-020.29 (Instructional Curriculum)	168
18. EM-020.30 (Curriculum Development)	172
19. EM-020.33 (School District Curriculum & Instruction Goals)	175
20. E-098 (Unpaid Meal Charges)	179
B. Business Office	
1. Acknowledgment of Contributions - Augé	182
<i><u>*I recommend that the contributions with a 2017-2018 fiscal year total of \$300.36 be accepted as presented by Director Augé.</u></i>	
2. District 622 LTFM - R. Anderson/Boland	183
<i>As an approved school district by the Minnesota Department of Education, to participate in the Long Term Facilities Maintenance (LTFM) program the Board must approve an updated 10-year plan by July 31, 2017. We will again be updating the LTFM 10-year plan during our levy certification process in the fall to account for any suggested changes.</i>	
<i>Working with LHB Architects, Mike Boland did site walk-throughs with building staff to identify and determine immediate and future projects. We will be highlighting projects for this current year (FY17-18) and examining the projects scheduled for next summer (FY18-19) at a future work session.</i>	
<i>The funding stream used to fund the LTFM program is through a pay-as-you-go levy that is certified each fall by the school board. The Pay 2017 (FY17-18) levy was certified for \$8,067,932. This revenue will be used to fund the \$7,300,000 in current LTFM projects</i>	

and \$767,932 in Health & Safety for FY 2017-18.

At this time, Randy is proposing that we stay at the current funding level for FY 2018-19. Staying at the current amount would allow us to do another \$7,300,000 worth of LTFM projects.

**I recommend that the Long Term Facilities Maintenance 10-Year Plan be approved.*

C. School Board

1. Set Time, Location, and Agenda for August 8, 2017 Work Study Session

We have the date set for our work session, but we need to set the time, location and agenda for the meeting. Suggested topics are: Ice Breaker, Superintendent Check In, Site Improvement Plan Changes, and Community Engagement for Facilities Master Planning. Due to the primary that evening, our meeting will need to adjourn by 6:00 p.m.

**I recommend that the August 8, 2017 work study session begin at 4:30 p.m. in Room 202 of the District Education Center and include the following agenda items: 1)Ice Breaker; 2)Superintendent Check-In; 3)Site Improvement Plan Changes, and 4)Community Engagement for Facilities Master Planning.*

VII. Board Communications

VIII. Future Board Meeting Dates

- A. August 8, 2017 Work Session
- B. August 22, 2017 Business Meeting 6:00 p.m. (Board Room)

IV. CONSENT AGENDA

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

Therefore, the following resolution is recommended:

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

MOTION:

SECOND:

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

**WORK STUDY SESSION
SCHOOL BOARD
June 27, 2017**

Chair Coborn called the meeting to order at 4:15 PM with the following present: Chair Coborn, Vice Chair Yener, Directors Augé, Hunt, and Superintendent Osorio. Arriving at 4:18 PM: Director Anderson; Arriving at 4:24 PM: Clerk Neve; Arriving at 4:28 PM: Treasurer Livingston.

Others present were: Randy Anderson, Penny Baker, Kim Cavallaro, Keith Gray, Tricia Hughes, Peter Mau, and Troy Miller.

In the audience: Jessica Cabak.

Osorio led the group through review and discussion of the following policies: E-000 (Mission, Vision, and Beliefs); E-012 (Student Promotion, Retention, and Program Design); E-014 (Graduation Requirements); E-019 (Organization of School Calendar and School Day); E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse); E-032 (Establishment and Adoption of School District Budget); E-043 (Veteran's Preference); E-058 (Waste Reduction and Recycling); E-072 (Enrollment of Nonresident Students); E-088 (Staff Development); E-089 (Assessment of Student Achievement); E-093 (School District Testing Plan and Procedure); EM-020.17 (Protection & Privacy of Pupil Records); EM-020.21 (Internet Acceptable Use); EM-020.24 (Wellness); EM-020.26 (Crisis Management); EM-020.28 (School District System Accountability); EM-020.29 (Instructional Curriculum); EM-020.30 (Curriculum Development); and EM-020.33 (School District Curriculum & Instructional Goals). One policy is proposed for adoption: E-098 (Unpaid Meal Charges).

In addition, Baker presented a power point on E-014, providing additional information on the graduation requirements.

Osorio stated that the policies would have a first formal reading at the June 27 business meeting later in the evening, followed by a second reading with proposed action at the July 18 business meeting. One exception to the plan is Policy E-014, which will have its first formal reading at the July 18 business meeting, followed by proposed action at the August 22 business meeting.

The meeting adjourned at 5:29 PM.

Clerk

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

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

**REFLECTION STUDY SESSION
SCHOOL BOARD
June 27, 2017**

Chair Coborn called the meeting to order at 5:29 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, and Superintendent Osorio.

Others present were: Kim Cavallaro.

In the audience: Jessica Cabak.

Due to limited time, Coborn did not start the meeting off with an ice breaker, nor did board members provide individual reports. Osorio gave a brief end-of year wrap up.

As mentor to the Student Board Representatives, Yener led a discussion on the role of our student representatives.

The meeting adjourned at 5:51 p.m.

Clerk

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

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

**REGULAR MEETING
SCHOOL BOARD
June 27, 2017**

Chair Coborn called the meeting to order at 6:01 p.m. with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, and Superintendent Osorio.

Others present were: Keith Gray, Director of Human Resources; Randy Anderson, Director of Business Services; Peter Mau, Supervisor of Educational Programs, and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance led by Jessica Cabak.

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

THAT the agenda be approved as presented.

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

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

Osorio read the names of the 27 District staff who retired this past school year. She wished them well and thanked them for their service to District 622.

Osorio presented the following nine policies which require annual review: E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse); E-022 (Mandated Reporting of Maltreatment of Vulnerable Adults); E-031 (Fund Balance); EM-020.6 (Family & Medical Leave Policy); EM-020.7 (Harassment & Violence Policy & Religious, Racial or Sexual Harassment & Violence Report Form); EM-020.15 (Student Discipline & Notice of Suspension); EM-020.20 (Student Sex Nondiscrimination - Title IX - & Unlawful Sex Discrimination Towards a Student Report Form); EM-020.21 (Internet Acceptable Use Policy & Internet Use Agreement); and EM-020.26 (Crisis Management Policy, Plans & Procedures). She noted that three of the policies are proposed for revision at the July 18, 2017 meeting, and that the remaining six do not require additional changes at this time.

Osorio featured a video from this year's Golden Prom, which was held on May 21 at the Envision Center in Oakdale. The event brings young people together with senior citizens in the community.

R. Anderson reviewed a summary of legislation that will affect school finance during the next biennium and FY 2017-18 & FY 2018-19.

Mau and Curriculum/Staff Development Coordinator Penny Baker provided the annual Q Comp report, marking the eleventh year of participation in Minnesota’s Alternative Teacher Pay for Performance System. They noted that buildings set achievement goals each fall based on the previous school year’s student achievement or fall benchmark data. Buildings determine a targeted instructional strategy to implement during the year, and also support teacher teams in the process of collaborative inquiry to refine their own instructional practice to better meet student needs.

Osorio gave a first formal reading of the revision of 19 policies, and the addition of one policy. She said that the policies had been shared earlier at a work study session and will be presented again for a second reading and proposed action at the July 18 business meeting. The only exception to the plan is Policy E-014, Graduation Requirements, which will have its first formal reading at the July 18 business meeting, followed by proposed action at the August 22 business meeting.

Policies scheduled for revision are: E-000 (Mission, Vision, and Beliefs); E-012 (Student Promotion, Retention, and Program Design); E-019 (Organization of School Calendar and School Day); E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse); E-032 (Establishment and Adoption of School District Budget); E-043 (Veteran’s Preference); E-058 (Waste Reduction and Recycling); E-072 (Enrollment of Nonresident Students); E-088 (Staff Development); E-089 (Assessment of Student Achievement); E-093 (School District Testing Plan and Procedure); EM-020.17 (Protection & Privacy of Pupil Records); EM-020.21 (Internet Acceptable Use); EM-020.24 (Wellness); EM-020.26 (Crisis Management); EM-020.28 (School District System Accountability); EM-020.29 (Instructional Curriculum); EM-020.30 (Curriculum Development); and EM-020.33 (School District Curriculum & Instructional Goals). One policy is proposed for adoption: E-098 (Unpaid Meal Charges).

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
Theresa Augé	Poster board & copy paper	ISD 622 school use
Sue Bartling	Wii game system with 5 games and balance board	Harmony K-12 gym incentive use
Sara Martinez	Pizza	North High College Fair
Gene and Jan Ostertag	\$1,000.00	North High Scholarship for AVID student
Mary Flipp	7 Prom dresses	North students in need of a Prom dress

Matthew Garcia	2001 Pontiac car	North Industrial Tech Department
Sheri Runtsch	\$100.00	Community Bridge
Patti & Amy Pechacek	\$100.00	Community Bridge in memory of Dennis Pechacek
Ron Sushak	T-shirts	Community Bridge T-ball/Softball Teams
Cynthia Paslawski	\$10.00	Community Bridge
Bruce Gill	\$24.85	Meals on Wheels
Polar Plumbing/Lance Swanson	\$300.00	Cowern Elementary field trips
Christa Waymire	\$75.00	John Glenn CREED program
Tartan Soccer Booster Club	Nets and Boys uniforms	Tartan High boys and girls soccer
Alicia Waeffler & Khriisslyn Goodman	80 lanyards	ISD 622 Datapalooza

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2016-17 District Budget be revised as presented.

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

BE IT RESOLVED by the School Board of Independent School District 622 that the 2017-18 preliminary budgets be approved as follows:

<u>Fund</u>	<u>Revenue</u>	<u>Expenditures</u>
01 General Fund	\$149,060,822	\$145,392,517
02 Food Service Fund	\$6,401,300	\$6,391,666
04 Community Education Fund	\$9,285,112	\$9,131,026
07 Debt Service Fund	\$11,060,338	\$11,478,481
09 Trust and Agency Fund	\$1,400,000	\$1,400,000
20 Self-Insured Health Fund	\$16,195,000	\$15,100,000
45 OPEB Trust Fund	\$950,000	2,205,000
47 OPEB Debt Service Fund	\$2,643,278	\$2,675,702
GRAND TOTAL ALL FUNDS	<u>\$196,995,850</u>	<u>\$193,774,392</u>

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

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

1. The school board of Northeast Metropolitan Intermediate School District No. 916 has approved a long term facility maintenance budget for its facilities for the 2017-2018 and 2018-2019 school year in the amount of \$326,860. The various components of

this program budget are attached as EXHIBIT A hereto and are incorporated herein by reference. Said budget is hereby approved.

2. Minnesota Statutes, Section 6223B.53, Subdivision 1, as amended, provides that if an intermediate school district's budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long term facility maintenance revenue application.

3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where half of the rate is determined by multiplying the total cost of the intermediate school district long term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and half of the rate is determined by multiplying the total cost of the intermediate school district long term facility maintenance times the ratio of ADM utilization by district to the total ADM utilization.

The inclusion of this proportionate share in the district's long term facility maintenance revenue application for fiscal year 2018 is hereby approved, subject to approval by the Commissioner of the Minnesota Department of Education.

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

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

BE IT RESOLVED by the School Board of Independent School District 622 that the Joint Powers Dissolution Agreement and Bill of Sale agreements for Tartan Arena are approved as exhibited, and further, that the School Board Chair and Clerk are authorized to sign the documents attesting the documents.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that pursuant to Minnesota Statutes, the teaching contracts of the following probationary teachers are hereby terminated at the close of the 2016-2017 school year and are not renewed for the 2017-2018 school year:

K-5	Teacher/FTE
	Berkley, Julie - .50
	Davis, Matthew - 1.0

Peterson, Amy - .49
Rademaker, Jody - .20

Total FTE: 2.19

6-12

Teacher/FTE

Collins, Erin - .20

Total FTE: .20

Student Services

Teacher/FTE

Trexel, Brian 1.0

Total FTE: 1.0

Coborn asked board members to set a closed session to evaluate the superintendent's performance. Yener moved and Augé seconded the following motion, which carried on a 7 - 0 vote:

THAT a closed session be set to evaluate the superintendent on July 18, 2017 in Room 202 immediately following the 4:30 p.m. board business meeting.

