



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

*Ready for tomorrow*

# SCHOOL BOARD MEETING

## Regular Meeting

**February 27, 2018  
6:00 PM**

**Board Members:**

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

**Superintendent:**

Christine Osorio

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

*District Mission Statement:*

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

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

**Regular Meeting  
February 27, 2018  
6:00 PM**

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

**A G E N D A**

- I. Call to Order and Pledge of Allegiance**
- II. Approval of the Agenda**
- III. Public Comment**

*An opportunity for public to comment on items. Speakers shall complete a registration card, state their name and address, and will have between two and four minutes, depending on the number of speakers, to speak on a topic. The Public Comment section of the meeting shall last no longer than thirty minutes.*
- IV. Consent Agenda** 11

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

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

  - A. Minutes of January 23, 2018 Special Meeting 12
  - B. Minutes of January 23, 2018 Work Session 17
  - C. Minutes of January 23, 2018 Business Meeting 18
  - D. Minutes of February 6, 2018 Work Session 22
  - E. Minutes of February 9-10, 2018 Board Retreat 23
  - F. Routine Personnel 25

G. Bid Awards	28
H. Disbursements	35

## V. Reports

A. Student School Board Representatives - *Krummel/Larsen*

B. Superintendent - *Osorio*

*I will speak briefly about current 622 school safety measures and refer viewers to my recent letter to parents, which is posted on our website.*

*I will also set the stage with a little background information for our facilities resolution this evening.*

C. Student Services - *Peterson/Yang/Hanson/Surine*

1. Bilingual-Cultural Liaisons 38

*Currently there are over 57 languages spoken in the homes of our students in ISD 622. The Student Services Department coordinates a variety of resources and supports for our staff and students supporting the language and cultural aspects of our families. These resources and supports are provided by our Bi-Cultural Liaisons in our schools as well as in our communities.*

## VI. Discussion

A. Teaching & Learning - *Mau*

1. Policy Revision

*Peter presented the proposed revision of Policy E-091 (Credit for Learning) at our February 6 work session. This evening he will provide a first formal reading of the policy with proposed action slated for the March 20, 2018 business meeting.*

*Refer to the document "Policy Revisions for February 2018" located in the Action portion of Policy Revisions for bullet points on this policy reading.*

a. E-091 (Credit for Learning) 44

## VII. Action Items

### A. Business Office

1. Acknowledgment of Contributions - *C. Anderson* 52  
*\*I recommend that the contributions, with a total of \$ 106,233.28 for the 2017-2018 fiscal year, be approved.*

### B. Teaching & Learning

1. 2018-2019 Achievement & Integration Budget - *Mau* 54  
*The Minnesota Department of Education (MDE) requires school districts receiving Achievement and Integration dollars to submit a budget which includes both district and collaborative expenses. Our total dollar amount for the 2018-2019 school year, including both district dollars and collaborative dollars, is \$2,390,145.93. This budget will continue to support valuable programming designed to: support individual student growth and high achievement, increase the cultural competency of staff, and increase cross-cultural interactions and opportunities to foster integrated learning environments.*

#### Continued Funding Priorities Aligned to AI Plan Goals:

\*AVID

\*Young Scholars

#### New in 17-18:

\*Cultural Academic Specialists (1 at each secondary site; 6 hrs./day)

\*Hmong Parent Advisory Group

#### New in 18-19:

\*Freedom School - summer academic camp focused on civil rights themes

\*After school tutoring focused on reading

\*Cultural Academic Specialists (additional 2 hrs./day)

\*Somali Parent Advisory Group

**\*African-American Bi-Cultural Liaison**

**Others Changes in 18-19:**

**\*Eliminated funding of some programs that did not align to 18-20 goal areas**

**\*Moved funding of some initiatives to other budgets as appropriate**

**\*I recommend that the 2018-2019 Achievement & Integration Budget be approved as presented.**

2. 2018-2020 Achievement & Integration Plan Revision - *Mau* 57  
*Due to the elimination of the Growing Scholars program in our partner district, Mahtomedi, a revision to our district's plan is required. There is no change to the Young Scholars program in District 622.*

**\*I recommend that the revised Achievement & Integration Plan be approved.**

3. American Indian Parent Advisory Committee Compliance 75  
Documentation from MDE & Resolution - *Nelson/Weichman*  
*Minnesota Statutes section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC). These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are critical to the achievement and success of American Indian students statewide.*

*Robin Nelson, District 622 American Indian Liaison, along with Oakdale parent and longtime American Indian Parent Advisory Committee member Maria Weichman, will present the AIPAC district compliance documentation and resolution.*

*\*I recommend that the proposed Indian Education Parent Committee resolution be approved as presented.*

4. Revision to 2017-2018 School Calendar for ACT & MCA Testing Dates 77  
- *Mau*

*Peter will be proposing to make April 3, 2018, a 10th & 11th grades only day with an early release of 1:30 PM at the high school level in order to make accommodations for the best MCA and ACT testing environment. He will formally present this resolution to you at this evening's meeting.*

*\*I recommend that the 2017-2018 School Calendar be revised to reflect April 3, 2018 as a school day for grades 10 & 11 only at the high school level with an early release for the purpose of MCA & ACT testing.*

C. Human Resources - *Coffey*

1. Ratification of the 2017-2019 Clerical Agreement 78

*The District has reached a tentative agreement with the Local No. 12 Union which represents office and clerical employees, and the membership of Local 12 voted and ratified the agreement.*

*This proposed settlement includes steps and a 2.75% increase to the salary schedule in each year of the contract. Several language items were clarified and updated resulting in a total package cost of 5.68%.*

*\*I recommend that the 2017-2019 Clerical Agreement be approved.*

2. Non Unit Salary Approval 79

*Although this group is not represented by a union, the Board must approve of the compensation given to these employees. The total cost of this package is 4.55%.*

*\*I recommend that the 2017-2019 Non-Unit proposed salaries be*

approved.

3. Ratification of the 2017-2019 Education Assistant Agreement 80

*The District has reached a tentative agreement with the Education Assistant and Licensed Practical Nurses of the district for the contract period July 1, 2017 to June 30, 2019 and the members voted and ratified the agreement.*

*The terms and conditions of the agreement for the EAs include steps and a 2.5% increase to the salary schedule in each year of the contract along with a longevity increase in each year of the contract by \$0.25 for the 15 & 20 year increment. LPNs will receive steps and a 1% increase to the salary schedule in each year of the contract and will not be subject to the longevity increases.*

*Language items were also negotiated and are written in the resolution, resulting in a total package cost of 5.93%.*

*\*I recommend that the 2017-2019 Education Assistant Agreement be approved.*

4. Ratification of the 2017-2019 Principal Agreement 81

*The Principal Group has ratified this tentative agreement and the Board must approve of this tentative settlement prior to implementation. The terms and conditions of the agreement include steps and a 3% increase to the salary schedule in each year of the contract. Several language items were also negotiated and are spelled out in the resolution. The total cost of this package is 5.92%.*

*\*I recommend that the proposed 2017-2019 Principal Agreement be approved.*

D. Assistant Superintendent/Student Services - Miller

1. Regular Education FTE for 2018-2019

82

*Troy will be asking you to approve 376.70 iFTE out of the General Education Fund for the 2018-2019 school year. This is the same amount as the current year 2017-2018.*

*Thanks to our voter approved levy and our consistent enrollment pattern, our overall iFTE will be the same for the 2018-2019 school year. We need, however, to make a few adjustments to buildings that had some increases and decreases in enrollment. Buildings with some increases include: John Glenn, Skyview Elementary, and Weaver. Schools with some decreases include: North, Cowern, and Oakdale. The most significant change is that North is actually projected to have fewer enrollment than Tartan.*

*\*I recommend that the proposed indexed FTE of 376.70 for Regular Education be approved.*

2. Special Education FTE for 2018-2019

83

*Tricia will be asking you to approve 325.20 iFTE for the 2018-2019 school year. This is a 5.00 iFTE increase from the previous school year due to the increase in the number of students requiring special education services along with the need for additional mental health and behavioral supports and interventions to support these students. In addition, there has been an increase in the number of English Language Learners enrolling in the district.*

*\*I recommend that the request by Student Services for special education iFTE of 325.20 be approved for the 2018-2019 school year.*

E. Superintendent - Osorio

1. Policy Revisions

84

*We first reviewed these policies at our January 23 work session, followed by a formal reading at that evening's business meeting. As requested by the Board and required by policy, we have included the post-secondary enrollment options student procedures for*

*Board review as stated in Policy E-077 (Visitors to School District Buildings & Sites). This document is attached and notes regarding the procedures are indicated on your policy summary sheet (also attached in BoardBook). Troy met with high school principals to draft these procedures which were taken to Advisory Committee on February 7 where students, staff, and community members weighed in.*

*Tonight we are looking for your approval of the revisions of the three policies as presented.*

*\*I recommend that the School Board approves the revisions of policies E-077, EM-020.3, and EM-020.17.*

- a. E-077 (Visitors to School District Buildings & Sites) - Miller 87
- b. EM-020.3 (Disability Nondiscrimination) 90
- c. EM-020.17 (Protection & Privacy of Pupil Records) 91
- 2. Phase One Facilities Plan Resolution 117

*At our February 9 - 10 retreat, we discussed our continued facilities plan work and reviewed phase one of the plan. This resolution solidifies the commitment of the Board to designate myself to oversee and facilitate the plan as the District moves forward with the work for the additions, renovations, system replacement and improvement at Castle and Richardson.*

*\* I recommend and appreciate the approval of the Board to allow me to move forward with our continued facilities plan work.*

F. School Board

- 1. Set Agenda & Location for March 20, 2018 Reflection Session  
*We have already taken action on the date and time of our March 20 reflection session, but we need to set the location and agenda.*

*\*I recommend that the March 20, 2018 reflection study session*

which begins at 5:00 p.m., take place in Room 202 of the District Education Center with the following agenda items: 1)Ice Breaker; and 2)Reports - Board Communication (Committees, Liaisons, Training, Conferences, Current Topics).