During Board Communications, the following items were shared:

- ✓ Livingston stated that the graduations went well, were respectful and joyous and that she was glad to be a part of it. She said that she always enjoys the traditions of each high school, such as the bagpiper at Tartan and the Alumni of the Year at North.
- ✓ Anderson reported that he was proud to be part of the graduation ceremonies and he wished all of the graduates the best. He closed his comments by telling everyone to have a safe summer.
- ✓ Referencing the amazing performances by the speakers, choir and band at graduation ceremonies, Hunt stated that it was an incredible experience. He complimented that students, speakers, band and choir directors for their talents.
- ✓ Neve said that if any parents have children with summer homework requirements to try and be supportive and help them understand the purpose and value of the summer work. She encouraged parents whose children not required with summer homework to keep their children reading and engaged.

- ✓ Augé said that the board is grieving the loss of some prominent members and that it is hard to comprehend and understand the situation. She stated that it left a lack of ability to reach out and comfort those involved. She said that she looks forward to receiving more instruction and training in the mental health field. She reminded everyone to read and that we will be starting back to school events in six short weeks.
- ✓ Coborn remarked on all of the celebrations and fun events that have occurred and mentioned that it is a great time of year. She thanked all of the individuals responsible for their work with these successful events. Coborn noted that this was Gray's last school board meeting with School District 622. She added that he has been with 622 for 18 years serving as the Director of Human Resources and thanked him for his service and wished him well in his future endeavors.

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

THAT the meeting be adjourned.

The meeting adjourned at 7:44 p.m.

Clerk

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

**CLOSED SESSION
SCHOOL BOARD
June 27, 2017**

A Closed Session was called to order by Chair Coborn at 7:52 p.m. for the purpose of strategizing for labor negotiations. Present were: Chair Coborn, Vice Chair Yener, Clerk Neve, Treasurer Livingston, Directors Anderson, Augé, Hunt, and Superintendent Osorio.

Others present were: Randy Anderson and Keith Gray.

The Closed Session adjourned at 8:11 p.m.

Clerk

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Employment

First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Joshua	Anderson	Director of Communication and Technology Innovation	DEC	7/17/17	\$135,000.00	year
Mitchell	Armstrong	Special Education Resource Teacher	Cowern	8/28/17	\$48,769.00	year
Kristen	Berkas	Student Program Specialist	Next Step	7/12/17	\$22.00	year
Cassandra	Blood	LPN	North	8/28/17	\$18.50	hour
Peter	Burnham	Grade 1 Teacher	Webster	8/28/17	\$43,284.00	year
Brian	Emmeck	School Psychologist	District wide	8/28/17	\$36,840.00	year
Jessica	Granec	Grade 3 Teacher	Skyview Elementary	8/28/17	\$52,343.00	year
Jennifer	Griggs-Andress	Partnership Specialist	DEC	7/31/17	\$58,000.00	year
Leah	Gustafson	Grade 3 Teacher	Weaver	8/28/17	\$39,399.00	year
Allison	Jansen	Instructional Specialist (coach)	Beaver Lake	8/23/17	\$47,000.00	year
Peter	Kaschmitter	Grade 4 Teacher	Skyview Elementary	8/28/17	\$38,099.00	year
Erica	Landers	Cultural Academic Support Specialist	Tartan	8/28/17	\$20.00	hour
Jennifer	Minea	Grade 5 Teacher	Webster	8/28/17	\$64,802.00	year
Nina	Nason	BIS	Skyview	8/28/17	\$21.85	hour
Elizabeth	Praetorius	Special Education Resource Teacher	Castle	8/28/17	\$38,099.00	year
Oksana	Shaw	English Learner Teacher	District wide	8/28/17	\$56,701.60	year
Matthew	Sheeley	Music Teacher	Cowern	8/28/17	\$39,399.00	year
Tou	Thao	Physical Education Teacher	Cowern	8/28/17	\$43,284.00	year

Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Stone	Andrea	.30 LPN	.27 LPN	8/28/17	\$20.50	hour
Robert	Biddick	Director of Technology	Supervisor of Technology Infrastructure	7/1/17	\$131,000.00	year
Jinger	Bruz	B-2 ECSE Speech Pathologist - .80	3-5 ECSE Speech Pathologist - .80	8/28/17	\$46,153.60	year
Daniel	Cahill	TOSA	Staff Development Gifted and Talented Coordinator	7/1/17	\$87,000.00	year
Kristin	Carlson	Speech Language Pathologist - .50	Speech Language Pathologist - .60	8/28/17	\$38,881.20	year
Paula	Clegg	Art Teacher - .20	Art Teacher - .80	8/28/17	\$47,567.80	year
Christopher	Cook	.25 Grade 4, 11 mo. Clerical	.3125 Grade 4, 11 mo Clerical	7/1/17	\$14.53	hour
Bridget	Cwengros	Speech Language Pathologist - .80	Speech Language Pathologist - 1.0	8/28/17	\$46,979.00	year
Kayla	Felten	Social Worker - .50	Social Worker - 1.0	8/28/17	\$50,556.00	year
Nicholas	Fuerst	Special Education Teacher - 1.0	Special Education Resource Teacher - 1.0	8/28/17	\$48,738.00	year
Brady	Grewe	DAPE Teacher - 1.0	DAPE Teacher - 1.20	8/28/17	\$51,940.80	year

Karen	Gustafson	.80 Polar Academy/.20 Language Arts Teacher	.80 Language Arts Teacher/.20 Polar Academy	8/28/17	\$68,856.00	year
Danielle	Horning	CREED EBD Teacher - 1.0	CID Centerbased Teacher - 1.0	8/28/17	\$57,477.00	year
Jessica	Hurley	.196 Education Assistant	.23 Education Assistant	9/5/17	\$13.33	hour
Kelly	Kavanagh	.60 Grade 6 Teacher	.80 Grade 6 Teacher	8/28/17	\$32,036.80	year
Daniel	Larson	.71 Polar Academy/.29 Reading Specialist	Polar Academy - 1.0	8/28/17	\$68,856.00	year
Elizabeth	Leier	Speech Language Pathologist - .40	Speech Language Pathologist - .50	8/28/17	\$41.75	hour
Peter	Mau	Principal	Director of Teaching and Learning	7/1/17	\$140,926.00	year
Heidi	Shaback	School Psychologist - .60	School Psychologist - .80	8/28/17	\$58,324.00	year
Kay	Slack	3-5 ECSE Speech Pathologist - .70	B-2 ECSE Speech Pathologist - .80	7/1/17	\$51,841.60	year
Mike	Yang	.40 Physical Education Teacher; .20 Athletic Director	.90 Physical Education Teacher; .20 Athletic Director	8/28/17	\$44,764.45	year

Resignation

*	First Name	Last Name	Assignment	Building	Effective
	Shannon	Banaszewski	Grade 3 Teacher	Skyview Elementary	6/12/2017
	Kayla	Bellows	HR Specialist	DEC	7/14/2017
	Christopher	Galbraith	Building Para	Tartan	6/9/2017
	Keith	Gray	Director of HR	DEC	7/1/2017
*	Nancy	Helm	Preschool Education Assistant	Webster	6/12/2017
	Gretchen	Hostager	CID Teacher	Tartan	6/20/2017
	Susan	Hunt	LPN	Castle	5/16/2017
	Joseph	Janquart	STEM Teacher	Richardson	6/21/2017
	Janelle	Kummer	Preschool Education Assistant	Gladstone	6/9/2017
	Terese	Kunick	Psychologist	John Glenn/Skyview Middle	6/12/2017
*	Debrah	McHutchison	Grade 5 Teacher	Weaver	6/22/2017
	Anne	O'Brien	LPN	Cowern	6/9/2017
*	Christine	Phelps	Special Education Resource Teacher	Richardson	6/30/2017
	Britta	Swanson	Grade 4 Teacher	Skyview Elementary	6/12/2017
	Brian	Waters	EBD Trainee	Harmony	6/22/2017

Termination

First Name	Last Name	Assignment	Building	Effective
April	Johnson	.25 Math Intervention Education Assistant	Oakdale	6/09/07

IV. F. DISBURSEMENTS

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

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

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

General Fund	\$	3,335,272.00
Food Service		348,307.00
Community Service		124,509.00
Building		0.00
Debt Redemption		4,250.00
Trust		174,854.00
Internal Service Fund Health Insurance		24,158.00
OPEB Benefits Trust		16,205.00
		<hr/>
A/P Checks Disbursed (06-01-17 thru 06-30-17)	\$	4,027,555.00
Payroll Disbursed - Net (06-01-17 thru 06-30-17)	\$	3,039,416.00
Wire Transfers (06-01-17 thru 06-30-17)	\$	14,626,659.00
Investments on 07-06-17	\$	51,769,491.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	AMOUNT
MSDLAF OTHER FUNDS	MM	0.90%	(BALANCE AT 07-06-17)	\$226,587.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.85%	(BALANCE AT 07-06-17)	\$37,945,398.00
P M A SECURITIES OPEB BONDS	VARIOUS	2.03%	(BALANCE AT 07-06-17)	\$12,092,851.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.16%	(BALANCE AT 07-06-17)	\$1,504,655.00
				<u>\$51,769,491.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

06-01-17 thru 06-30-17

DATE	FROM	TO		REASON
06/01/17	P M A	HEALTH PARTNERS	\$235,740.00	MEDICAL CLAIM FEES
06/01/17	PREMIER BANK	DELTA DENTAL	\$130,812.00	MONTHLY PAYMENT
06/01/17	PREMIER BANK	STATE OF MINN.	\$502,844.00	UC TAX
06/02/17	PREMIER BANK	ANNUITY COMPANIES	\$1,004,023.00	PAYROLL PAYABLES
06/05/17	PREMIER BANK	HEALTH PARTNERS	\$225,422.00	HEALTH CLAIMS
06/07/17	PREMIER BANK	ANNUITY COMPANIES	\$1,917,979.00	PAYROLL PAYABLES
06/08/17	PREMIER BANK	CORPORATE HEALTH	\$30,713.00	FLEX PROCESSING
06/08/17	PREMIER BANK	IRS	\$1,642.00	PAYROLL TAX
06/09/17	PREMIER BANK	STATE OF MINN.	\$352.00	PAYROLL TAX
06/09/17	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
06/09/17	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
06/12/17	PREMIER BANK	HEALTH PARTNERS	\$317,324.00	HEALTH CLAIMS
06/13/17	P M A	PREMIER BANK	\$1,603,875.00	A/P - P/R*
06/13/17	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
06/14/17	PREMIER BANK	CORPORATE HEALTH	\$51,655.00	FLEX PROCESSING
06/15/17	PREMIER BANK	IRS	\$397,857.00	PAYROLL TAX
06/16/17	PREMIER BANK	STATE OF MINN.	\$61,290.00	PAYROLL TAX
06/16/17	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
06/19/17	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
06/19/17	PREMIER BANK	HEALTH PARTNERS	\$212,788.00	HEALTH CLAIMS
06/20/17	PREMIER BANK	IRS	\$5,038.00	PAYROLL TAX
06/21/17	PREMIER BANK	STATE OF MINN.	\$781.00	PAYROLL TAX
06/22/17	PREMIER BANK	CORPORATE HEALTH	\$30,792.00	FLEX PROCESSING
06/22/17	PREMIER BANK	ANNUITY COMPANIES	\$268,616.00	PAYROLL PAYABLES
06/26/17	PREMIER BANK	HEALTH PARTNERS	\$323,832.00	HEALTH CLAIMS
06/28/17	P M A	PREMIER BANK	\$2,650,000.00	A/P - P/R*
06/28/17	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
06/30/17	PREMIER BANK	IRS	\$638,448.00	PAYROLL TAX
06/30/17	PREMIER BANK	MISCELLANEOUS	\$8,836.00	MISCELLANEOUS
		TOTAL	<u>\$14,626,659.00</u>	

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

Increasing Social Media Presence A Year in Review

July 18, 2017

Christine Osorio - Superintendent

622 Social Media Development

Creation of Mobile App

Facebook and Twitter

Contract with Site Improve for Website Cleanup

Contract with #SocialSchool4EDU

Monthly Superintendent's Blog

 Twitter, Instagram, #622Proud

School District 622

NORTH ST. PAUL | MAPLEWOOD | CAKDALE

Ready for tomorrow

24

School District 622 – Mobile App

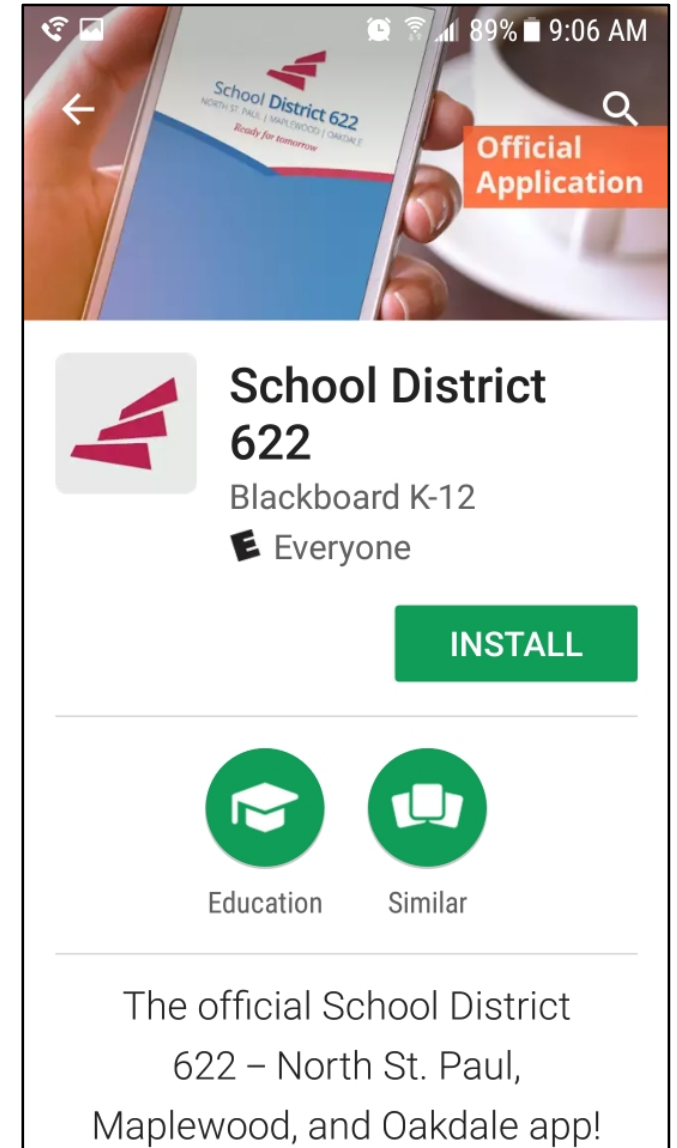
Look for “School District 622” in App Store

644 downloads

25

Most followed pages:

- **Top Stories** (social media feed)
- **Notification** (pushed out from Mass Notification)
- **Calendar**
- **Activity Stream** (personalized social media feed based on schools followed)



District Facebook Page



NSD 622 North St.
Paul - Maplewood -
Oakdale
@isd622

Home

About

Photos

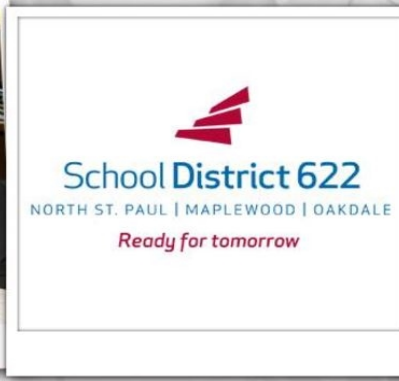
Notes

Videos

Job Opportunities

Posts

#622 Proud



👍 Liked ▾

📡 Following ▾

➦ Share



Watch Video

Photos



Education

Community

See All

👤 Invite your friends to like this Page

👍 1,059 people like this

📡 1,087 people follow this

District Twitter Account

Home

Moments

Notifications

Messages



Search Twitter



Tweet



27



#622 Proud

Tweets **2,188** Following **109** Followers **1,572** Likes **53** Lists **1** Moments **0**

Edit profile

School District 622

@isd622

North St. Paul-Maplewood-Oakdale School District – A community collaborative dedicated to empowering all learners to excel in our changing world.

#622Proud

isd622.org

Tweets **Tweets & replies** Media



School District 622 @isd622 · 23h
#622Proud Volunteer to be a guest "grandparent" in our schools! There are a variety of ways you can help: share... fb.me/8MqXw85r4

1 Like



School District 622 @isd622 · Jul 11
#622Proud Elementary teachers from across the district participated in the first Datapalooza session of the... fb.me/1uSsGB0G9

Your Tweet activity

Your Tweets earned **2,270 impressions** over the last week




View your top Tweets

Site Improve

Monthly Report Includes:

- # of pages
- List of broken links
- Misspellings
- Report for each school

Quality Assurance Report

Report for www.isd622.org/

Dear Mari Drake,

We have run a new check of www.isd622.org/.

The figures here are from the 13th of July at 19:17pm.

Open the live report to see current broken links and spelling corrections that need to be made.

[Login to your Siteimprove control panel](#)

North St. Paul-Maplewood Oakdale ISD 622		
	This check	Last check
Pages	5,758	5,778
Pages with broken links	446	1,183
Pages with broken links (%)	7.75%	20.47%
Links	18,293	18,372
Broken links	537	562
Broken links (%)	2.94%	3.06%
Misspellings	100	108
Live report	HTML PDF	

Group	Pages	Broken links	Misspellings	Live Report
Pages not currently in a content group	5,758	537	100	HTML PDF

#SocialSchool4EDU

- *Creation of district email account socialmedia@isd622.org*
- *Facebook page now has over 1000 followers and growing!*
- *The five most viewed posts of June 2017 were:*
 - *1. Free summer meals offered at district sites*
 - *2. Oakdale Elementary Girls on the Run team finishes second year*
 - *3. Happy 6-22 Day!*
 - *4. Gena Abrahamson's staff feature*
 - *5. North High Trap Team to compete in 2017 Trap Shooting Championship*

Superintendent's Blog

Published Monthly on District Website

www.isd622.org/superintendentblog

Published in local papers (Lillie News & Woodbury Bulletin)

Pushed out to Mobile App

#622Proud



/isd622



/isd622



@isd622



isd622

District 622 Graduation Requirements

School Board Meeting
July 18, 2017

Presented by Penny Baker, Coordinator for Curriculum and
Route 622

Rationale

- Changes to . . .
 - Legislation
 - District strategic plan

Agenda

- I. Process used to gather input
- II. Review recommended changes
- 34 III. Staff feedback overview
- IV. Proposed timeline

I. Process

- Strategic Planning Action Team
- Comparisons to other districts
- 622 Advisory
- Staff feedback (274 secondary teachers)

II. Recommended Change - English

- Current Reality in District 622
 - Below state year-long minimum credits
 - Below 8/8 other local metro districts
 - 81% 622 Advisory Committee members either agree or strongly agree with increasing requirements

II. Recommended Change - Science

- Current Reality in District 622
 - Below state year-long minimum credits
 - Below 8/8 other local metro districts
 - 94% 622 Advisory Committee members either agree or strongly agree with increasing requirements

II. Recommended Change - Phy Ed

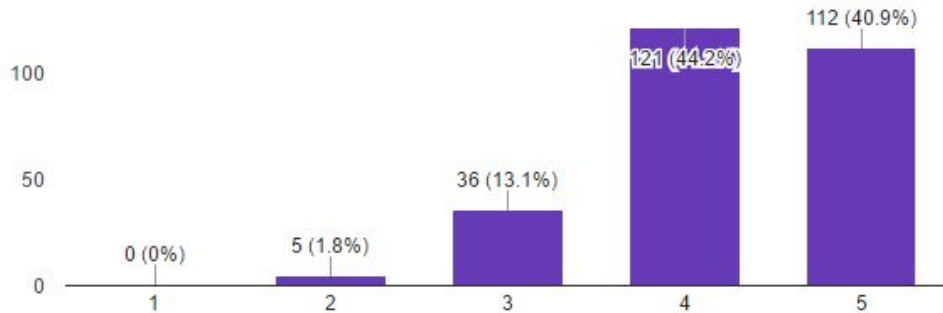
- Current Reality in District 622
 - Above state credit requirement (0)
 - Above 6/8 other local metro districts
 - 81% 622 Advisory Committee members either agree or strongly agree with decreasing requirements

III. Staff Feedback

Graduation Requirements

Rate the level of detail provided within the graduation requirements presentation.

274 responses

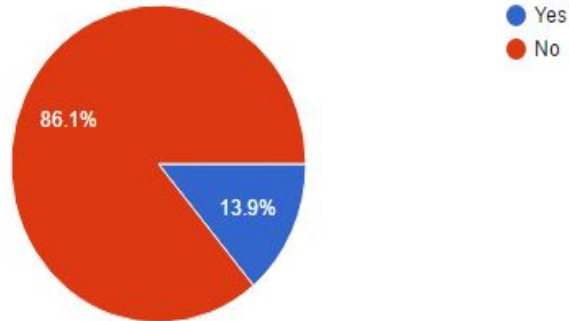


Staff felt they received sufficient details about current district reality.

III. Staff Feedback

Do you have suggestions for the district to consider as graduation requirement review continues?

274 responses



236 staff members did not have suggestions for consideration

III. Staff Feedback - Suggestions

- Comment Summary (34/274 staff gave suggestions)
 - Increase English and/or Science (11/34)
 - Decrease PhyEd and/or Health (5/34)
 - Keep PhyEd and/or Health the same (5/34)
 - Creative solutions (5/34)
 - Include voices of students, staff, partners (4/34)
 - Keep Arts and Social Studies the same (4/34)
 - Include civics (3/34)
 - Require internships (2/34)

IV. Proposed Timeline

- **2018-2019** Graduation Requirements change for incoming Freshman class (18-19), graduating class of 2022
 - Phy Ed change impacts courses beginning in Grade 9
 - **2018-2019** School Year impact
 - Science change impacts Grade 11 or 12
 - **2020-2021** School Year impact
 - English change impacts Grade 12
 - **2021-2022** School Year impact

ENDS

Policy Title	Policy Level	Date Approved/Revised
Graduation Requirements	E-014	4/22/08 Revised: 7/20/10 Revised: 3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised: 5/26/15 Revised: 6/28/16 Revised:

1) General Statement of Policy

The policy of the school district is that all students entering grade 8 in the 2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 8 in the 2012-2013 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

2) Definitions

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

3) District Assessment Coordinator

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

4) Graduation Assessment Requirements

A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:

1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

- iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
 - c. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under 4.A.1. above, are eligible to receive a high school diploma if they:
 - i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
 - ii. participate in district-prescribed academic remediation in mathematics; and
 - iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.
 - 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. the armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.
- B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:
 - 1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1 (c) (1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
 - b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
 - 2. the WorkKeys jobs skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. the armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.
- C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:
- 1. an opportunity to participate on a nationally normed college entrance exam in grade 11 or grade 12.
 - 2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform

to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

- a. monitor students' continuous development of and growth in requisite knowledge and skills, analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the students; and
3. consistent with this paragraph and Minn. Stat. § 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
 4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
 5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary ~~education~~ **remediation**.
 6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
 7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

5) Graduation Credit Requirements

- A.. Students beginning 8th grade in the 2012-2013 school year and **through the 2016-2017 school year** later must successfully complete, as determined by the school district, the following high school level credits for graduation:
1. ~~Four~~ **Eleven trimester** credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. ~~Three~~ **Nine trimester** credits of mathematics, including **three trimester credits of an algebra II credit** or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
 3. Students in the graduation class of 2015 and beyond must complete ~~three an~~ **algebra I trimester** credits by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
 4. ~~Three~~ **Eight trimester** credits of science, including at least (a) ~~three trimester one~~ **credits** of biology; (b) ~~three trimester one~~ **credits** of chemistry or physics and (c) ~~two one~~ **elective trimester** credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;
 5. ~~Three and one-half~~ **Ten trimester** credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, sufficient to satisfy all of the academic standards in social studies;
 6. **One trimester credit of health and three trimester credits of physical education.**
 - 6.7. ~~One~~ **Two trimester** credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
 - 7.8. A minimum of ~~seven~~ **twenty-two** elective **trimester** credits.
 - 8.9. Credit equivalencies
 - a. A ~~one-half~~ **trimester** credit of economics taught in a school's agriculture education or business department may fulfill a ~~one-half~~ **trimester** credit in social studies under Section 5. A. 5. above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An **Up to three trimester credits** in agriculture science or career and technical education credit may fulfill the elective science credit required under Section 5. A.4. above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Section 5. A. 4., above, if the credit meets the state chemistry or physics academics standards as approved by the school district. A

student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section 5. A. 5. above.