2. Set Work Study Sessions (March, June)

*Randy has requested an opportunity in a study session format to present the capital budget plan overview and a budget overview for all budgets. We are proposing adding a 30 minute work session prior to the start of the reflection session on March 20 for the capital budget plan and summer projects; and an additional one hour work session from 4:30 - 5:30 p.m. on June 12 for the budget overview of all funds.*

*\*I recommend that a work study session begins at 4:30 p.m. in Conference Room 202 of the District Education Center on March 20, 2018 and contains the following agenda items: 1)Superintendent Check In; and 2)Capital Budget Plan Overview/Summer Projects; AND that a work study session be held on June 12, 2018 from 4:30 - 5:30 p.m. in Conference Room 202 of the District Education Center with the following agenda items: 1)Superintendent Check In; and 2)Budget Overview For All Funds.*

**VIII. Board Communications**

**IX. Future Board Meeting Dates**

- A. March 20, 2018 Reflection Session, 5:00 p.m. (Room 202 District Education Center)
- B. March 20, 2018 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.H., 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**

**SPECIAL MEETING  
SCHOOL BOARD  
January 23, 2018**

Chair Coborn called the meeting to order at 4:30 PM with the following present: Chair Coborn, Vice Chair Yener, Clerk Neve, Directors Augé, Hunt, and Superintendent Osorio. Absent: Treasurer Livingston and Director Anderson. Arriving at 4:31 PM: Director Anderson.

Others present were: Randy Anderson and Kim Cavallaro.

Coborn requested nominations for Chair. Neve nominated Yener. There being no other nominations, a unanimous ballot was cast.

(Anderson arrived)

Yener requested nominations for Vice Chair. Coborn nominated Livingston. There being no other nominations, a unanimous ballot was cast.

Yener requested nominations for Clerk. Coborn nominated Augé. There being no other nominations, a unanimous ballot was cast.

Yener requested nominations for Treasurer. Anderson nominated Neve. There being no other nominations, a unanimous ballot was cast.

The Organizational Resolutions were considered. Neve moved and Augé seconded the following resolution, which carried on a 6 - 0 vote:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following organizational resolutions, numbered 1-19, be accepted as presented:

1. THAT the School Board approve memberships, related dues, and authorize signature of membership documents by the appropriate individual(s) in the following organizations:  
Minnesota School Boards Association (MSBA)  
Association of Metropolitan School Districts (AMSD)  
Minnesota State High School League (MSHSL)  
Metropolitan Service Coop (formerly ECSU)  
Ramsey County League of Local Governments (RCLLG)
2. THAT the School Board appoint the following individual Board Members to serve as Board Representatives or Liaison members as indicated:  
January - December 2018 Appointment:  
NMI 916 Board (Livingston)

Advisory (formerly CACC) (Augé)  
Finance Advisory (Neve - with Anderson as alternate)  
Metro ECSU (Anderson)

January - May 2018 Appointment:

Educational Equity Alliance Collaborative (Coborn)

June - December 2018 Appointment:

Educational Equity Alliance Collaborative (Yener)

3. THAT the School Board approves monthly compensation for School Board members at the rate of \$475 per month; \$500 per year additional for Board Chair; and \$600 per year expense allowance for each Board member.
4. THAT pursuant to Board Policy G-033 the School Board business meeting dates, will be as follows:  
January 23, February 27, March 20, April 24, May 22, June 26  
AND THAT THE School Board Work Study Session meeting dates will be as follows:  
January 23, February 6, April 10  
AND THAT THE School Board Reflection Study Session meeting dates will be as follows:  
March 20, June 26  
THE regular meeting place for School Board business meetings shall be the Board Room in the District Education Center at 6:00 p.m., unless otherwise specified.  
THE regular meeting place and time for School Board Study Sessions will be posted.
5.
  - a. Premier Bank and Associated Bank are designated as the official depositories of School District funds, subject to its furnishing collateral security and otherwise complying with the provisions of Minnesota statute.
  - b. The School Board treasurer or chief financial officer are authorized to accept and release collateral as required.
  - c. The officers of the School Board, the Superintendent, and the chief financial officer and designee(s), whichever are necessary, are authorized to sign checks, signature cards, and other forms and documents required from time to time by the depository.
  - d. The depository is authorized to accept facsimiles of the signatures of the officers of the School Board upon checks drawn on school district funds in accordance with Minnesota statute.
  - e. This resolution shall be valid until superseded.
6. THAT imprest funds be authorized in the amount of \$51,505, that the Superintendent or designee be appointed as custodian of such funds, and that their only uses be for the payment of proper claims against the District, excluding salaries and personal expenses, which it is impractical to pay in any other manner, and for travel expense advances, all as permitted by Minnesota statute.
7. THAT the Ramsey County Maplewood Review, and the Oakdale-Lake Elmo Review newspapers are designated as the official newspaper of the School District, in accordance with Minnesota statute.

8. THAT the following legal firms be designated and recognized as the School District's attorneys for legal affairs and consultations, with any exceptions to be approved by the School Board:  
Karen Kepple Law Office  
Knutson, Flynn, and Deans  
Ratwik, Roszak, and Maloney  
Kennedy-Graven  
Dorsey & Whitney, LLP  
Rupp, Anderson, Squires & Waldspurger  
Booth Law Group  
Fredrikson & Byron, P.A.
9. THAT the Superintendent or designee be authorized to issue checks between Board meetings in advance of Board approval under the following conditions and to include such payments in the next list of bills submitted to the Board for approval:
  - a. Payments of claims which cannot be deferred until the next Board meeting without loss to the District of a discount privilege or because of contract terms, purchase order terms, or a vendor's standard terms which are part of contract, in accordance with Minnesota statute.
  - b. Payments of claims within the standard payment period as defined in Minnesota statute.
10. THAT, as permitted by Minnesota statute, the Superintendent or designee be authorized to lease, purchase, and contract for goods and services, within the budget as approved by the Board, provided that any transaction in an amount exceeding the minimum amount for which bids are required (\$100,000 per Minnesota Statute 471.345), must first be specifically authorized by the Board and must fulfill all other applicable legal requirements for School District contracts.
11. THAT the Director of Business Services be allowed to open brokerage accounts with U.S. Bank, Minnesota Trust, and PMA Securities.
12. THAT Springsted, Incorporated and Ehlers be approved as the District Financial Advisors for the fiscal year 2017-2018.
13. THAT MMKR be approved as the District Auditor.
14. THAT the Superintendent or designee be authorized to enter into agreements to make electronic funds transfers (wire transfers) as permitted by Minnesota statute and submit a list of such transfers at the next regular School Board meeting after the transfers take place.
15. THAT the Superintendent or Director of Business Services are authorized to approve change orders to building program contracts, as requested by the construction manager and architect, within the budget, in the amount of \$100,000 or less per change order.
16. THAT application for financial assistance as provided under ESEA as amended, be authorized, and that the Superintendent of Schools or designee appoint a Local Agency Representative who would be directed to execute and file application(s) for and on behalf of the School District and otherwise act as authorized representative of the School District in all activities related to

ESEA. Further, that the Superintendent of Schools appoints the ESEA contact person.

17. THAT the Superintendent of Schools or designee be authorized, on behalf of the Board, to prepare and apply for grants to the School District from local, state, federal, or private resources.
18. THAT authority be granted to the Superintendent of Schools or designee for the 2017-18 school year to execute non-resident student attendance agreements, as required by Minnesota statute, on behalf of the School Board.
19. THAT the following public notice shall be mailed to students' homes and distributed to staff through the District's annual information & student responsibility handbook publication and posted on the district's website at <http://www.isd622.org/Domain/7>

NOTICE IS HEREBY GIVEN -

That Independent School District 622, pursuant to the U.S. General Education Provisions act and Minnesota Government Data Practices Act, declares the following as "directory information" as provided in said Act and, that information relating to students may be made public if said information is in any of the following categories:

- Name of Student and Date of Birth
- Name, Address and Telephone Number of Student's Parent(s)
- Participation in official recognized activities and sports
- Weight and height of members of athletic teams
- Grade levels completed
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student.
- Photos, such as those taken for yearbooks or other school and District publications, are directory information for those specific purposes only.

Directory information does not include identifying data that references religions, race, color, gender, social position, or nationality.

A parent, or student who is 18, who wishes to make directory information private must notify their principal in writing each year the child attends district schools. The notification remains in effect until the beginning of the next school year.

Additionally, a parent, or student who is 18, who wishes to refuse the release of directory information to military recruiting officers and post-secondary institutions must notify their principal in writing by October 15<sup>th</sup> each year.

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

THAT the meeting be adjourned.

The meeting adjourned at 4:34 PM.

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Clerk

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

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

**WORK STUDY SESSION  
SCHOOL BOARD  
January 23, 2018**

Chair Yener called the meeting to order at 4:41 p.m. with the following present: Chair Yener, Clerk Augé, Treasurer Neve, Directors Anderson, Coborn, Hunt, and Superintendent Osorio. Absent: Vice Chair Livingston.

Others present were: Troy Miller, Randy Anderson, Josh Anderson, Terri Johnson, and Kim Cavallaro.

In the audience: Julie Coffey, Cindy Swaim, Tim Kappes, and Khrrislyn Goodman.

Osorio commented on the previous day's weather and the current day's school closure. She discussed how school closings are determined and mentioned that protocol is continually reviewed.

R. Anderson presented budget assumptions and projections that drive the 2018-2019 budget process. He also provided initial budget revisions for the 2017-2018 budgets.

Miller and Osorio presented three policies for proposed revision: E-077 (Visitors to School District Buildings & Sites); EM-020.3 (Disability Nondiscrimination); and EM-020.17 (Protection & Privacy of Pupil Records). These policies will have a first formal reading at the January 23, 2018 business meeting followed by proposed action at the February 27, 2018 business meeting.

Osorio shared her recommendations for phase one of the District's facilities plan which included renovations to align with the focus on balancing enrollment.

The meeting adjourned at 5:47 p.m.

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Clerk

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

**REGULAR MEETING  
SCHOOL BOARD  
January 23, 2018**

Chair Yener called the meeting to order at 6:00 p.m. with the following present: Chair Yener, Clerk Augé, Treasurer Neve, Directors Anderson, Coborn, Hunt, and Superintendent Osorio. Absent: Vice Chair Livingston and Student Board Representatives Krummel and Larsen.

Others present were: Julie Coffey, Director of Human Resources; Randy Anderson, Director of Business Services; Josh Anderson, Director of Communications and Technology Innovation; Peter Mau, Director of Teaching and Learning; Tricia Hughes, Director of Student Services; Troy Miller, Assistant Superintendent; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance.

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

THAT the agenda be approved as presented.

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

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

Osorio thanked everyone in the community who helped with the large amount of snow that was received the previous day. She showed the latest Community Education and PreK catalogs. Osorio and Miller shared a first reading of policies E-077, Visitors to School District Buildings & Sites; EM-020.3, Disability Nondiscrimination; and EM-020.17, Protection & Privacy of Pupil Records. A second formal reading with proposed action will take place at the February 27, 2018 business meeting.

Miller, Mau, Coffey and Hughes provided a Strategic Plan update and presented on Strategy 3: “We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.” The work of Strategy 3 crosses several departments and the group’s report focused on recruiting and hiring, curriculum, instruction, and school environments.

R. Anderson presented the 2017-2018 budget revisions, with proposed action taking place later in the meeting.

R. Anderson presenting and reviewed enrollment numbers and budget assumptions that will be used in the updated financial projection model and used in developing the 2018-2019 budget.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 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>
Shawn & Susan McMahon	\$200.00	Meals on Wheels
David & Kristine Anderson	\$50.00	Meals on Wheels
Dianna Crenshaw	\$50.00	Meals on Wheels
Marilyn and Bruce Fisher	\$20.00	Meals on Wheels
Timothy McKane	\$25.00	Meals on Wheels
Michelle Gran	\$30.00	Meals on Wheels
Mary Jones	\$45.00	Meals on Wheels
Cheryl and Patrick Gysbers	\$250.00	Meals on Wheels
Gerald W. Evans	\$50.00	Meals on Wheels
Lori-Jean Rothmund	\$50.00	Meals on Wheels
Therese Faulconbridge	\$45.00	Meals on Wheels
Nancy Johnson	\$50.00	Meals on Wheels
Ruth Paisley	\$50.00	Meals on Wheels
Phylis Kisch	\$45.00	Meals on Wheels
Hans and Becky Neve	\$50.00	Meals on Wheels
Jerry Hanson	\$100.00	Meals on Wheels
Lee Ann Seppala	\$180.00	Meals on Wheels
Bernice Baker	\$25.00	Meals on Wheels
Kris Nelson	\$180.00	Meals on Wheels
Josephine Zeug	\$1,000.00	Meals on Wheels
Scott & Julie Wasiluk	\$20.00	Meals on Wheels
J.J. Steenberg	\$25.00	Meals on Wheels
Maplewood North Lions	\$180.00	Meals on Wheels
Bernice Baker	\$25.00	Meals on Wheels

Deborah Morisset	\$45.00	Meals on Wheels
Ron Woldengen	\$300.00	Meals on Wheels
Bobbie and Gregory Bigwood	\$1,000.00	Tartan High School
Greg & Janet Nelson	\$2,000.00	North High Activities
Don and Kathy Seiford	\$1,117.66	North High Robotics Club
Larry Carson	Telescope	North Astrology/Star Gazers Club
Kelly Kruzel	\$1,000.00	Harmony Playground Fund
Cowern PTG	\$2,700.00	Cowern Wolfridge Trip buses 17/18
City of Maplewood	2 Apple iPads	Weaver - Torrie Lukin's classroom
Lakeview Lutheran Church	Holiday gifts for 6 families	Weaver Elementary school
Hill Murray School	\$372.45	Webster Holiday Gifts & Food Program
Employees of Transport Express	\$1,770.00	Webster Holiday Gifts & Food Program
Ben Jarman	Candy	ISD 622 - to promote the District
Amy Coborn	Candy	ISD 622 - To promote the District

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2017-18 District Budget be revised as presented.

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

BE IT RESOLVED, that the School Board of ISD 622 adopt the course curricula beginning Fall 2018 for:

- New Course Proposal
  - Sculpture 2

Yener asked board members to set the agenda, time, and location for the February 6, 2018 work session. Coborn moved and Augé seconded the following motion, which carried on a 6 - 0 vote:

THAT the February 6, 2018 work study session begins at 4:30 p.m. in Room 202 of the District 622 Education Center and includes the following agenda items: 1)Ice Breaker; 2)Superintendent Check In; 3)Assessment Update; 4)Budget Process Update & Plan; and 5)Policy Revision.

Yener asked board members to set the agenda for the February 9 - 10, 2018 board retreat. Neve moved and Anderson seconded the following motion; which carried on a 6 - 0 vote:

THAT the February 9 - 10, 2018 board retreat agenda consist of the following items:  
1) Superintendent update; 2)Review of demographics and enrollment trends;  
3)Discussion of elementary boundaries; 4)Facilities and construction planning;  
5)Strategic plan update; and 6)Board communications.

During Board Communications, the following items were shared:

- ✓ Anderson commended parents, teachers and students for getting to school this winter and specifically thanked teachers for making sure our students get the education they need.
- ✓ Coborn thanked community and staff members who worked on the levy and noted that the result of that hard work is being seen and making a difference for us. She congratulated her board colleagues on their new officer positions.
- ✓ Augé stated how wonderful the recent North High band fundraiser had been. She mentioned that three District 622 teachers, Peg Sorensen; Pam Ledermann; and Shalee McComb have been nominated for Teacher of the Year.
- ✓ Yener gave a shout out to lead social worker Jennie Kula for her amazing work displayed in her trauma newsletter.

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

THAT the meeting be adjourned.

The meeting adjourned at 6:50 p.m.

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Clerk

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

**WORK STUDY SESSION  
SCHOOL BOARD  
February 6, 2018**

Chair Yener called the meeting to order at 4:30 p.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Directors Coborn, Hunt, and Superintendent Osorio.  
Absent: Treasurer Neve; Director Anderson.

Others present were: Josh Anderson, Randy Anderson, Kim Cavallaro, Khrrislyn Goodman, Troy Miller (District 622); Troy Miller (LHB Corporation); and Peter Mau.

In the audience: Cindy Swaim and Rory Sanders.

Osorio reviewed her facilities recommendations which included phase one proposed renovations to Richardson and Castle Elementary schools as the District prepares for increased enrollment at those sites. Osorio discussed her proposed draft timeline of initial next steps and led a conversation with board members and Miller from the LHB Corporation.

Goodman presented a brief student achievement update for the halfway point of the school year based on winter FastBridge Learning results. She touched on proficiency rates for Reading, Math and the achievement gap.

R. Anderson asked board members to consider the addition of two future work sessions, one in March and one in June, to discuss summer projects, capital budgets, and all remaining funds. The proposed setting of the work sessions will be an action item at the February 27, 2018 business meeting.

Mau presented the proposed revisions for Policy E-091, Credit for Learning. He noted that statute requires a policy regarding weighted grades if districts offer them; and our policy will reflect the new requirement. A first formal reading will take place at the February 27, 2018 business meeting, followed by proposed action at the March 20, 2018 business meeting.

The meeting adjourned at 5:43 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](http://www.isd622.org).

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

**SCHOOL BOARD RETREAT  
February 9 - 10, 2018**

Chair Yener called the meeting to order at 4:05 PM with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Neve, Directors Anderson, Coborn, Hunt, and Superintendent Osorio.

Others present were: Troy Miller (LHB Corporation)

In the audience: Rory Sanders

Osorio opened up the session with an icebreaker followed by a facilities conversation and a review of a proposal for phase one of the facilities plan.

(Dinner break from 6:13 - 7:02 PM)

Upon reconvening at 7:02 PM, Yener led an ice breaker, followed by continued facilities conversation. The board discussed racial equity; including Reimagine Minnesota and review of 622's equity work.

The retreat adjourned at 9:17 PM.

Chair Yener called the meeting to order at 8:08 AM on February 10, 2018 with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Neve, Directors Anderson, Coborn, Hunt and Superintendent Osorio.

Other present were: Josh Anderson

In the audience: Rory Sanders and Cindy Swaim

Anderson facilitated an ice breaker. Board members were given an opportunity for individual share out and board communications as a whole group.

(Break from 9:23 - 9:35 AM)

Elementary school boundaries were discussed with J. Anderson sharing current data and tools the District is using to beginning boundary planning conversations. Board members offered specific planning considerations and guiding principles.

(Break from 10:24 - 10:47 AM)

(C. Anderson departed the retreat at 10:36 AM)

Upon reconvening at 10:36 AM, Board members continued conversation on board member obligations which will be discussed further at the March 20, 2018 reflection session.

(Break from 11:00 - 11:10 AM)

Board communication continued with reports, discussion, and a wrap up of the retreat.

The retreat adjourned at 12:00 PM.