- c. A **Up to three** career and technical education credits may fulfill a mathematics or arts Section 5. A.2.
- d. A **Up to three trimester credits in** computer science credit may fulfill a mathematics credit requirement under Section 5. A. 2., above, if the credit meets state academic standards in mathematics.
- e. A **Up to three trimester credits of** Project Lead the Way credit may fulfill a science or mathematics credit requirement under Section 5. A. 2. or Section 5. A. 4., above, if the credit meets the state academic standards in science or mathematics.

B. Students beginning 8th grade beginning in the 2017-2018 school year and thereafter must successfully complete, as determined by the school district, the following high school level credits for graduation:

- 1. **Twelve trimester credits of language arts sufficient to satisfy all academic standards in English language arts;**
- 2. **Nine trimester credits of mathematics, including three trimester credits of algebra II or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;**
- 3. **Students in the graduation class of 2015 and beyond must complete three trimester algebra I credits by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;**
- 4. **Nine trimester credits of science, including at least (a) three trimester credits of biology; (b) three trimester credits of chemistry of physics, and (c) three trimester elective credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;**
- 5. **Ten trimester credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, sufficient to satisfy all of the academic standards in social studies;**
- 6. **One trimester credit of health and one trimmest credit of physical education;**
- 7. **Two trimester credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and**
- 8. **A minimum of twenty-two elective trimester credits.**

9. Credit equivalencies

- a. A trimester credit of economics taught in a school's agriculture education or business department may fulfill a trimester credit in social studies under Section 5. A.5. above, if the trimester credit is sufficient to satisfy all of the academic standards in economics.
- b. Up to three trimester credits of an agriculture science or career and technical education may fulfill the elective science credit required under Section 5. A.4. above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Section F.A.4. above, if the credit meets the state chemistry or physics academics standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. Agriculture science or career and technical education credits may not fulfill the required biology credits under Section 5. A.5. above.
- c. Up to three trimester credits of career and technical education may fulfill a mathematics or arts Section 5. A.2.
- d. Up to three computer science credits may fulfill a mathematics credit requirement under Section 5. A.2., above, if the credit meets state academic standards in mathematics.
- e. Up to three trimester credits of Project Lead the Way may fulfill a science or mathematics credit requirement under Section 5. A.2. or Section 5. A.4. above, if the credit meets the state academic standards in science or mathematics.

6) Academic Standards Requirements

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

7. the arts, for which statewide or locally developed academic standards apply, as determined by the school district.

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

7) Elective Standards Requirements

A. The school district shall establish its own standards in the following subject areas:

1. career and technical education; and
2. world languages; (A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages)

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

8) Early Graduation

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

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

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

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

May 26, 2015; Revised: June 28, 2016; Revised:	
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Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
- Minn. Stat. § 120B.07 (Early Graduation)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds** Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA Model Policy Revisions for the 2016 Legislative Session
(received May 2017) and One Policy Addition(received June 2017)

Responsible Individual	Policy Number	Policy Title	Summary of Changes (Policies with changes that affect the substance)
Christine	E-000	Mission, Vision, and Beliefs	<ul style="list-style-type: none"> • 622 language • Revisions reflect newly adopted Strategic Plan • Update to policy name • Study session suggestion to remove the word “All” from the second sentence in the first paragraph
Peter	E-012	Student Promotion, Retention, and Program Design	<ul style="list-style-type: none"> • MSBA • Language added to reflect procedures are required for program assignment, gifted and talented programs, acceleration of gifted and talented students, and early admission to first grade or kindergarten
Peter	E-014	Graduation Requirements	<ul style="list-style-type: none"> • 622 language • Covers broad requirements for school districts • Legal reference revision • Minor language revision • This policy will have a first formal reading in July; followed by proposed action in August • The policy has been converted to trimester credits to reflect local procedures • Changes to required credits include Language Arts, Science and Physical Education
Peter, Troy, Terri	E-019	Organization of School Calendar and School Day	<ul style="list-style-type: none"> • MSBA • Note not included in policy: If a voluntary prekindergarten program is offered by the school district, a prekindergarten

**MSBA Model Policy Revisions for the 2016 Legislative Session
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			<p>student must receive at least 350 hours of instruction for the school year</p> <ul style="list-style-type: none"> • Legal reference addition
Tricia/Troy	E-021	Mandated Reporting of Child Neglect or Physical or Sexual Abuse	<ul style="list-style-type: none"> • MSBA • Addition of sex trafficking to the definition of “sexual abuse”
Randy	E-032	Establishment and Adoption of School District Budget	<ul style="list-style-type: none"> • MSBA • Legal reference deletion
Keith	E-043	Veteran’s Preference	<ul style="list-style-type: none"> • MSBA • Adds the requirement that notice of a misconduct hearing includes the charges
Randy	E-058	Waste Reduction and Recycling	<ul style="list-style-type: none"> • MSBA • Revisions reflect legislative changes • Addition to Procurement of Recycled Commodities and Materials regarding the purchase of printer or duplication cartridges
Troy	E-072	Enrollment of Nonresident Students	<ul style="list-style-type: none"> • MSBA • Adds children of school district staff to those who receive priority status in a lottery if a school district has more open enrollment applications than available space
Peter	E-088	Staff Development	<ul style="list-style-type: none"> • 622 language • Change to reflect that the staff development report for the Commissioner should be part of the World’s Best Workforce report
Peter	E-089	Assessment of Student Achievement	<ul style="list-style-type: none"> • MSBA • Legal reference revision
Peter	E-093	School District Testing Plan and Procedure	<ul style="list-style-type: none"> • MSBA • Legal reference revision

**MSBA Model Policy Revisions for the 2016 Legislative Session
(received May 2017) and One Policy Addition(received June 2017)**

Christine	EM-020.17	Protection & Privacy of Pupil Records	<ul style="list-style-type: none"> • 622 language • Minor revisions – replacement of “No Child Left Behind” with “Every Student Succeeds” • Legal reference revision
Christine	EM-020.21	Internet Acceptable Use Policy	<ul style="list-style-type: none"> • 622 language • Legal reference deletion and addition • Removal of outdated language from Section 8, Subsection d
Randy	EM-020.24	Wellness	<ul style="list-style-type: none"> • MSBA • Many revisions throughout reflect legislative changes • New Standard & Nutrition Guidelines • New requirement of Wellness Leadership and Community Involvement • Revised Policy Implementation and Monitoring • All current procedures incorporated into policy • Study session suggestion to remove “such as watching television” from the Physical Activity section of the policy
Troy	EM-020.26	Crisis Management	<ul style="list-style-type: none"> • 622 language • Legal reference revision
Peter	EM-020.28	School District System Accountability	<ul style="list-style-type: none"> • 622 language • Revisions reflect legislative changes • Replacement of “No Child Left Behind Act” to “federal law” • Addition of “literacy by grade 3” to the Evaluation of Student Progress Committee as well as efforts to equitably distribute teachers in the Reporting section

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(received May 2017) and One Policy Addition(received June 2017)

Peter	EM-020.29	Instructional Curriculum	<ul style="list-style-type: none"> • Legal reference revision • MSBA • Revisions reflect legislative changes • Addition of a section requiring students correctly answering at least 30 or 50 civics test questions (effective for students enrolling in grade 9 in the 2017-2018 school year and later)
Peter	EM-020.30	Curriculum Development	<ul style="list-style-type: none"> • MSBA • Revisions reflect legislative changes • Addition to requirements of the responsibility of the district advisory committee • Addition to the requirements of the responsibility to develop a local literacy plan • Legal reference addition and revision
Peter	EM-020.33	School District Curriculum and Instruction Goals	<ul style="list-style-type: none"> • 622 language • Many revisions throughout reflect legislative changes • Additions to the process regarding Long –Term Strategic Plan and gifted/talented students; student access to effective teachers; every child reading at or above grade level no later than the end of grade 3 with reading intervention provided for those who are not • Legal reference addition and revision • Study session suggestion to include some sentence breaks in Section 3, Long-Term Strategic Plan

MSBA Model Policy Revisions for the 2016 Legislative Session (received May 2017) and One Policy Addition(received June 2017)

Randy	E-098	Unpaid Meal Charges	<ul style="list-style-type: none">• MSBA – items indicated in red are district specific following the option prompts in the model policy• Schools accepting money from the federal school lunch program are required to adopt a written policy or procedure to address this issue by July 1 (MSBA model policy received June 2)• After questions and study session discussion, the sentence regarding the alternative/courtesy meal is being removed from policy
Policy Addition			

VI. A. POLICY REVISIONS AND ADDITION

A major function of the School Board is reviewing, revising, and adopting District #622 policies. Nineteen policies have been proposed for revision to incorporate MSBA recommended changes from the 2016 Legislative Session.

In addition, one policy, E-098, is proposed for adoption to fulfill the requirement that schools accepting money from the federal school lunch program must adopt a written policy or procedure to address this issue.

Therefore, the Superintendent of Schools recommends the following resolution:

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

- E-000 (Mission, Vision, and Beliefs)
- E-012 (Student Promotion, Retention, and Program Design)
- E-019 (Organization of School Calendar and School Day)
- E-021 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
- E-032 (Establishment and Adoption of School District Budget)
- E-043 (Veteran's Preference)
- E-058 (Waste Reduction & Recycling)
- E-072 (Enrollment of Nonresident Students)
- E-088 (Staff Development)
- E-089 (Assessment of Student Achievement)
- E-093 (School District Testing Plan and Procedure)
- EM-020.17 (Protection & Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information)
- EM-020.21 (Internet Acceptable Use Policy)
- EM-020.24 (Wellness)
- EM-020.26 (Crisis Management)
- EM-020.28 (School District System Accountability)
- EM-020.29 (Instructional Curriculum)
- EM-020.30 (Curriculum Development)
- EM-020.33 (School District Curriculum and Instruction Goals)

AND adopts Policy E-098 (Unpaid Meal Charges).

MOTION:

SECOND:

Ends

Policy Title	Policy Level	Date Approved/Revised
Mission, Vision, and Beliefs Mission, Mission Outcomes, Core Values, and Strategies	E-000	4/22/08 Revised:

Independent School District 622 - North St. Paul-Maplewood-Oakdale shall provide for a comprehensive educational program for all students. ~~All~~ District operations and resources will be directed toward fulfilling the District ~~Mission and Mission Outcomes, Core Values, and Strategies~~ **Mission, Vision, and Beliefs** in word, action, policy and decision-making.

The Mission: The mission of Independent School District 622 - North St. Paul-Maplewood-Oakdale -- A community collaborative dedicated to educating and empowering all learners to excel in our changing world. **We commit each day to develop and empower lifelong learners who thrive in diverse communities.**

Mission Outcomes:

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

Our Core Values:

- ~~1. Accountability – Accept personal and shared accountability for the results of our work with learners~~
- ~~2. Integrity – Demonstrate the core values of openness, honesty and integrity in every interaction~~
- ~~3. Excellence – Seek excellence and attain high levels of achievement in every endeavor~~
- ~~4. Achievement – Focus on the results of action (learning) and not the action itself (teaching)~~
- ~~5. Courage – Do what needs to be done because it is the right thing to do~~
- ~~6. Teamwork – Willingly collaborate~~
- ~~7. Respect – Respect every individual and provide high levels of service for internal and external customers~~
1. **Strong communities are inclusive and value diversity.**
2. **Trust and transparency are essential to healthy and enduring relationships.**
3. **Continuous learning and service to others are imperative to individual and community progress.**
4. **Individuals learn and thrive through connections in a safe, caring, and supportive environment.**
5. **Every individual has incredible potential and equal intrinsic value.**
6. **High expectations with appropriate supports result in growth.**
7. **School, family, and community partnerships enhance and support learning.**

Our Vision:

~~Learners who are academically engaged, challenged and “world-ready” to succeed beyond their expectations and beyond that of comparable districts. This will be demonstrated by:~~

- ~~● Consistent high student achievement across all programs~~
- ~~● Achievement and recognition for excellence in education by our peers~~

Adult accountability and leadership that assures sustainable programs, systems, structures and results, consistent high student learning and performance and the development of lifetime pride for our students and community. This will be demonstrated by:

- Acceptance of accountability for student learning and outcomes for all students
- Systematically identifying, measuring, refining, achieving and communicating results

Strategic deployment of financial resources to address current and future learner educational needs. This will be demonstrated by:

- Attaining and sustaining a solid financial condition
- Strategically planning for future resource deployment

Values based and safe environment for learning and working defined by superior stewardship and strong partnerships among people and resources. This will be demonstrated by:

- Meeting our public obligations to all learners and staff guided by our Core Values, collaboration and operation.