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Clerk

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

# Employment

First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Ryan	Abrahamson	Boys Basketball - Assistant Coach	John Glenn	1/2/187	\$1,940.00	Assignment
Alex	Alvarez	Boys Basketball - Head and Assistant Coach	John Glenn	1/2/18	\$2,203.60	Assignment
Sara	Beekie	Building EA	Skyview Middle	2/9/18	\$14.57	Hour
Mary	Brown	Building Para	John Glenn	2/20/18	\$15.91	Hour
Daniel	Chapman	Boys Basketball - Head and Assistant Coach	Skyview Middle	1/2/18	\$2,203.60	Assignment
Anna	Clarke Levine	Tubman Tutor	District-wide	2/21/18	\$26.00	Hour
Edward	Garcia	Part-time Custodian	District-wide	2/1/18	\$17.08	Hour
Gavin	Graham	Boys Basketball - Head and Assistant Coach	John Glenn	1/2/18	\$2,203.60	Assignment
Tammy	Hillmer	Bus Monitor	Bus Garage	2/12/18	\$16.58	Hour
Anh	Ho	Avid Tutor	District-wide	2/1/18	\$15.00	Hour
Roy	Jackson	Boys Basketball - Head and Assistant Coach	John Glenn	1/2/18	\$2,203.60	Assignment
Mark	Klingsporn	Boys Basketball - Head Coach	Tartan	11/20/17	\$7,469.82	Assignment
Ronald	Kruschwitz	Boys Basketball - Head and Assistant Coach	John Glenn	1/2/18	\$2,203.60	Assignment
Vanmeng	Lee	Behavior Intervention Specialist	Weaver	1/17/18	\$21.85	Hour
Rose	Miller-Andrist	Building Para	Castle	2/8/18	\$15.91	Hour
Angela	Navarro	Part-time Van Driver	Bus Garage	2/1/5/17	\$17.88	Hour
Deborah	O'Neil	Building Para	John Glenn	1/22/18	\$15.19	Hour
Natalia	Petkovich	ELL Teacher	Castle/Gladstone	2/20/18	\$6,521.56	Year
Chad	Remackel	Boys Hockey - Assistant Coach	Tartan	11/13/17	\$3,734.91	Assignment
Sarah	Schneider	Girls Hockey - Assistant Coach	Tartan	10/30/18	\$2,704.59	Assignment
Jerome	Schwalbach	Boys Basketball - Head Coach	Skyview Middle	1/2/18	\$2,467.20	Assignment
Mike	Strachota	Boys Basketball - Head and Assistant Coach	Skyview Middle	1/2/18	\$2,203.60	Assignment
Ekhlas	Suwaid	Avid Tutor	District-wide	1/30/18	\$15.00	Hour
Timothy	Tassler	Boys Hockey - Assistant Coach	Tartan	11/13/18	\$3,863.70	Assignment
Allena	Thomas	Child Care Para	Cowern	1/22/18	\$11.91	Hour
Cornelius	Warren	Bus Monitor	Bus Garage	3/1/18	\$16.58	Hour
Ann	Waugh	Job Coach Para	District-wide	2/15/18	\$15.91	Hour
Laura	Weaver	Intervention EA	Richardson	1/29/18	\$14.72	Hour
Lori	Weyandt	ECSE Para	Beaver Lake	1/24/18	\$15.91	Hour
Gaosheng	Xiong	Intervention EA	Eagle Point	1/16/18	\$13.47	Hour
Roosevelt	Yang	Behavior Intervention Specialist	Weaver	1/16/18	\$21.85	Hour
Mike	Yang	Boys Basketball - Assistant Coach	Skyview Middle	1/2/18	\$1,940.00	Assignment

## Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Kumari	Arimilli	.256 SN CC Para, .325 ECFE Para	.256 SN CC Para	12/29/17	\$13.99	hour
Sara	Carlson	.8125 Building Para	.75 ECSE Para	2/20/2018	\$17.10	Hour
Susan	Cleary	.53 Building EA	.125 Building EA	1/22/18	\$17.37	Hour
Mary	Lutz	.50 Intervention EA	.49 Intervention EA	1/24/18	\$13.33	hour
Therese	Rasch	.34 CC Para	.656 CC Para	2/1/18	\$13.30	hour
Jennifer	Stiff	FS3	FS3, .1875 CC SN Para	1/29/18	\$14.51	hour
James	Sullivan	.45 ECSE Para	.525 ECSE Para	1/26/18	\$14.51	hour

## Leave of Absence

First Name	Last Name	Assignment	Building	Leave Type	Dates
Kelly	Strasser	Teacher	Eagle Point	Child Care	03/26/18- 04/06/18

## Resignation

*	First Name	Last Name	Assignment	Building	Effective
	Sequoya	Ashley	Building Para	North	2/2/2018
	Charles	Dawson III	Hall Monitor	Tartan	1/30/2018
	Carrie	Eicher	Assistant Principal	Skyview Middle	6/30/2018
	Arthur	Errickson	Multiple Needs Teacher	Oakdale	1/19/2018
	Paul	Floyd	Part-Time Driver	Bus Garage	1/12/2018
	Amina	Gelle	Building Para	North	2/9/2018
	Krista	Janzen	Special Education Teacher	Tartan	6/8/2018
*	Victoria	Malcom	Building Para	Weaver	6/7/2018
	Donna	McGhee-Weaver	Child Care Para	Carver	1/31/2018
	Cynthia	Olk	Lunchroom Monitor	Richardson	1/9/2018
	Gail	Upton	Avid Tutor	District-wide	1/5/2018

## Termination

First Name	Last Name	Assignment	Building	Effective
Nicole	Renstrom	Teacher LOA	North	2/16/18
DeLisa	Shearod	Receptionist	Oakdale Elementary	2/13/2018
Allena	Thomas	CC Para	Cowern	2/9/2018
Laura	Williams	Teacher LOA	Eagle Point	2/16/18



IV. G. BID AWARDS

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

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

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

<u>For</u>	<u>Vendor</u>	<u>#Bids</u>	<u>Fund</u>	<u>Amount</u>
Switch Hardware, Wireless Access Points and Software Defined Networking	CDW-G	6	01	1,366,603.20

## Switch Hardware, Wireless Access Points and Software Defined Networking RFB

### Selection Criteria:

The award shall be based on, but not limited to these additional factors of:

1. The final cost of all products as identified in Appendix B and C. (30 points)
2. The products ability to meet the outlined networking expectations and its compatibility with existing District 622 network management systems as identified in Appendix A. (25 points)
3. The district's prior knowledge of and experience with the vendor/product's past performance and quality of merchandise offered. (25 points)
4. The general reputation and experience of the vendor/product in the industry. (15 points)
5. The nature and extent of company data furnished with the RFB or furnished upon request by the district at any time prior to bid award. (5 points)

RFB Selection Matrix Based On Similar Equipment Capability						
Criteria	Aercon/Ruckus	High Point Networks/Aruba	Softchoice Corporation	SHI	CDW-G	Paragon Micro
Solution Cost	\$1,191,540.54	\$1,167,400.24	\$2,370,825.20	\$1,552,959.53	\$1,366,603.20	\$1,506,597.00
Cost of product 30 points possible	29.3	30	14.77	22.55	25.63	23.25
Product Ability & Compatibility 25 points possible	15	22	25	25	25	25
Prior Knowledge & Experience 15 points possible	8	8	8	13	15	13
Reputation & Experience 15 points possible	5	14	10	15	15	12
RFB Submission 5 points possible	3	2	5	5	5	5
<b>Totals</b>	<b>60.3</b>	<b>76</b>	<b>62.77</b>	<b>80.55</b>	<b>85.63</b>	<b>78.25</b>

Winning Bidder

RFB Selection Matrix Based On Equipment & Pricing As Bid						
Criteria	Aercon/Ruckus	High Point Networks/Aruba	Softchoice Corporation	SHI	CDW-G	Paragon Micro
Solution Cost	\$604,373.77	\$1,040,646.75	\$2,370,825.20	\$1,552,959.53	\$1,366,603.20	\$1,506,597.00
Cost of product 30 points possible	30.00	17.42	7.65	11.68	13.27	12.03
Product Ability & Compatibility 25 points possible	10	18	25	25	25	25
Prior Knowledge & Experience 15 points possible	8	8	8	13	15	13
Reputation & Experience 15 points possible	5	14	10	15	15	12
RFB Submission 5 points possible	3	2	5	5	5	5
<b>Totals</b>	<b>56.00</b>	<b>59.42</b>	<b>55.65</b>	<b>69.68</b>	<b>73.27</b>	<b>67.03</b>

Winning Bidder

## Aruba/HPE Switch RFB Review Notes:

02-02-2018

Reviewers: Bakia Ndip and Robert Biddick

Findings of submitted RFB from High Point Networks for Aruba/HPE switches & wireless access points:

- Vendor teleconferences with High Point Network staff and Aruba local representatives were made to discuss the capabilities of the switches bid. District 622's view point was that not all the switches bid by High Point Networks were equal to the RFB identified Cisco switches. Comments made over the phone by High Point Networks staff was that "the switches bid are good enough. We don't believe District 622 needed the capacity that was identified with the Cisco switches in the RFB". After several calls and exchanges of email Aruba switches that were more equal to the capacities of the Cisco switches identified in the original RFB with costs were shared with us.
- The proposal review of switches bid and how they compare to the specified Cisco switches
  - Aruba Switch *JL075A Aruba 3810 16SFP+ 2-Slot* (quantity 11)
    - This model compares favorably to the specified Cisco WS-C3850-12XS-E with Cisco Catalyst 3850 12 Port 10G Fiber Switch IP Services and is considered equal
  - Aruba Switch *JL324A Aruba 2930 24 Smart Rate PoE+ 1- Slot* (Quantity 3)
    - This model does not compare to the specified Cisco C9300-24UX-EDU with Catalyst 9300 24-Port mGig and UPoE, K12 (Qty 3)
      - Differences identified:
        - Switching capacity
          - Aruba JL324A comes with a switching capacity of 228 Gbps versus Cisco C9300 with 640 Gbps
          - Aruba JL324A processor comes with 1 GB RAM, 1 GB SD Card and Dual Core with 1 GHz of processing speed versus the Cisco comes with 4-core 2.4-GHz CPU, 16-GB DDR4 memory, and 16-GB internal storage
        - Aruba equivalent switch that was provided by High Point Networks & Aruba local representatives based on the Cisco specified switches in the Bid packet would be the Aruba 3810M 40G 8SR PoE+
  - Aruba Switch *JL323A Aruba 2930M 40G 8 Smart Rate PoE+ 1-slot* (Quantity 70)
    - and the Cisco C9300-48UX-EDU with Catalyst 9300 48-Port (12 mGig & 36 2.5Gbps) K12
      - Differences identified:
        - Switching capacity
          - Aruba JL324A comes with a switching capacity of 228 Gbps versus Cisco C9300 with 640 Gbps
          - Aruba JL324A processor comes with 1 GB RAM, 1 GB SD Card and Dual Core with 1 GHz of processing speed versus the Cisco comes with 4-core 2.4-GHz CPU, 16-GB DDR4 memory, and 16-GB internal storage
        - Aruba equivalent switch that was provided by High Point Networks & Aruba local representatives based on the Cisco specified switches in the Bid packet would be the Aruba 3810M 40G 8SR PoE+
  - Aruba Switch *JL320A Aruba 2930M 24G PoE+ 1-Slot* (Quantity 47)
    - This model does not compare favorably to the specified Cisco C9300-24P-EDU with Catalyst 9300 24-Port PoE+, K12 (Qty 47)
      - Differences identified:
        - Switching capacity
          - Aruba JL324A comes with a switching capacity of 228 Gbps versus Cisco C9300 with 640 Gbps