Strategies:

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

Rationale: ~~A clear Mission, Vision and Beliefs Statement~~ **The mission, mission outcomes, core values and strategies** guides all the work of Independent School District 622 - North St. Paul-Maplewood-Oakdale.

Adoption and Revision History	Incorporated Policies
E-000 MISSION, VISION AND BELIEFS This Policy Adopted: April 22, 2008 E-000 MISSION, CORE VALUES AND STRATEGIES This Policy Revised:	

ENDS

Policy Title	Policy Level	Date Approved/Revised
Student Promotion, Retention, and Program Design	E-012	3/27/12 Revised:

1) 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 procedure for screening and identifying~~ **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 may also be developed as additional options. **All programs will be aligned with creating the world's best workforce.**

2. **The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. 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.**

- 2.3.** The school district will 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.
- 4.** **The school district will adopt procedures 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 procedures must be sensitive to under-represented groups.**

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

Adoption and Revision History	Incorporated Policies
Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN This Policy Adopted: January 14, 1997, Rescinded: March 27, 2012	MSBA 513
Policy E-012 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN This Policy Adopted: March 27, 2012; Revised:	

Administrative Rule, Regulation and Procedure: NA

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)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Organization of School Calendar and School Day	E-019	11/22/11 Revised: 7/23/13 Revised:

1) General Statement of Policy

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

2) Calendar Responsibility

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, holidays, workshop days for staff, make-up days to compensate for emergency closings and information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section 2)B.1., 2)B.2., or 2)B.3. Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section 2)B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

3) School Day Responsibility

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Rationale: *The purpose of this policy is to provide for a timely determination of the school calendar and school day.*

Adoption and Revision History	Incorporated Policies
Policy 601 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY This Policy Adopted: January 13, 1998; Revised: January 25, 2005; Rescinded: November 22, 2011	MSBA 602
Policy E-019 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY This Policy Adopted: November 22, 2011; Revised: July 23, 2013; Revised:	

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. § 120A.40 (School Calendar)
 - Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 - Minn. Stat. § 120A.415 (Extended School Calendar)
 - Minn. Stat. § 120A.42 (Holidays)
 - Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
 - Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
 - Minn. Stat. § 123A.30 (Agreements for Secondary Education)
 - Minn. Stat. § 123A.32 (Interdistrict Cooperation)
 - Minn. Stat. § 123A.35 (Cooperation and Combination)
 - Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
 - Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
 - Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
 - Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)**

- Cross References:** MSBA/MASA Model Policy 425 (Staff Development)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Mandated Reporting of Child Neglect or Physical or Sexual Abuse	E-021	7/22/08 Revised: 11/22/11 Revised: 7/23/13 Revised: 5/27/14 Revised: 6/28/16 Revised: Reviewed Annually

1) General Statement of Policy

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

2) Definitions

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

neglect;

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

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

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

Abuse does not include reasonable and moderate physical discipline of a child administered by a

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

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

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

exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

3) Reporting Procedures

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

4) Investigation

- a) The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for

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

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

5) Maintenance of School Records Concerning Abuse or Potential Abuse

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

6) Physical or Sexual Abuse as Sexual Harassment or Violence

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

7) Dissemination of Policy and Training

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

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

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

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. § 121A.58 (Corporal Punishment)
 - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 - Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
 - Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
 - Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
 - Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
 - Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
 - Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
 - Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
 - Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
 - Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
 - Minn. Stat. § 609.379 (Reasonable Force)
 - Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 - Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
 - U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
Establishment and Adoption of School District Budget	E-032	6/23/09 Revised: 11/22/11 Revised: 9/25/12 Revised:

1) General Statement of Policy

The policy of this school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of education program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

2) Requirement

- a) The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- b) The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- c) Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- d) Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- e) At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- f) The school district must also post the materials specified in Paragraph 2.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

3) Implementation

- a) The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- b) The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- c) The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- d) Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- e) The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Rationale: *The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.*

Adoption and Revision History	Incorporated Policies
701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET (see policy history at right) This Policy Adopted: February 10, 1998; Rescinded: June 23, 2009	Replaced Policy: DBA (Budgeting System) adopted June 28, 1979; DBAA (Capital Outlay Program) adopted June 28, 1979; DBD (Budget Planning) adopted June 28, 1979; DBE (Determining Budget Priorities) adopted June 28, 1979; DBF (Dissemination of Budget Recommendations) adopted June 28, 1979; DBG (Budget Hearing and Reviews) adopted June 28, 1979; DBL (Budget Publication) adopted June 28, 1979.
E-032 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET This Policy Adopted: June 23, 2009; Revised: November 22, 2011 Revised: September 25, 2012; Revised:	MSBA 701

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
 Minn. Stat. § 123B.76 (Expenditures; Reporting)
 Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
 MSBA/MASA Model Policy 702 (Accounting)
 MSBA Service Manual, Chapter 7, Education Funding

ENDS

Policy Title	Policy Level	Date Approved/Revised
Veteran's Preference	E-043	12/14/10 Revised: 11/22/11 Revised: 7/23/13 Revised:

1) General Statement of Policy

- a) The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- b) The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, **upon stated charges**, and in writing. This paragraph does not apply to the position of a teacher.
- c) Veteran's preference points will be applied pursuant to applicable law as follows:
 - 1. A credit of ten points shall be added to the competitive open examination rating of a non - disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 - 2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 - 3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
 - 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- d) Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- e) When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- f) The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

- g) If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for rejection and file the notice with the school district's personnel officer.
- h) In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
 - 1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
 - 2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- i) The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph f, above.

Rationale: *The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.*

Adoption and Revision History	Incorporated Policies
Policy 405 VETERAN'S PREFERENCE IN HIRING This Policy Adopted: May 13, 1997 Rescinded: December 14, 2010	MSBA 405
E-043 VETERAN'S PREFERENCE This Policy Adopted: Dec. 14, 2010 Revised: November 22, 2011; Revised: July 23, 2013; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
 Minn. Stat. § 197.455 (Veteran's Preference Applied)
 Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Waste Reduction and Recycling	E-058	6/22/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 5/26/15 Revised: 6/28/16 Revised:

1) General Statement of Policy

- a) The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

2) Definitions

- a) "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (M.S. 116.93, Subd. 1)
- b) "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (M.S. 115A.03, Subd. 21)
- c) "Packaging" means a container and any appurtenant material that provides a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (M.S. 115A.03, Subd. 22b)
- d) "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (M.S. 115A.03, Subd. 24b)
- e) "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (M.S. 115A.9157)
- f) "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (M.S. 115A.15, Subd. 1a(a))
- g) "Recyclable materials" means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (M.S. 115A.03, Subd. 25a)
- h) "Recycling" means the process of collecting and preparing recyclable materials and reusing the

materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (M.S. 115A.03, Subd. 25b)

- i) "Resource conservation" means the reduction in the use of water, energy, and raw materials. (M.S. 115A.03, Subd. 26a)
- j) "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (M.S. 115A.15, Subd. 1a(b))
- k) "Source-separated compostable materials" means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

(M.S. 115A.03, Subd. 32a)

- l) "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - 1. reusing the product in its original form;
 - 2. increasing the life span of a product;
 - 3. reducing material or the toxicity of material used in production or packaging; or
 - 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(M.S. 115A.03, Subd. 36b)

3) Waste Disposal

- a) The school district will attempt to decrease the amount of waste consumable materials by:
 - 1. reduction of the consumption of consumable materials whenever practicable;

2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- b) Each school district facility shall also collect at least three recyclable materials; such as, but not limited to, the following: paper, glass, plastic, and metal. (M.S. 115A.151)
- c) The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (M.S. 115A.151)
- d) Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
 2. develop and implement a plan for managing the potential liability; and
 3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (M.S. 115A.46, Subd. 5; M.S. 115A.471; M.S. 458D.07, Subd. 4)

- e) The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 2. the land unless approved by the PCA; or
 3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(M.S. 115A.916)

- f) The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in solid waste; or
 2. in a wastewater disposal system.
- (M.S. 115A.932, Subd. 1(a))
- g) The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in a solid waste processing facility; or
 2. in a solid waste disposal facility.
- (M.S. 115A.932, Subd. 1(b))
- h) The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under M.S. 216B.241, Subds. 2 and 4. (M.S. 115A.932, Subd. 1(c))
- i) The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (M.S. 115A.915; M.S. 115A.9155, Subd. 1; M.S. 115A.9157, Subd. 2)
- j) The school district may not place yard waste:
1. in mixed municipal solid waste;
 2. in a disposal facility;
 3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting ; or
 4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).
- (M.S. 115A.931)
- k) The school district may not place a telephone directory:
1. in solid waste;

2. in a disposal facility; or
3. in a resource recovery facility, except a recycling facility.

(M.S. 115A.951, Subd. 2)

l) The school district may not:

1. place major appliances in mixed municipal solid waste; or
2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(M.S. 115A.9561)

m) The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (M.S. 115A.9565)

n) The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (M.S. 115A.961, Subd. 3)

4. Procurement of Recycled Commodities and Materials

- a) When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (M.S. 16C.073, Subd.3(a))
- b) When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (M.S. 16C.073, Subd. 3(b))
- c) Whenever practicable, the school district will:
 1. purchase uncoated copy paper, office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 2. purchase recycled copy content paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
 3. purchase paper which has not been dyed with colors, excluding pastel colors;
 4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
 5. use reusable binding materials or staples and bind documents by methods that do not use glue;

- 6. use soy-based inks;
- 7. **purchase printer or duplication cartridges that:**
 - a. **Have 10 percent post-consumer material; or**
 - b. **Are purchased as remanufactured; or**
 - c. **Are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § 115A.03, Subd. 25b;**
- 7.8. produce reports, publications, and periodicals that are readily recyclable;
- 8.9. purchase paper which has been made on a paper machine located in Minnesota; and
- 9.10. print documents on both sides of the paper where commonly accepted publishing practices allow.

(M.S. 16C.073, Subd. 2)

- d) The school district may not use a specified product included on the prohibited products list published in the State Register. (M.S. 115A.9651)
- e) In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (M.S. 16C.073, Subd. 3(b))
- f) When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. (M.S. 16C.073, Subd. 3(b))

5. Other

- a) The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (M.S. 115A.15, Subd. 1)*

Adoption and Revision History	Incorporated Policies
Policy 806 WASTE REDUCTION AND RECYCLING This Policy Adopted: February 24, 1998; Rescinded: June 22, 2010	MSBA 805
Policy E-058 WASTE REDUCTION AND RECYCLING This Policy Adopted: June 22, 2010 Revised: November 22, 2011; Revised: September 25, 2012; Revised: May 26, 2015; Revised: June 28, 2016; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
- Minn. Stat. § 115A.03 (Definitions)
- Minn. Stat. § 115A.15 (State Government Resource Recovery)
- Minn. Stat. § 115A.151 (State and Local Facilities)
- Minn. Stat. § 115A.46 (Requirements)
- Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
- Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
- Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
- Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
- Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
- Minn. Stat. § 115A.931 (Yard Waste Prohibition)
- Minn. Stat. § 115A.932 (Mercury Prohibition)
- Minn. Stat. § 115A.951 (Telephone Directories)
- Minn. Stat. § 115A.9561 (Major Appliances)
- Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
- Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
- Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
- Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
- Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
- Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
- National Solid Waste Management Ass'n v. Williams, et al.*, 966 F.Supp. 844, (D. Minn. 1997)

Cross References:

ENDS

Policy Title	Policy Level	Date Approved/Revised
Enrollment of Nonresident Students	E-072	11/22/11 Revised: 3/27/12 Revised: 7/23/13 Revised: 5/27/14 Revised: 5/26/15 Revised: 6/28/16 Revised:

1) General Statement of Policy

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. §121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. previous academic achievement of a student;
 2. athletic or extracurricular ability of a student;
 3. disabling conditions of a student;
 4. a student's proficiency in the English language;
 5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
 6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section ~~E~~ **F**. of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).
- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students, and applications related to an approved integration and achievement plan, **and children of the school district's staff** must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.
- F. Exclusion
1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
 2. Superintendent's review. The superintendent may make further inquiries. If the superintendent **or designee** determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent **or designee** determines that the applicant should be excluded, the superintendent **or designee** will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court and/or appropriate county authorities. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
 2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
 3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.
- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

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

Adoption and Revision History	Incorporated Policies
Policy E-072 ENROLLMENT OF NONRESIDENT STUDENTS This Policy Adopted: November 22, 2011; Revised: March 27, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised: May 26, 2015; Revised: June 28, 2016; Revised:	MSBA 509

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
- Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
- Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
- Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
- Minn. Ch. 260A (Truancy)
- Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
- Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
- Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References:

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
Staff Development	E-088	3/27/12 Revised: 7/23/13 Revised: 5/26/15 Revised:

1) Advisory Staff Development Committee and Site Professional Development Teams

- A. The School Board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.
 - 1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
 - 2. Members of the Advisory Staff Development Committee shall be appointed by the School Board. Committee members shall serve a two-year term based upon nominations by board members, teachers, and paraprofessionals. The School Board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

- B. The School Board will establish the Site Professional Development Teams.
 - 1. Members of the Site Professional Development Teams will be appointed by the School Board. Team members shall serve a two-year term based upon nominations by board members, teachers, and paraprofessionals. The School Board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
 - 2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

2) Duties of the Advisory Staff Development Committee

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

- B. The Staff Development Plan must contain the following elements:
 - 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing

on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

- e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; ~~and~~
 - g. Align with the plan, if any; of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends, and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section 6. below.

3) Duties of the Site Professional Development Team

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The School Board will review the site plans for consistency with the Staff Development Plan twice a year.
- B. The Site Professional Development Team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the School Board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section 4. below.

4) Staff Development Funding

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the School District annually will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

5) Procedure for Use of Staff Development Funds

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

6) Reporting

- A. ~~By October 15 of each year, the~~ **The** School District and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures ~~and submit it to the Commissioner of the Department of Education (Commissioner)~~ **as part of the school district's world's best workforce report.**
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and curriculum training programs;
 - b. staff development training models, workshops, and conferences; and
 - c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

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

- B. ~~The School District will utilize the reporting form and/or system designated by the Commissioner.~~ The report will be signed by the superintendent and staff development chair.

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

Adoption and Revision History	Incorporated Policies
E-088 STAFF DEVELOPMENT This Policy Adopted: March 27, 2012; Revised: July 23, 2013; Revised: May 26, 2015; Revised:	MSBA 425

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 - Minn. Stat. § 120A.415 (Extended School Calendar)
 - Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 - Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
 - Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
 - Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
 - Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
 - Minn. Stat. § 122A.60 (Staff Development Program)
 - Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
 - Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
 - Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

ENDS

Policy Title	Policy Level	Date Approved/Revised
Assessment of Student Achievement	E-089	3/27/12 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/26/15 Revised: 6/28/16 Revised:

1) General Statement of Policy

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

2) Definitions

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. "Computer-adaptive assessments" mean fully adaptive assessments.

- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standard” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

3) Establishment of Criteria for Assessment

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

4) Standards for Minnesota Academic Standards Performance Assessments

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to

evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading and mathematics and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board or designee determines that the student:
 - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

- b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. The school board or designee also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
 3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

5) Career Exploration Assessment

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, must be given the opportunity to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such course and

programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum or empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teacher know how well students must perform to have a reasonable chance to succeed in a career of college without need for postsecondary remediation.

Rationale: *The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.*

Adoption and Revision History	Incorporated Policies
Policy E-089 ASSESSMENT OF STUDENT ACHIEVEMENT This Policy Adopted: March 27, 2012 Revised: September 25, 2012; Revised: November 26, 2013 Revised: May 26, 2015; Revised: June 28, 2016; Revised:	MSBA 618

Administrative Rule, Regulation and Procedure: NA

- Legal References:
- Minn. Stat. § 120B.018 (Definitions)
 - Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.022 (Elective Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1300-3501, 1345 (Academic Standards for Social Studies)
 - 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds** Act)

- Cross References:
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - MSBA/MASA Model Policy 616 (School District System Accountability)

ENDS

Policy Title	Policy Level	Date Approved/Revised
School District Testing Plan and Procedure	E-093	3/27/12 Revised: 9/25/12 Rescinded: 11/26/13 Re-Adopted: 6/28/16 Revised:

1) General Statement of Policy

The policy of the school district is to implement procedures for testing, test security, documentation, and student record keeping.

2) Duties of School District Personnel Regarding Test Administration

A. Superintendent

1. Responsibilities before testing.
 - a. Designate a district assessment coordinator and district technology coordinator.
 - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
 - c. Annually review and recertify staff who have access to MDE secure systems.
 - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - e. Establish a culture of academic integrity.
 - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
 - g. Ensure student information is current and accurate.
 - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
 - i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.
- B. District Assessment Coordinator
1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
 - h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security.
 - (2) Verify staff complete any and all test-specific training.
 - i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - c. Return secure test materials as outlined in applicable manuals and resources.
 - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
 - e. Review student assessment data and resolve any issues.
 - f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
 - g. Enter Graduation Requirements Records in the GRR system.
- C. School Principal
1. Responsibilities before testing.
- a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

- g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
2. Responsibilities on testing day(s).
- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.
- D. School Assessment Coordinator
1. Responsibilities before testing.
- a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.
 - f. Report security breaches to the district assessment coordinator as soon as possible.
3. Responsibilities after testing.
- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
 - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - d. Return secure test materials as outlined in applicable manuals and resources.
 - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
 - f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 5. Attend district training and any service provider technology training.
- 6. Review, use, and be familiar with all service provider technical documentation.
- 7. Prepare computers and devices for online testing.
- 8. Confirm site readiness.
- 9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.

 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.
 - (3) Follow procedures for restricting student access to cell phones and other electronic devices.
 - (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (10) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

- (1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

3) Test Security

- A. Test Security Procedures will be adopted by school district administration.
- B. Students will be informed of the following:
 - 1. The importance of test security;
 - 2. Expectation that students will keep test content secure;
 - 3. Expectation that students will act with honesty and integrity during test administration;
 - 4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
 - 1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
 - 2. Other contact information and options for reporting security concerns.

4) Required Documentation for Program Audit

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
 - 1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
 - 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 - 3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 - 4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
 - 5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Rationale: *The purpose of this policy is to set forth the school district's testing plan and procedure.*

Adoption and Revision History	Incorporated Policies
Policy E-093 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE This Policy Adopted: March 27, 2012; Revised: September 25, 2012; Rescinded: November 26, 2013; Re-Adopted: June 28, 2016; Revised:	MSBA 614

Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. § 13.34 (Examination Data)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
- Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds** Act)

Cross References:

- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- 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)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Protection & Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information	EM-020.17	5/20/08 Revised: 11/22/11 Revised: 9/25/12 Revised: 7/23/13 Revised: 5/27/14 Revised: 6/28/16 Revised:

1) General Statement of Policy

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

2) Definitions

a) Authorized Representative

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

b) Biometric Record

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

c) Dates of Attendance

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

d) Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, grade level, participation in officially recognized activities and

sports, weight and height of members of athletic teams, photographs used in yearbooks or school district publications, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

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

e) Education Records

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

- c. Records relating to an individual, including a student, who is employed by the school district which:
 - i. are made and maintained in the normal course of business;
 - ii. relate exclusively to the individual in that individual's capacity as an employee; and
 - iii. are not available for use for any other purpose.

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

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
 - i. made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - ii. made, maintained, or used only in connection with the provision of treatment to the student; and
 - iii. disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

- e. Records that only contain information about an individual after he or she is no longer a student at the school district.

f) Eligible Student

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

g) Juvenile Justice System

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

h) Legitimate Educational Interest

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

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

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

i) Parent

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

j) Personally Identifiable

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

k) Record

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

l) Responsible Authority

"Responsible authority" means the Assistant Superintendent, Troy Miller.

m) Student

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

n) School Official

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

o) Summary Data

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

p) Other Terms and Phrases

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

3) General Classification

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

4) Statement of Rights

a) Rights of Parents and Eligible Students

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

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

b) Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31 (a).

c) Disabled Students

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

5) Disclosure of Education Records

a) Consent Required for Disclosure

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

not be deemed to have been given unless the statement is:

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

6. Eligible Student Consent

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

b) Prior Consent for Disclosure Not Required

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

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. Performs an institutional service or function for which the school district would otherwise use employees;
 - b. Is under the direct control of the school district with respect to the use and maintenance of education records; and

- c. Will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools or school districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See Section 18) suspension and expulsion information pursuant to section 4155 7917 of the federal ~~No Child Left Behind~~ **Every Student Succeeds** Act and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
 4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
 5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

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

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

address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

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

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

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

assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

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

administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

c) Nonpublic School Students

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

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

6) Release of Directory Information

a) Classification

Directory information is public except as provided herein.

b) Former Students

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

c) Present Students and Parents

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

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

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

d) Procedure for Obtaining Nondisclosure of Directory Information

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

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

e) Duration

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

7) Disclosure of Private Records

a) Private Records

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

b) Private Records Not Accessible to Parent

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

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

determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

c) Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

8) Disclosure of Confidential Records

a) Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

b) Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

c) Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

d) Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

9) Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

10) Disclosure of Data to Military Recruitment Officers

- a) The School District will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within

sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

- b) Data released to military recruiting officers under this provision:
 - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

- c) A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary institutions. To refuse the release of the above information to military recruiting officers and post-secondary institutions, a parent or eligible student must notify the responsible authority, (building principal), in writing, by October 15th each year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate;
 - 2. Home address;
 - 3. Student's grade level;
 - 4. School presently attended by student;
 - 5. Parent's legal relationship to student, if applicable;
 - 6. Specific category or categories of information which are not to be released to military recruiters and post-secondary educational institutions; and
 - 7. Specific category or categories of information which are not to be released to the public, including military recruiters and post-secondary educational institutions.

- d) Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

- e) A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

11) Limits on Redislosure

- a) Redislosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

b) Redisclosure Not Prohibited

1. Subdivision A. of this section does not preclude the school district from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
 - b. The school district has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school district must provide the notification in Section 11D of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

c) Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

d) Notification

The school district shall, inform the party to whom a disclosure is made of the requirements set forth in this section except for disclosures made pursuant to court orders or lawfully issued subpoenas; disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy; disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31 (a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31 (a)(3), or a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

12) Responsible Authority, Record Security; and Record Keeping

a) Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

b) Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

c) Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

d) Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

e) Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student; and
 - b. the legitimate interests these parties had in requesting or obtaining the information;
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section 5B4 of this policy, that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; and

- b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section 5B4 of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
- 3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.
- 4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
- 5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
- 6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

13) Right to Inspect and Review Education Records

a) Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

b) Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

c) Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

d) Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

e) Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

f) Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

g) Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

h) Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

14) Request to Amend Records; Procedure to Challenge Data

a) Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in

accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

b) Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

c) Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

d) Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.

15) Problems Accessing Data

- a) The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- b) Data practices compliance official means Robert Biddick, the Director of Technology.
- c) Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

16) Complaints for Noncompliance With FERPA

a) Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

b) Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

17) Waiver

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

18) Annual Notification of Rights

a) Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal ~~No Child Left Behind~~ **Every Student Succeeds** Act and, if applicable, a student's history of violent behavior.

b) Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

c) Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

19) Destruction and Retention of Records

Destruction and retention of records by the school district shall be controlled by state and federal law.

20) Copies of Policy

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.*

Adoption and Revision History	Incorporated Policies
515 PROTECTION & PRIVACY OF PUPIL RECORDS (This Policy Adopted: March 24, 1998; Revised: April 25, 2006; Rescinded: August 19, 2008)	MSBA 515
EM-020.17 PROTECTION & PRIVACY OF PUPIL RECORDS & PUBLIC NOTICE & JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION (This Policy Adopted:	

May 20, 2008); Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised: June 28, 2016; Revised:	
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Administrative Rule, Regulation and Procedure: NA

Legal References:

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. Ch. 14 (Administrative Procedures Act)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)
- Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
- Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
- Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
- Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
- Minn. Stat. § 363A.42 (Public Records; Accessibility)
- Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
- Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
- 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
- 18 U.S.C. § 2331 (Definitions)
- 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
- 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
- 20 U.S.C. § 6301 *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds Act**)
- 20 U.S.C. § 7908 (Armed Forces Recruiting Information)
- 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
- 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
- 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
- 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
- Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

Cross References:

- SBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
- MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
- MSBA/MASA Model Policy 520 (Student Surveys)
- MSBA/MASA Model Policy 711 (Videotaping on School Buses)
- MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
- MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Internet Acceptable Use Policy & Internet Use Agreement	EM-020.21	5/20/08 Revised: 5/22/12 Revised: 7/23/13 Revised: 5/26/15 Revised: Reviewed Annually

1) General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

2) Limited Educational Purpose

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

3) Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

4) Unacceptable Uses

- a) The following uses of the school district system and Internet resources or accounts are considered unacceptable:
 - 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:

- a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person. Users shall not give their passwords to any other person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords unless required by an authorized online learning class or is job related, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e. communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include

personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information, and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy EM-020.17; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy EM-020.17.