## Ruckus/Brocade Switch RFB Review Notes:

02-02-2018

Reviewers: Bakia Ndip and Robert Biddick

Findings of submitted RFB from Aercor/Ruckus:

- Vendor teleconferences with Ruckus representatives were made to discuss the capabilities of the switches bid. District 622's view point was that not all the switches bid by High Point Networks were equal to the RFB identified Cisco switches. After several calls and exchanges of email Ruckus switches that were more equal to the capacities of the Cisco switches identified in the original RFB with costs were shared with us.
- The proposal review of switches bid and how they compare to the specified Cisco switches
  - Ruckus Switch *ICX7650-48F-E-RMT3* (quantity 11)
    - This model compares favorably to the specified Cisco WS-C3850-12XS-E with Cisco Catalyst 3850 12 Port 10G Fiber Switch IP Services and is considered equal
  - Ruckus Switch *ICX7150-48ZP-E8X10GR-RMT3* (Quantity 73)
    - This model does not compare to the specified Cisco C9300-24P-EDU with Catalyst 9300 24-Port PoE+, K12 (Qty 3) and the Cisco C9300-48UX-EDU with Catalyst 9300 48-Port (12 mGig & 36 2.5mGbps) K12 (Qty 70)
      - Differences identified:
        - Switching capacity
          - Ruckus ICX7150 comes with a switching capacity of 304 Gbps versus Cisco C9300 with 640 Gbps
          - Ruckus ICX7150 does not come with any failover power supply capability
          - Ruckus processor comes with 1 GB of RAM and flash memory of 2 GB versus the Cisco comes with 4-core 2.4-GHz CPU, 16-GB DDR4 memory, and 16-GB internal storage
        - Ruckus equivalent switch that was provided by Aercor based on several teleconference meetings to be equal to the Cisco specified switches in the Bid packet would be the Ruckus ICX7650-48ZP-E-RMT3
  - Ruckus Switch *ICX7150-24P-4X10GR-RTM3* (Quantity 47)
    - This model does not compare favorably to the specified Cisco C9300-24P-EDU with Catalyst 9300 24-Port PoE+, K12 (Qty 47)
      - Differences identified:
        - Switching capacity
          - Ruckus ICX7150 comes with a switching capacity of 304 Gbps versus Cisco C9300 with 640 Gbps
          - Ruckus ICX7150 does not come with any failover power supply capability
          - Ruckus processor comes with 1 GB of RAM and flash memory of 2 GB versus the Cisco comes with 4-core 2.4-GHz CPU, 16-GB DDR4 memory, and 16-GB internal storage



## **Call to Anoka Hennepin School District to discuss their experience with Ruckus/Brocade or HPE/Aruba networking equipment**

02/01/2018 @ 10:15 am

Anoka Hennepin Contact: Paul Handel – Network Services Coordinator – 763-506-1254

District 622 Staff Member: Robert Biddick

### **Ruckus/Brocade Comments:**

- Anoka Hennepin School District currently uses approximately 600 Brocade/Ruckus switches in their buildings and about 3400 Aruba wireless access points
- They installed the Brocade switches about three years ago
- Their year three has finally brought some stability to network after many software and firmware updates and patches to the networking equipment.
- Years one and two were difficult with a lot of networking issues and outages
- After the initial installation of the switches they realized they were sold mixed stacks. This was very problematic and they also learned that they were the largest organization for Ruckus to have these mixed stacks
- Since the initial install of the Ruckus switches they have had to replace approximately 100 of their 600 installed base of switches (this is approximately a 16 to 17 percent failure rate over three years)
- They try to keep a stack of 20 configured spare switches on hand to swap out bad switches across their buildings. Ruckus has replaced the switches but at times their stack of spare units gets pretty low while they wait for their replacements
- Paul said one of the first things he does every morning when he comes in to work is check to see if any switches have failed.
- A common problem they encounter is a network stack failure. They typically will restart the entire stack of switches to get services restarted. Often times it will not take care of the issue so they connect up and try to analyze the problem. The stack intelligence often times seems as though was lost so they need to reconfigure the switches
- Paul stated that Ruckus was low bid so they went with their product. He would not accept Ruckus again.
- Anoka Hennepin had Cisco switches in place before the Ruckus conversion. If Paul could do it over he would have preferred to stay with Cisco from a quality and reliability stand point

### **HPE/Aruba Comments:**

- Their entire wireless infrastructure is made up of the Aruba wireless access points and virtual wireless controllers
- They are very pleased with the reliability and quality of the Aruba wireless access points and controllers
- The estimate there are 3400 wireless access points across all their buildings
- There have only been about 5 wireless access points that have failed over the life of the product so far.
- They have been pleased with the reliability of the Aruba virtual controllers.

IV. H. 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	\$	4,708,117.00
Food Service		336,229.00
Community Service		100,129.00
Debt Service		3,600.00
Trust		100,042.00
Internal Service Fund Health Insurance		42,116.00
OPEB Benefits Trust Fund		35,664.00
		<hr/>
A/P Checks Disbursed (01-01-18 thru 01-31-18)	\$	5,325,897.00
Payroll Disbursed - Net (01-01-18 thru 01-31-18)	\$	4,184,336.00
Wire Transfers (01-01-18 thru 01-31-18)	\$	15,517,850.00
Investments on 02-05-18	\$	43,639,116.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	AMOUNT
MSDLAF OTHER FUNDS	MM	1.18%	(BALANCE AT 02-05-18)	\$254,151.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	1.48%	(BALANCE AT 02-05-18)	\$31,800,746.00
P M A SECURITIES OPEB BONDS	VARIOUS	1.80%	(BALANCE AT 02-05-18)	\$10,236,787.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.20%	(BALANCE AT 02-05-18)	\$1,347,432.00
				<u>\$43,639,116.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

01-01-18 thru 01-31-18

DATE	FROM	TO		REASON
01/02/18	P M A	HEALTH PARTNERS	\$202,895.00	MEDICAL CLAIM FEES
01/02/18	PREMIER BANK	SELECTACCOUNT	\$7,097.00	FLEX PROCESSING
01/02/18	PREMIER BANK	DELTA DENTAL	\$139,149.00	MONTHLY PAYMENT
01/02/18	PREMIER BANK	HEALTH PARTNERS	\$150,938.00	HEALTH CLAIMS
01/02/18	PREMIER BANK	STATE OF MINN.	\$135,440.00	PAYROLL TAX
01/03/18	PREMIER BANK	ANNUITY COMPANIES	\$205,778.00	PAYROLL PAYABLES
01/04/18	PREMIER BANK	SELECTACCOUNT	\$11,700.00	FLEX PROCESSING
01/05/18	P M A	PREMIER BANK	\$2,000,000.00	A/P - P/R*
01/05/18	PREMIER BANK	ANNUITY COMPANIES	\$510,602.00	PAYROLL PAYABLES
01/08/18	PREMIER BANK	SELECTACCOUNT	\$5,408.00	FLEX PROCESSING
01/08/18	PREMIER BANK	HEALTH PARTNERS	\$278,498.00	HEALTH CLAIMS
01/10/18	P M A	PREMIER BANK	\$2,925,000.00	A/P - P/R*
01/12/18	PREMIER BANK	ANNUITY COMPANIES	\$37,435.00	PAYROLL PAYABLES
01/12/18	PREMIER BANK	I R S	\$773,496.00	PAYROLL TAX
01/16/18	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
01/16/18	PREMIER BANK	SELECTACCOUNT	\$6,118.00	FLEX PROCESSING
01/16/18	PREMIER BANK	HEALTH PARTNERS	\$211,297.00	HEALTH CLAIMS
01/16/18	PREMIER BANK	STATE OF MINN.	\$120,326.00	PAYROLL TAX
01/17/18	PREMIER BANK	ANNUITY COMPANIES	\$213,211.00	PAYROLL PAYABLES
01/18/18	PREMIER BANK	SELECTACCOUNT	\$11,743.00	FLEX PROCESSING
01/19/18	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
01/19/18	PREMIER BANK	ANNUITY COMPANIES	\$469,417.00	PAYROLL PAYABLES
01/22/18	PREMIER BANK	SELECTACCOUNT	\$7,867.00	FLEX PROCESSING
01/22/18	PREMIER BANK	HEALTH PARTNERS	\$245,510.00	HEALTH CLAIMS
01/26/18	P M A	PREMIER BANK	\$3,200,000.00	A/P - P/R*
01/26/18	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
01/26/18	PREMIER BANK	SELECTACCOUNT	\$42,139.00	FLEX PROCESSING
01/26/18	PREMIER BANK	PITNEY BOWES	\$2,999.00	POSTAGE
01/29/18	PREMIER BANK	SELECTACCOUNT	\$8,679.00	FLEX PROCESSING
01/29/18	PREMIER BANK	HEALTH PARTNERS	\$184,089.00	HEALTH CLAIMS
01/31/18	PREMIER BANK	ANNUITY COMPANIES	\$38,306.00	PAYROLL PAYABLES
01/31/18	PREMIER BANK	MISCELLANEOUS	\$5,951.00	MISCELLANEOUS
01/31/18	PREMIER BANK	I R S	\$845,863.00	PAYROLL TAX
01/31/18	PREMIER BANK	STATE OF MINN.	\$20,899.00	UNEMPLOYMENT
		TOTAL	<u>\$15,517,850.00</u>	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

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# The Bi-Cultural Liaisons and Supports

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# Purpose

*Over 57 languages are spoken in the homes of our students here in ISD 622. We assist staff in supporting the language and <sup>39</sup>cultural aspects of families using The Language Line, Bi-Cultural Liaisons, and outside interpreter agencies*

- ❖ Introduce Bi-Cultural Liaisons and share how they can support staff, students, and families
-

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# Bi-Cultural Liaisons

- ❖ Someone who has standing in a community culture group. He/she helps school staff better understand the values and norms of the school community and helps community members negotiate the structures of the school system
- ❖ Provide support to Spanish-, Hmong-, and Somali-speaking families

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## NORTH SIDE & Enrollment Center



Gil Surine



Delén Hanson

## SOUTH SIDE & Enrollment Center



Mee Xiong Yang



Danelia Wenz



Sahara Aden



Mai Yang



Aden Samatar

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# BCLI Support includes

- ❖ Acting as a resource to staff who are working with families from another culture
- ❖ Helping families complete paperwork related to school registration/enrollment, immunizations, transportation, extracurricular sports/activities, and after school/summer programming like Targeted Services and Adventure Club
- ❖ Welcoming new-to-country students and monitoring academic and behavioral progress
- ❖ Attending School Orientation & Open House and Parent-Teacher Conferences when buildings have done extra outreach to encourage attendance of multicultural families
- ❖ They are not used for teaching, tutoring, or transportation

# OTHER PROJECTS

## Connect Through Culture

Get to know your *Hmong* speaking students & families!