In addition, prior posting to any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "My Space" and "Facebook."
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities. Users will not employ any method to discover network services running on equipment either within or outside the District 622 network.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (EM-020.16). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- b) A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- c) If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

5) Filter

- a) With respect to any of its computers with Internet access, the School District will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- b) The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- c) Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- d) An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- e) The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

6) Consistency with Other School Policies

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

7) Limited Expectation of Privacy

- a) By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- b) Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- c) An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- d) Parents have the right at any time to investigate or review the contents of their child's files. Parents have the right to request the termination of their child's individual account at any time.
- e) School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- f) The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

8) Internet Use Agreement

- a) The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- b) This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- c) The Internet Use Agreement form for students must be read and signed by the user and the parent or guardian (EM-020.21-F1). The form must be filed at the school office. Teachers must sign the Internet Use Agreement – Teacher form (EM-020.21-F2) and all other employees must sign the Internet Use Agreement – Employee form (EM-020.21-F3).
- d) ~~Students participating in online courses, whether provided by the district or other approved provider, will be allowed to use electronic communications tools, such as e-mail, instant messaging (IM), or chat rooms only to fulfill the requirements of the coursework.~~

9) Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or

for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

10) User Notification

- a) All users shall be notified of the school district policies relating to Internet use.
- b) This notification shall include the following:
 1. Notification that Internet use is subject to compliance with school district policies.
 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy EM-020.4, Public and Private Personnel Data, and Policy EM-020.17, Protection and Privacy of Pupil Records & Public Notice & Juvenile Justice System Request for Information.
 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

11) Parents' Responsibility; Notification of Student Internet Use

- a) Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- b) Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 - 5. A statement that the school district's acceptable use policy is available for parental review.
 - 6. A statement that students are not permitted to use personal electronic communications, such as e-mail, unless specifically authorized by a teacher/online learning teacher for instructional purposes.

12) Implementation; Policy Review

- a) The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.
- b) The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- c) The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- d) Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.*

Adoption and Revision History	Incorporated Policies
523 INFORMATION NETWORK (This policy adopted: October 1, 1997; revised: February 8, 2005; rescinded: August 5, 2008)	MSBA 524
EM-020.21 INTERNET ACCEPTABLE USE POLICY & INTERNET USE	

AGREEMENT

This policy adopted: May 20, 2008;
Revised: May 22, 2012; Revised: July 23,
2013; Revised: May 26, 2015; Revised:

Administrative Rule, Regulation and Procedure: NA

Legal References: 15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
~~Minn. Stat. § 121A.0695 (School Board Policy: Prohibiting Intimidation and Bullying)~~
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds
816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski V. Berkeley County Sch., 652 F. 3d 656 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton
R-III Sch. Dist.*, 853 F. Supp. 2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

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 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Wellness	EM-020.24	5/20/08 Revised: 6/23/09 Revised: 11/22/11 Revised: 9/25/12 Revised: 7/23/13 Revised:

1) General Statement of Policy

- a) The school board recognizes that nutrition **promotion and** education, and physical **activity, and other school-based activities that promote student wellness** education are essential components of the educational process and that good health fosters student attendance and **learning** education.
- b) The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- c) The school district encourages the involvement of **parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public** students, parents, teachers, food service staff, and other interested persons in **the development, implementation, and periodic review and update of the** implementing, monitoring, and reviewing school district's **wellness policy** nutrition and physical activity policies.
- d) Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- e) All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- f) Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

2) Wellness Goals Guidelines

a) Foods and Beverages

- 1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
- 2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.

~~3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.~~

~~4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.~~

~~5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.~~

~~6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.~~

~~7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.~~

~~b) School Food Service Program/Personnel~~

~~1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.~~

~~2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.~~

~~3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.~~

~~e a) Nutrition Education and Promotion and Education~~

~~1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:~~

~~a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;~~

~~b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and~~

~~c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.~~

~~2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/ {snack} lines, vending machines, fundraising events, concession stands, and student stores.~~

- ~~3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.~~

d b) Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health **and physical** education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities; ~~such as watching television;~~
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

e c) Communications with Parents

1. The school district recognizes that parents and guardians have a primary ~~and fundamental~~ role in promoting ~~and protecting~~ their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

3) Standards and Nutrition Guidelines

a) School Meals

- 1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.**
- 2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.**
- 3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.**
- 4. Food service personnel will provide clean, safe and pleasant settings and adequate time for students to eat.**
- 5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.**

6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

b) School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

c) Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

d) Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

- a) **Celebrations and parties.** The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- b) **Classroom snacks brought by parents.** The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
- 2. **Rewards and incentives.** Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
- 3. **Fundraising.** The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.
- e) **Food and Beverage Marketing in Schools**
 - 1. School-based marketing will be consistent with nutrition education and health promotion.
 - 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

4. Wellness Leadership and Community Involvement

- a) **Wellness Coordinator**
 - 1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
 - 2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.
- b) **Public Involvement**
 - 1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
 - 2. The Wellness Coordinator will hold all meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

5. Policy Implementation and Monitoring

- a) **Implementation and Publication**

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

b) Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

c) Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a) the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b) the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c) a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

d) Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

~~3) Implementation and Monitoring~~

- ~~a) After approval by the school board, the wellness policy will be implemented throughout the school district.~~

- _____ b) ~~School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.~~
- _____ c) ~~The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.~~
- _____ d) ~~The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.~~
- _____ e) ~~The school district will post this wellness policy on its website, to the extent it maintains a website.~~

Rationale: ~~School District 622 – North St. Paul-Maplewood-Oakdale shall assure a school environment that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards. and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.~~

Adoption and Revision History	Incorporated Policies
533 WELLNESS (This policy adopted: April 25, 2006; Rescinded: August 5, 2008)	MSBA 533
EM-020.24 WELLNESS This policy adopted: May 20, 2008; Revised: June 23, 2009; Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
 42 U.S.C. § 1758b (Local School Wellness Policy)
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
 7 C.F.R. § 210.10 (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
 Minnesota Department of Health, www.health.state.mn.us
 County Health Departments
 Action for Healthy Kids Minnesota, www.actionforhealthykids.org
 United States Department of Agriculture, www.fns.usda.gov

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Crisis Management Policy, Plans and Procedures	EM-020.26	5/20/08 Revised: 9/25/12 Revised: 7/23/13 Revised: 5/26/15 Revised: Reviewed Annually

1) 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 can tailor a 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 present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. 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 (most current 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, or in a secondary location in single building school districts.
- 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.

2) 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) Emergency Drills

As per Minnesota Statutes 121A.037 and 123B.90 all schools each year are required to conduct at least five lockdown drills, five fire drills and one tornado drill. The first fire drill of each school year must be conducted within the first ten days of the start of the school year. Schools must create a drill schedule, vary the times of the drills throughout the school day and school year, and record the school's name, drill date, time, type, evacuation/response time and pertinent comments on the district's drill log form which is to be posted in the main office. Drills must also be documented electronically as Emergency Drill Log Reports in Campus. Records of drills must be kept for five years.

c) 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.

d) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) 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.

j. Long-Term Recovery Intervention Procedures

1. Long-term recovery intervention procedures may involve both short-term and long-term recovery planning.
 - a. Physical/structural recovery.
 - b. Fiscal recovery.
 - c. Academic recovery.
 - d. Social/emotional recovery.

3) Procedures Included in this Policy

Procedures for the various hazards/emergencies listed below are attached to this Policy. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- a) Fire
- b) Hazardous Materials
- c) Severe Weather: Tornado/Severe Thunderstorm/Flooding
- d) Medical Emergency
- e) Fight/Assault
- f) Intruder
- g) Weapons
- h) Shooting
- i) Hostage
- j) Bomb Threat
- k) Chemical or Biological Threat
- l) Checklist for Telephone Threats
- m) Demonstration/Disturbance
- n) Suicide

- o) Lock-down Procedures
- p) Shelter-In-Place Procedures
- q) Evacuation/Relocation
- r) Media Procedures
- s) Post-Crisis Procedures
- t) School Emergency Response Team
- u) Emergency Phone Numbers
- v) Highly Contagious Serious Illness or Pandemic Flu

4) 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.

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 scheduled 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.

Rationale: *School District 622 – North St. Paul-Maplewood-Oakdale shall, 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.*

Adoption and Revision History	Incorporated Policies
803 CRISIS COMMUNICATIONS PLAN (This Policy Adopted: June 27, 2000;	MSBA 806

Rescinded: August 5, 2008	
EM-020.26 CRISIS MANAGEMENT POLICY, PLANS AND PROCEDURES This policy adopted: May 20, 2008; revised: September 25, 2012; Revised: July 23, 2013; Revised: May 26, 2015; Revised:	

Administrative Rule, Regulation and Procedure: NA

Legal References:

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster, State Assistance)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.035 (Crisis Management Policy)
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.* (~~No Child Left Behind~~ **Every Student Succeeds** Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)

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>

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District System Accountability	EM-020.28	7/20/10 Revised: 11/22/11 Revised: 11/27/12 Revised: 11/26/13 Revised: 6/28/16 Revised:

1) General Statement of Policy

- a) Implementation of the Minnesota Academic Standards and ~~No Child Left Behind Act~~ **federal law** will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

2) Definitions

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

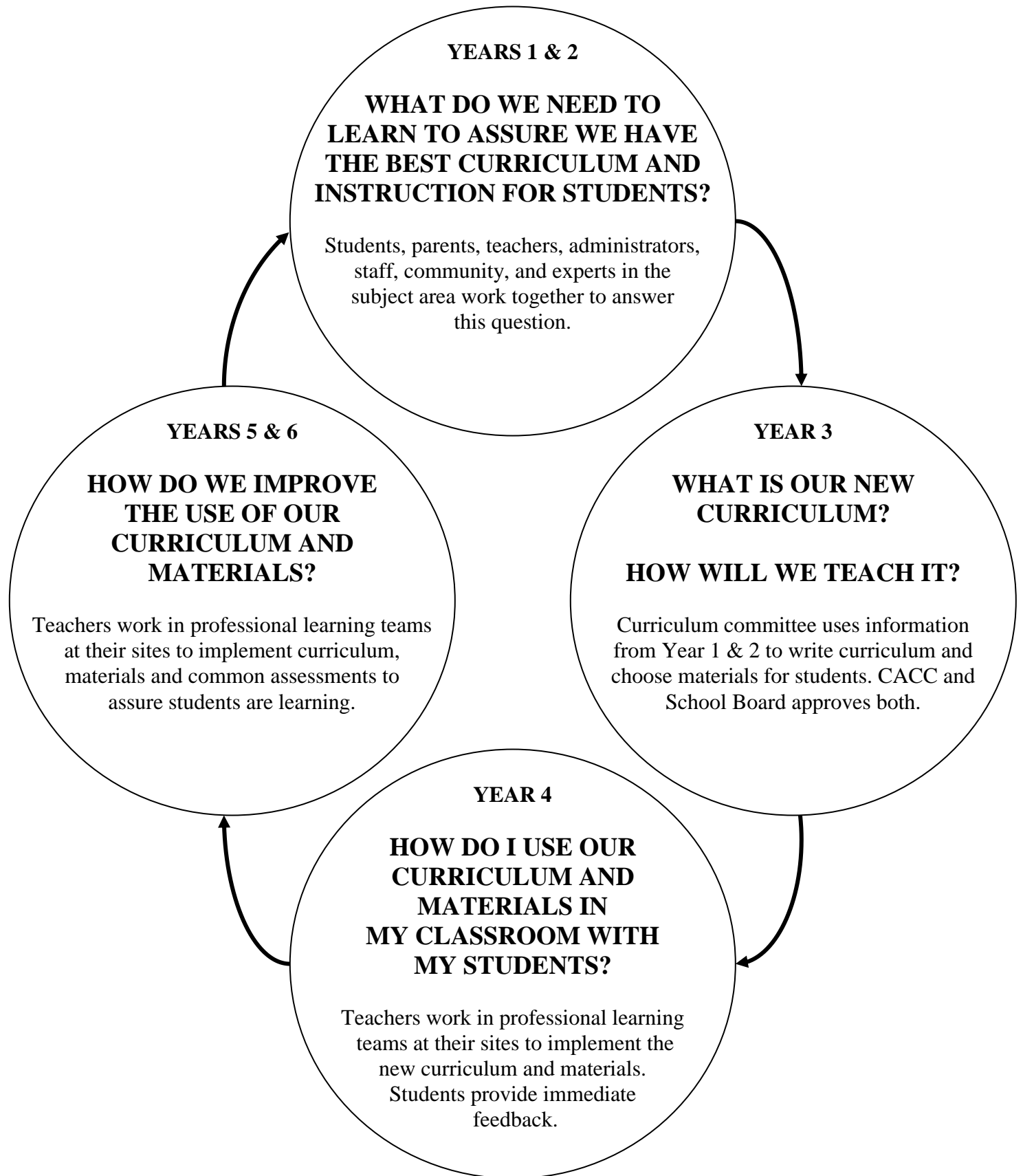
3) Establishment of Goals; Implementation; Evaluation and Reporting

a) School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ **federal law**. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Advisory Committee").
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