**How big is the Hmong Population in MN?**  
MN has one of the biggest Hmong populations in the US: more than 60,000.



**How many people speak Hmong?**  
It is estimated that more than 3 million people in the world naturally speak Hmong.



**Connect with a Bi-Cultural Liaison in your area!**  
Mae Kiong Yang: [nyang@hsk22.org](mailto:nyang@hsk22.org)  
Mia Yang: [myang@hsk22.org](mailto:myang@hsk22.org)  
<http://www.hmong.com>  
<http://www.hksk22.org>

## The Hmong Written Language

Did you know that the Hmong have a writing system?

Most commonly used in the United States, Hmong is written with RPA, a romanized script created by Christian missionaries in the early 1950s. In 1959, Shong Lee Yang created Pahash/Dahash, an indigenous semi-syllabic script. Both scripts are still used today and there's even an institute in Minnesota that teaches Pahash. Pahash is not commonly learned by younger Hmong generations and native speakers.

## Common Phrases

1

**NYOB ZOO**  
(nyw-zhong)  
"Hello"

2

**UA TSAUG**  
(wa-chao)  
"Thank You"

3

**SIB NTSIB DUAB**  
(she-jee-doua)  
"Good Bye"



**ENDS**

Policy Title	Policy Level	Date Approved/Revised
Credit for Learning	E-091	3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 5/27/14 Revised: 6/28/16 Revised:

1) General Statement of Policy

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

2) Definitions

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

a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

- I. "Course credit" is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- J. **"Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.**

### 3) Transfer of Credit From Other Schools

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

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

#### 4) Post-Secondary Enrollment Credit

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

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

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

#### 5) Credit From Online Learning Courses

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

#### 6) Advanced Academic Credit

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

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

**7) Weighted Grades**

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

<b>A</b>	<b>5.0</b>	<b>C</b>	<b>3.0</b>
<b>A-</b>	<b>4.67</b>	<b>C-</b>	<b>2.67</b>
<b>B+</b>	<b>4.33</b>	<b>D+</b>	<b>2.33</b>
<b>B</b>	<b>4.0</b>	<b>D</b>	<b>2.0</b>
<b>B-</b>	<b>3.67</b>	<b>D-</b>	<b>1.67</b>
<b>C+</b>	<b>3.33</b>	<b>F</b>	<b>0.0</b>

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

**78) Process for Awarding Credit**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section 78.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

Cross References:

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

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

VII. A. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS - *C. Anderson*

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

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
Patrick J. Leach	1 carton of 4 x 6 photo paper	North High Photography class
Tolerance Tool	\$1,000.00	North High Robotics
Mold Craft, Inc.	\$500.00	North High Robotics
City of Maplewood	\$1,040.00	North High Robotics
Twin Cities Orthopedics, P.A.	\$500.00	North High Boys Basketball
Knights of Columbus	\$200.00	Meals on Wheels
Ron and Sonya Czerepak	\$500.00	Meals on Wheels
Robert Malm	\$100.00	Meals on Wheels
Truist	\$25.40	Meals on Wheels
Brenda Wood	School supplies, etc.	Castle Elementary
White Bear Unitarian Church	Winter gear	Castle students
Peter Yang	Children’s books	Castle students
House of Prayer Church	Sweat pants, shirts, etc.	Cowern students
Cowern PTG	\$4,000.00	Cowern Elementary
Amy Coborn	25 cases of water	Cowern Elementary Family Night
Studer Family	Hats & neck warmers	Cowern Elementary
Acapulco Mexican Restaurant	Taco Bar with all the fixings	Richardson Title I Family Night
St. Andrews Lutheran Church	Coats, hats and mittens	Richardson students
Joan Fritz	19 knitted winter hats	Richardson students
NFL Environmental Program	School supplies, books, playground equipment and iPad minis	Richardson Elementary
Joe Schaaf	A dozen classroom incentives	Next Step
Gary Score	1995 Chevy Silverado	Tartan Auto Class
Fusion Drumline	\$200.00	Tartan - purchase of drum head mallets
Tartan Soccer Parent Booster Club	Soccer bags, balls, cones, and Puggs	Tartan boys and girls soccer program
Jarius Wright	\$2,400.00	Tartan girls basketball warm-ups

Medtronic	\$1,500.00	Harmony playground trust
Eagle Point Parent Group	\$15,780.94	Eagle Point student, staff and curriculum support

MOTION:

SECOND:

Total fiscal year 2017-2018 monetary contributions: \$106,233.28

VII. B. 1. 2018-2019 ACHIEVEMENT AND INTEGRATION BUDGET

As part of the Educational Equity Alliance, the collaborative between District 622 and District 832, member districts are eligible for integration revenue. District 622 is expected to receive \$2,390,145.93 for Achievement and Integration in 2018-2019. Plans for use of these funds are described in “The Plan for Educational Equity, 2018-2020”. District 622 is expected to submit a yearly budget around this Plan for Educational Equity.

Therefore, the Director of Teaching & Learning recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District 622 Budget Plan for Achievement and Integration for 2018-2019 be approved.

MOTION:

SECOND:



## Achievement and Integration Revenue FY 2019 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2019 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

**District Name:** North St Paul, Maplewood, Oakdale

**District ISD Number:** 622

**Superintendent:** Christine Osorio

**Partnering Districts:** Equity Alliance, Mahtomedi 832

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

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

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

  
  

Total Initial Revenue expenditures (FIN 313 expenditures)	\$ 2,275,330.43
Total Incentive Revenue expenditures (FIN 318 expenditures)	\$ 114,815.50
<b>TOTAL A&amp;I REVENUE</b>	<b>\$ 2,390,145.93</b>

### CERTIFICATION STATEMENT

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2019 Achievement & Integration budget as approved by the school board.*

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

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

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

This approval is optional and not required in legislation or by the Minnesota Department of Education.

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

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



## FY 2019 Achievement and Integration Budget

District Number:

622

District Name:

North St Paul, Maplewood, Oakdale

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$1,983,040.93	82.97%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$165,305.00	6.92%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$241,800.00	10.12%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
<b>Total Proposed Revenue:</b>	<b>\$2,390,145.93</b>		<b>Total Revenue Expended:</b>	<b>\$0.00</b>	

Total Amount Proposed FIN 313	\$2,275,330.43
Total Amount Proposed FIN 318	\$114,815.50

Improvement Planning Expenditures	24%	#VALUE!
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Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments :

VII. B. 2. 2018-2020 ACHIEVEMENT AND INTEGRATION 3-YEAR PLAN

As part of the Educational Equity Alliance, the collaborative between District 622 and District 832, member districts are required to write, monitor, and report on a district 3-Year Plan. District 622 is continuing to implement its 3-Year Plan that seeks to address reading proficiency gaps, graduation rate gaps, and disproportionality in student discipline. Amendments to the 3-Year Plan include:

1. The replacement of the term “racial sub-group” in Goal 2 to “student racial demographic groups” to minimize language that denotes power or status.
2. The removal of “Growing Scholars (832)” from Intervention 1 to reflect programming changes in the collaborative.

The 3-Year Plan was adopted in 2017-2018 and will end after the 2019-2020 school year. Plans must be approved by the School Board prior to submission to the Minnesota Department of Education.

Therefore, the Director of Teaching & Learning recommends the following resolution:

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

MOTION:

SECOND:

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

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

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

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

Superintendent's Name: Christine Osorio

Phone: 651.748.7411

E-mail: cosorio@isd622.org

Plan submitted by:

Name: Bee Kong

Title: Coordinator, Office of Educational Equity

Phone: 651.748.7463

E-mail: bkong@isd622.org

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

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

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

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

**School Board Approval**

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

Superintendent: Christine Osorio

Signature:

Date Signed: Enter date.

School Board Chair: Michelle Yener

Signature:

Date Signed: Enter date.

## Integration Collaborative Member Districts

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

Name of Collaborative: **Educational Equity Alliance**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. <b>832 Mahtomedi A -</b><br/>Adjoining</li> <li>2. <b>Enter text here. Choose</b><br/><b>district status.</b></li> <li>3. <b>Enter text here. Choose</b><br/><b>district status.</b></li> <li>4. <b>Enter text here. Choose</b><br/><b>district status.</b></li> </ol> | <ol style="list-style-type: none"> <li>5. <b>Enter text here. Choose</b><br/><b>district status.</b></li> <li>6. <b>Enter text here. Choose</b><br/><b>district status.</b></li> <li>7. <b>Enter text here. Choose</b><br/><b>district status.</b></li> <li>8. <b>Enter text here. Choose</b><br/><b>district status.</b></li> </ol> |
|--|--|

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

## Plan Input

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

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

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

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

## Post to District Website

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

## Submitting This Plan

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

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

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

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

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

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

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

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

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

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

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

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

## INTERVENTIONS

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

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

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

### **Intervention 1** Young Scholars

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 1.1**

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

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

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

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

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

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

Grade levels to be served: Elementary

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

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

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

**Key Indicators of Progress (KIPS)**

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

**Intervention 2** MS-HS College/Career Pathways**Priority Area:** Instruction and Assessment**Objective this intervention supports:** 1.2, 2.1**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.*Integrated Learning Environments* increase integration and achievement in the following ways.

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

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

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

Grade levels to be served: secondary

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

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

**Evidence of research-base:** Curricular Alignment, Articulation, and Dual Enrollment. Aligning high school and college curricula across educational sectors and career requirements is a hallmark of a career pathway. Pathways should allow students to take high school courses that connect to their future postsecondary coursework and also prepare them for entry into the job market, preferably by offering students the opportunity to earn an industry credential soon after high school graduation. One common way to align high school and college coursework in technical areas is to create articulation agreements through which high school electives serve as the first step toward a college major. Students who successfully complete articulated courses are awarded college credits that can be applied toward a degree if the student completes additional coursework at the college. Unfortunately, these arrangements have not been as uniformly successful as intended (Bragg, 2001). Hence, dual enrollment is emerging as a popular alternative to articulated courses. Dual enrollment students take actual college courses, with credit recorded on a college transcript. *Community College Research Center (2006)*

**Key Indicators of Progress (KIPS)**

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

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

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 2.1**

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

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

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

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

Grade levels to be served: secondary

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

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

**Evidence of research-base:** *In regards to AVID tutorials:* Reciprocal teaching is a multicomponent approach that combines four strategies into one cohesive structure of increasing comprehension of text: predicting, clarifying, questioning, and summarizing (Takala, 2006). This approach helps teachers

to explicitly scaffold learning to help students become more metacognitive about their reading and learning. Further, it helps students become more active, reflective, and strategic readers. Reciprocal teaching can be successfully implemented within both general education and special education classrooms. Direct instruction procedures and reciprocal teaching formats are effective within inclusion settings for all learners (Gajria, Jitendra, Sood, & Sacks, 2007). *Joan Baker and Lisa Emerson, School of Education Training & Technical Assistance Center (2014)*

**Key Indicators of Progress (KIPS)**

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

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

**Priority Area:** Leadership and Governance

**Objective this intervention supports:** 3.1

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

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

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

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

Grade levels to be served: EC to 12

Location of services: district-wide

**Formative assessment(s) used to inform instructional decision-making:** Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA,

grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

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

**Key Indicators of Progress (KIPS)**

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

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

**Priority Area:** Environment and Resources

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

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

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

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

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

Grade levels to be served: EC to 12

Location of services: district-wide

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

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

**Key Indicators of Progress (KIPS)**

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

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

## Intervention 6 Cross District Learning

**Priority Area:** Student Engagement and Outcomes

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

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

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

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

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

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

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

Grade levels to be served: EC to 12

Location of services: district-wide

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

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

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

**Key Indicators of Progress (KIPS)**

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

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

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

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

Grade levels to be served: EC to 12

Location of services: district-wide

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

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

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

**Key Indicators of Progress (KIPS)**

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

**Intervention 8 Strategic Reading & Writing Interventions**

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 1.1**

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

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

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

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

Grade levels to be served: EC-3, Elementary

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

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

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

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

**Key Indicators of Progress (KIPS)**

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

**Racially Identifiable School(s)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**RIS INTERVENTIONS**

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

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

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

**Priority Area:** Choose priority area.

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

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

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

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

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

Grade levels to be served: Enter grade level.

Location of services: Enter location.

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

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

**Key Indicators of Progress (KIPS)**

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

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

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

**Priority Area:** Choose priority area.

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

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

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

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

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

Grade levels to be served: Enter grade level.

Location of services: Enter location.

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

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

**Key Indicators of Progress (KIPS)**

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

**Creating Efficiencies and Eliminating Duplicative Programs**

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



## Resolution

WHEREAS, the North St. Paul-Maplewood-Oakdale Independent School District 622 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the North St. Paul-Maplewood-Oakdale Independent School District 622 is the established Parent Committee comprised of community members, parents, student representatives and district staff, and

WHEREAS, the Indian Education Parent Committee's current responsibilities are to include involvement in the advisement of cultural programs specifically designed for American Indian learners implemented through Community Education and the Department of Teaching and Learning, and

WHEREAS, the Indian Education Parent Committee of the North St. Paul-Maplewood-Oakdale Independent School District 622 did meet on February 7, 2018 to review, recommend, and approve this Resolution and

WHEREAS, The Indian Education Parent Committee has found that while progress has been made the District's educational programs continue to be inadequate in meeting the needs of American Indian students. Those areas of concern are focused on culture and academic needs in social studies, mathematics, literacy and science, and

WHEREAS, the Indian Education Parent Committee recommends taking the following steps to meet the needs of the District's American Indian students:

Step 1. (A) Curriculum in the areas of social studies/history, literacy, science, art and music will be reviewed within the normal review cycle in consultation with the Districts' American Indian Education Liaison in order to ensure culturally appropriate and relevant materials for students and

(B) This is to include a monitoring system to make sure teachers are using existing on-line Ojibwe/Dakota curriculum and Learning Trunks to help meet the Minnesota State Standards and

(C) Indian Education staff to work with Curriculum Coordinator / Administration to provide teacher-in-services and support for classroom teachers.

Step 2. (A) American Indian students will be offered specific academic support in all curriculum areas, especially mathematics and literacy. Specific academic support could mean with the teacher before/after school or peer tutors or tutors.

(B) American Indian students are not always easily identified. Indian Education Advisors will make sure all teachers have a list of identified American Indian students that are in their classroom with program contact information.

Step 3. Even with existing protocol some parents do not receive timely information about appropriate and early classroom interventions to help American Indian students that need academic support. Not all parents have the technology or skills to access the Parent Portal. Indian Education Academic Advisors acting as home/school liaisons need to be included in MTSS, IEP, Check & Connect and other meetings/conversations concerning American Indian students.

Step 4. The development of Academic Programing for students making the transition between the 5-6<sup>th</sup> grades and the 8-9<sup>th</sup> grades. This programing should focus on teaching the skills and habits necessary for success at the higher level of academics the student is moving into.

Step 5. Too many students enter and continue through high school without the academic skills and work habits necessary to actually earn credits and make progress towards graduation. We support the full implementation of MTSS (Multi-tiered System of Support) in all middle/high schools.

WHEREAS, District data will be regularly shared with the Indian Education Parent Committee to measure progress in the academic performance of American Indian students, and

WHEREAS, the LEA Representative will present an annual report to the School Board in order to improve communication and educate members of the Board on issues that are relevant to the American Indian community, and

WHEREAS efforts have begun to address these areas of concern, efforts need to continue with full support in order to foster academic success for American Indian students.

THEREFORE BE IT RESOVED, the Indian Education Parent Committee of North St. Paul-Maplewood-Oakdale Independent School District 622 does not concur that the District's programs meet American Indian students needs.

THEREFORE BE IT RESOLVED, the Indian Education Parent Committee of North St. Paul-Maplewood-Oakdale Independent School District 622 concurs that the above steps need to be taken in order to improve District efforts to meet American Indian students' needs—and that the efforts that have begun to address these areas continue in order to foster academic success for American Indian students.

In favor of Resolution 14

Not in favor of Resolution 0

Noemie Vandal

2-7-18

Name

Date

Chairperson - ISD#622 American Indian Education Parent Committee

VII. B. 3. REVISION OF THE 2017-2018 SCHOOL CALENDARS FOR ACT & MCA TESTING DATES

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

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

Therefore, the Director of Teaching & Learning recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2017-2018 School Calendar be revised to reflect April 3, 2018 as a school day for *tenth* and eleventh graders only at the high school level with an early release for the purpose of MCA and ACT testing.

MOTION:

SECOND:

VII. C. 1. RATIFICATION OF THE 2017-2019 CLERICAL AGREEMENT

The District has reached a tentative agreement with the Office and Professional Employees International Union, Local No. 12, representing office and clerical employees of the district for the contract period July 1, 2017 to June 30, 2019. The membership of Local 12 voted and ratified the agreement.

The proposed settlement is a two-year agreement covering the years 2017-18 and 2018-19. The terms and conditions of the agreement include steps and a 2.75% increase to the salary schedule in each year of the contract. In addition, longevity was increased in each year of the contract by \$0.05 for the ten-year increment, \$0.20 for the fifteen-year increment and \$0.35 for the twenty-year increment.

There were also several language items that were clarified and updated. The total cost of this package is 5.68%.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2017-2019 Office and Professional Employees International Union, Local 12 Agreement be approved.

MOTION:

SECOND:

VII. C. 2. 2017-2019 NON-UNIT SALARY INCREASES

The Non-Unit group consists individuals in positions which are not represented under a collective bargaining agreement with ISD 622, North St. Paul-Maplewood-Oakdale Schools. This group includes non-teaching professionals that are specialists, supervisors or directors. Individuals will receive a salary increase of 3% effective July 1, 2017 and a 3% increase effective July 1, 2018. No additional changes were made to the terms and conditions of employment for these positions. Individuals subject to the salary increases in year one are those employed by ISD 622 prior to July 1, 2017. The cost of this package is 4.55%.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the two-year salary increases for non-unit employees of North St. Paul-Maplewood-Oakdale be approved.

MOTION:

SECOND:

VII. C. 3. RATIFICATION OF THE 2017-2019 EDUCATION ASSISTANT AGREEMENT

The District has reached a tentative agreement with the Office and Professional Employees International Union, Local No. 12, representing Education Assistant and Licensed Practical Nurses of the district for the contract period July 1, 2017 to June 30, 2019. The membership of Local 12 voted and ratified the agreement.