District 622 Curriculum Improvement Cycle



c) Implementation of Graduation Requirements

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

d) Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October 1st of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

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

5. Translation services should be provided to the extent appropriate and practicable.
 6. The Advisory Committee shall meet the following timeline each year:
 - September Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Sept.–June Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Sept – June Review evaluation results and prepare recommendations.
 - Sept – June as applicable
 - Present recommendations to the school board for its input and approval.
- e) Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward **Literacy by Grade 3**, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.
- f) Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency **and efforts to equitably distribute diverse, effective, experienced, and in-field teachers**, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit and electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

Rationale: *The district shall focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ **federal law.***

Adoption and Revision History	Incorporated Policies
EM-020.28 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY This Policy Adopted: July 20, 2010 Revised: November 22, 2011; Revised: November 27, 2012; Revised: November 26, 2013; Revised: June 28, 2016; Revised:	MSBA 616

Administrative Rule, Regulation and Procedure: NA

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

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

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Instructional Curriculum	EM-020.29	7/20/10 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised: 5/26/15 Revised:

1) General Statement of Policy

- a) 1. Instruction must be provided in at least the following subject areas:
 - a. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 - b. Mathematics and science;
 - c. Social studies, including history, geography, economics, government, and citizenship **that includes civics (see i.1.);**
 - d. Health and physical education;
 - e. The arts;
 - f. Career and technical education; and
 - g. World languages.
- 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. The instructional approach will be nonsexist and multicultural.
- c) Elementary and middle schools shall 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 board, at its discretion, may offer additional courses in the instructional program at any grade level.
- e) 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.

- f) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- g) The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed.
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. 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.
 - 3. 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.
 - 4. 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.
- h) 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 team work, collaboration, creativity, communication, critical thinking and good work habits.
 - 2. emphasize academic rigor and high expectations;
 - 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.

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.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. Schools 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.

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.

- i) **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.**

1. **"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.

- 2. A school or district may exempt a student with disabilities from this requirement if the student’s individualized education program team determines the requirement is inappropriate and establishes an alternative requirement.**
- 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.**
- 4. Schools and districts may administer civics test questions as part of the social studies curriculum.**
- 5. A 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.**
- 6. The school district cannot charge a fee related to this requirement.**

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
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)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Curriculum Development	EM-020.30	7/20/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/27/14 Revised: 5/26/15 Revised:

1) General Statement of Policy

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

2) Responsibility

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

7.8. Meet all applicable requirements of the Minnesota Department of Education and the ~~No Child Left Behind Act~~ **federal law.**

- d) The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and for periodically presenting recommended modifications for school board review and approval.
- e) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed
Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language
Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, et seq. (~~No Child Left Behind~~ **Every Student Succeeds** Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District Curriculum and Instruction Goals	EM-020.33	5/26/15 Revised:

1) General Statement of Policy

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

2) Definitions

- a) “Academic standard” means a summary description of student learning in a required content area or elective content area.
- b) “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- c) “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- d) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- e) “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - ~~1. student performance on the National Assessment of Educational Progress where applicable;~~
 - 2.1.** 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 ~~statutorily recognized~~ **rigorous** courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - ~~3.2.~~ **2.** student performance on the Minnesota Comprehensive Assessments;
 - 4.3.** high school graduation rates; and
 - ~~5.4.~~ **3.** career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- f) “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial

and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

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

3) Long-Term Strategic Plan

- a) The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
 - 1. clearly identified school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 - 2. a process ~~for assessing and evaluating~~ **to assess and evaluate** each student's progress toward meeting state and local academic standards, **assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,** and 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;
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, **students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2),** and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 - 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 - 5. **a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.**
 - ~~5.6.~~ education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 - ~~6.7.~~ an annual budget for continuing to implement the school district plan.

- b) School district site and school site goals shall include goals and strategies that will demonstrate progress toward the broad goals of “world’s best workforce” legislation.
- c) **Every child is reading at or above grade level no later than the end of grade 3, including English learners. ~~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, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension). ~~as well as~~ Teachers use instructional strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs.**
1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students’ areas of academic need related to literacy. The school district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 2. 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. Student’s reading proficiency as measured by a locally adopted assessment;
 - b. Reading-related services currently being provided to the student; 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.
 3. 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. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students’ cultural connections.

Rationale: *The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the federal No Child Left Behind Act~~ law and are aligned with creating the world’s best workforce.*

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

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

Cross References:

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
Unpaid Meal Charges	E-098	Approved:

1) Payment of Meals

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

2) Low or Negative Account Balances – Notification

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance reaches **below zero**. Families will be notified via **BlackBoard email and phone**.

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

3) Unpaid Meal Charges

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

3) Communication of Policy

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

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

Adoption and Revision History	Incorporated Policies
Policy E-098 UNPAID MEAL CHARGES This Policy Adopted:	MSBA 534

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

VI. B. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS

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

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
Eagle Point Parent Group	\$123.99	Eagle Point 5 th Grade Year End Celebrations
Bill and Molly Weiss	\$100.00	Eagle Point books and curriculum
David, Cherie and Jacque Englund	\$76.37	Eagle Point two "Buddy Benches"
Robyn Engen	Schwinn Adult 3 Wheel Bike	Next Step Transition Program

MOTION:
SECOND:

Total fiscal year 2017-2018 monetary contributions: \$300.36

VI. B. 2. RESOLUTION FOR APPROVING THE LONG TERM FACILITIES MAINTENANCE (LTFM)
10-YEAR PLAN

As an approved school district by the Minnesota Department of Education to participate in the Long Term Facilities Maintenance (LTFM) program, the Board must approve an updated 10-year plan by July 31, 2017.

Therefore, the Director of Business recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board approve the District's updated Long Term Facilities Maintenance 10 Year Plan as presented.

MOTION:

SECOND:

GENERAL INFORMATION: Minnesota school districts, intermediate school districts and cooperatives applying for long-term facilities maintenance revenue under Minnesota Statutes, section 123B.595, must annually complete the application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477-03). The application must be submitted to the Minnesota Department of Education, (MDE) Attn: Sarah Miller by July 31, 2017.

IDENTIFICATION INFORMATION

Name of District or Cooperative:

District Number and Type:


Date Submitted:


STATEMENT OF ASSURANCES

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE health and safety system are for allowed health and safety uses under Minnesota Statutes section 123B.595, subdivision 10, paragraph (a), clause (3); Minnesota Statutes, section 123B.57, subdivision 6; and the Minnesota Department of Education (MDE) *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE health and safety system are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
3. All actual expenditures to be reported in Uniform Financial and Accounting Reporting Standards (UFARS) for FY 2019 under Finance codes 347, 349, 352, 358, 363, and 366 will be for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3); Minnesota Statutes, section 123B.57, subdivision 6; and the Minnesota Department of Education (MDE) *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these Finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2018 under the Finance codes 367, 368, 369, 370, 379, 380, 381, 382, 383, and 384 for accessibility and deferred maintenance will be for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these Finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue.
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practice, including indoor air quality management and remediation of lead hazards.

CERTIFICATION OF STATEMENT OF ASSURANCES

A Statement of Assurances submitted by a single district must be signed by the district superintendent. A Statement of Assurances submitted by an intermediate school district or cooperative must be signed by the intermediate district superintendent or cooperative director.

Signature – Superintendent or Cooperative Director: Christine Osorio  7/11/17
Name – Superintendent or Cooperative Director (Please print) Date:

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266				<h2 style="margin: 0;">Long-Term Facility Maintenance Revenue Application – Ten-Year Expenditure</h2>							ED - 02478-02	
INSTRUCTIONS: Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided.														
						District Name: North St. Paul - Maplewood - Oakdale				District # 622				
										Date: 18-Jul-17				
						District Contact for Questions on this Spreadsheet:				E-mail: mboland@isd622.org				
						Name: Mike Boland		Phone #: ()		651-748-7524				
Fiscal Year, Ending June 30th -->		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027		
ESTIMATED EXPENDITURES:														
Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing > \$100,000 per Site														
Finance	Category													
347	Physical Hazards	\$24,000	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073	\$50,073		
349	Other Hazardous Materials	\$25,000	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605	\$31,605		
352	Environmental Health & Safety Management	\$257,000	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829	\$202,829		
358	Asbestos Removal and Encapsulation	\$650,000	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500		
363	Fire Safety	\$32,000	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745	\$26,745		
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Health and Safety Capital Projects		\$988,000	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752	\$407,752		
Health and Safety, Projects Costing > \$100,000 per Site														
358	Asbestos Removal and Encapsulation	\$0	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000		
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000	\$360,000		
Remodeling for Pre-K instruction approved under M.S. 124D.151														
Finance	Category													
355	Remodeling for Pre-K instruction approved by the commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Accessibility														
Finance	Category													
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Deferred Capital Expenditures and Maintenance Projects														
Finance	Category													
368	Building Envelope	\$185,000	\$98,000	\$3,350,000	\$150,000	\$100,000	\$627,500	\$695,000	\$550,000	\$250,000	\$200,000	\$50,000		
369	Building Hardware and Equipment	\$20,000	\$157,500	\$15,000	\$604,500	\$500,000	\$1,000,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000		
370	Electrical	\$510,000	\$430,000	\$25,000	\$237,500	\$165,000	\$515,000	\$190,000	\$572,850	\$378,000	\$400,000	\$378,000		
379	Interior Surfaces	\$169,500	\$810,000	\$50,000	\$522,500	\$574,500	\$154,000	\$972,500	\$659,250	\$918,975	\$137,100	\$918,975		
380	Mechanical Systems	\$346,000	\$1,440,000	\$450,000	\$1,950,000	\$1,500,000	\$1,500,000	\$757,400	\$1,500,000	\$1,000,000	\$1,500,000	\$1,000,000		
381	Plumbing	\$360,000	\$104,000	\$30,000	\$400,000	\$613,000	\$166,000	\$595,000	\$545,000	\$1,309,850	\$595,000	\$509,850		
382	Professional Services and Salary	\$1,051,000	\$712,500	\$915,000	\$915,000	\$915,000	\$915,000	\$915,000	\$915,000	\$915,000	\$915,000	\$610,000		
383	Roof Systems	\$2,585,000	\$2,265,000	\$1,525,000	\$1,600,000	\$2,277,500	\$2,075,000	\$1,675,100	\$1,507,900	\$1,507,900	\$2,507,900	\$1,507,900		
384	Site Projects	\$1,481,000	\$1,283,000	\$940,000	\$920,500	\$655,000	\$347,500	\$1,000,000	\$550,000	\$520,275	\$545,000	\$1,025,275		
Total Deferred Capital Expense and Maintenance		\$6,707,500	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$7,300,000	\$6,500,000		
Total Annual 10 Year Plan Expenditures		\$7,695,500	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$8,067,752	\$7,267,752		