The proposed settlement is a two-year agreement covering the years 2017-18 and 2018-19. The terms and conditions of the agreement for Education Assistant include steps and a 2.5% increase to the salary schedule in each year of the contract. In addition, longevity was increased in each year of the contract by \$0.25 for the fifteen-year and twenty-year increment. Licensed Practical Nurses will receive steps and a 1% increase to the salary schedule in each year of the contract and will not be subject to the longevity increases.

There were several language items that were negotiated including a change in the probationary period to one hundred and twenty (120) days and a change in the amount of personal leave that is provided. There were also several language items that were clarified and updated. The total cost of this package is 5.93%.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2017-2019 Office and Professional Employees International Union, Local 12 Agreement be approved.

MOTION:

SECOND:

VII. C. 4. RATIFICATION OF THE 2017-2019 PRINCIPAL AGREEMENT

The District has reached a tentative agreement with North St. Paul-Maplewood-Oakdale Principals' Association representing principals and assistant principals of the district for the contract period July 1, 2017 to June 30, 2019. The membership of the Principal Association voted and ratified the agreement.

The proposed settlement is a two-year agreement covering the years 2017-18 and 2018-19. The terms and conditions of the agreement include steps and a 3% increase to the salary schedule in each year of the contract. In addition, the ten-year longevity increment was increased by \$2,000.00 effective July 1, 2018.

There were several language items that were negotiated including adding a requirement of ten years of service to the retirement language for employees hired after July 1, 2018 and a change in the payout of earned vacation. Effective July 1, 2018, earned vacation eligible for payout will be contributed to a health care savings plan through the Minnesota State Retirement System. In addition, language was added to allow rollover of unspent professional development dollars to a maximum amount. The total cost of this package is 5.92%.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2017-2019 North St. Paul-Maplewood-Oakdale Principal Association Agreement be approved.

MOTION:

SECOND:

VII. D. 1. 2018-2019 INDEXED iFTE APPROVAL

Board Action is annually required to establish indexed full time equivalent (iFTE) staffing positions for the following school year. The information below represents the level of iFTE requested for 2018-2019, with a comparison to the iFTE approved by the School Board for the current 2017-2018 school year.

2018-2019 iFTE reflects the same as the previous year. With our enrollment staying steady, and our funding consistent, no adjustments were necessary.

	<u>2017-2018</u>	<u>2018-2019</u>	<u>Difference</u>
REGULAR ED TOTAL	376.70	376.70	0

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District 622 that the 2018-2019 376.70 iFTE be approved.

MOTION:

SECOND:

VII. D. 2. 2018-2019 INDEXED iFTE APPROVAL

Board Action is annually required to establish indexed full time equivalent (iFTE) staffing positions for the following school year. The information below represents the level of iFTE requested for 2018-2019, with a comparison to the iFTE approved by the School Board for the current 2017-2018 school year.

2018-2019 iFTE reflects a 5.00 iFTE increase from the previous year. This adjusted number reflects an increase based upon the increase in the number of students requiring special education services. In addition, there has been a rise in enrollment of English Language Learners to the district.

	<u>2017-2018</u>	<u>2018-2019</u>	<u>Difference</u>
STUDENT SERVICES TOTAL	320.20	325.20	+5.00

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that 2018-2019 325.20 iFTE be approved.

MOTION:

SECOND:

VII. E. 1. REVISE POLICIES

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

E-077 (Visitors to School District Buildings & Sites) is proposed for revision to reflect the new policy requirements from the 2017 Minnesota Legislature as it pertains to post-secondary enrollment options; Policy EM-020.3 (Disability Nondiscrimination) contains a revision to update the name of the District's ADA Coordinator; and Policy EM-020.17 (Protection & Privacy of Pupil Records) includes an addition of the student's date of birth to the list of items considered to be directory information.

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-077	(Visitors to School District Buildings & Sites)
EM-020.3	(Disability Nondiscrimination)
EM-020.17	(Protection & Privacy of Pupil Records)

MOTION:

SECOND:

## Proposed Policy Revisions – February 2018

### Proposed Action 2-27-18

Policy Number	Policy Title	Summary of Changes
E-077 Revision	Visitors to School District Buildings and Sites	<ul style="list-style-type: none"> <li>• MSBA policy</li> <li>• Revisions to reflect new policy requirements from the 2017 Minnesota Legislature as it pertains to post-secondary enrollment options</li> <li>• Legal reference addition</li> <li>• <b>PSEO Procedures have been created, taken to Advisory Committee, and reviewed by students, staff and community members</b></li> <li>• <b>Procedures establish protocol for PSEO students utilizing the school building</b></li> </ul>
EM-020.3 Revision	Disability Nondiscrimination Policy	<ul style="list-style-type: none"> <li>• MSBA policy</li> <li>• Revision to update the name of the District's appointed ADA coordinator</li> </ul>
EM-020.17 Revision	Protection & Privacy of Pupil Records	<ul style="list-style-type: none"> <li>• Contains 622 language</li> <li>• Revision to add the student's date of birth to the list of items considered to be directory information. MSBA has this in their model policy and we wish to do the same.</li> </ul>

### Proposed Action 3-20-18

Policy Number	Policy Title	Summary of Changes
E-091 Revision	Credit for Learning	<ul style="list-style-type: none"> <li>• Contains 622 language</li> <li>• Revisions due to new legislation requiring "weighted grades" be in policy if a district is using them</li> <li>• Proposed policy is to weight AP and concurrent enrollment grades</li> <li>• The policy update reflects the change in practice that was put into</li> </ul>

## Proposed Policy Revisions – February 2018

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**procedures following a 622 Task  
Force's recommendation in the  
2007-2008 school year**

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ENDS

Policy Title	Policy Level	Date Approved/Revised
Visitors to School District Buildings and Sites	E-077	11/22/11 Revised:

1) General Statement of Policy

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

2) Post-Secondary Enrollment Options Students

- A. **A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.**
- B. **A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.**

23.) Responsibility

- A. The school district administration shall present recommended visitor **and post-secondary enrollment options student** procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public.
- B. ~~It shall be the responsibility of the~~ **The** superintendent **shall be responsible for providing** ~~to provide~~ coordination that may be needed throughout the process and **providing** ~~provide~~ for periodic school board review and approval of the procedures.

34.) Visitor Limitations

- A. An individual, **post-secondary enrollment options student**, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.

- B. Visitors, **including post-secondary enrollment options student**, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, **post-secondary enrollment options student**, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

**Rationale:** *The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.*

Adoption and Revision History	Incorporated Policies
Policy 903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES This Policy Adopted: February 24, 1998 Rescinded: November 22, 2011	Replaces policy KK (Visitors to the Schools) adopted June 28, 1979  MSBA 903
Policy E-077 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES This Policy Adopted: November 22, 2011, Revised:	

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

**Legal References:** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
**Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)**  
 Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)  
 Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

**Cross References:**



# School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

Visitor to School District Buildings and Sites  
Policy E-077

Post-Secondary Enrollment Options (PSEO) Student Procedures

PSEO students utilizing the building must adhere to the following:

- Establish a schedule and logistical plan with a high school principal
- Follow attendance protocol
- Report to the media center to access computers and other technology resources
- Follow school district rules (students are provided a student handbook)

Visitor Limitations:

- Students who do not comply with established procedures may be denied permission to visit a school or school property

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

<b>Policy Title</b>	<b>Policy Level</b>	<b>Date Approved/Revised</b>
<b>Disability Nondiscrimination Policy</b>	<b>EM-020.3</b>	<b>5/20/08</b> <b>Revised: 1/22/13</b> <b>Revised: 6/28/16</b> <b>Revised:</b>

1) General Statement of Policy

- a) The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- b) The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- c) The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- d) Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact ~~Keith Gray~~ **Julie Coffey**, Director of Human Resources, 2520 E. 12<sup>th</sup> Avenue, North St. Paul, MN 55109, 651-748-7422, [kgrayjcoffey@isd622.org](mailto:kgrayjcoffey@isd622.org). This individual is the school district's appointed ADA-coordinator.

**Rationale:** *School District 622 – North St. Paul-Maplewood-Oakdale shall provide a fair employment setting for all persons and shall comply with state and federal law.*

<b>Adoption and Revision History</b>	<b>Incorporated Policies</b>
402 DISABILITY NONDISCRIMINATION POLICY (This policy adopted: May 13, 1997; Rescinded: August 5, 2008)	MSBA 402
EM-020.3 DISABILITY NONDISCRIMINATION POLICY (This policy adopted: May 20, 2008); Revised: January 22, 2013; Revised: June 28, 2016; Revised:	

Administrative Rule, Regulation and Procedure: NA

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. 794 et seq. (§ 504 of Rehabilitation Act of 1973)  
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)  
29 C.F.R. Part 32  
34 C.F.R. Part 104

**Cross References:** MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

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

Policy Title	Policy Level	Date Approved/Revised
<b>Protection &amp; Privacy of Pupil Records &amp; Public Notice &amp; Juvenile Justice System Request for Information</b>	<b>EM-020.17</b>	<b>5/20/08</b> <b>Revised: 11/22/11</b> <b>Revised: 9/25/12</b> <b>Revised: 7/23/13</b> <b>Revised: 5/27/14</b> <b>Revised: 6/28/16</b> <b>Revised: 7/18/17</b> <b>Revised:</b>

1) General Statement of Policy

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

2) Definitions

a) Authorized Representative

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

b) Biometric Record

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

c) Dates of Attendance

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

d) Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, **date of birth**, 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 7917 of the federal 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 may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section 12E of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

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

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

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

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

student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

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

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

c) Nonpublic School Students

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

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

6) Release of Directory Information

a) Classification

Directory information is public except as provided herein.

b) Former Students

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

c) Present Students and Parents

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

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

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

d) Procedure for Obtaining Nondisclosure of Directory Information

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

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

e) Duration

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

7) Disclosure of Private Records

a) Private Records

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

b) Private Records Not Accessible to Parent

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

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

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

c) Private Records Not Accessible to Student

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

8) Disclosure of Confidential Records

a) Confidential Records

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

b) Reports Under the Maltreatment of Minors Reporting Act

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

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

c) Investigative Data

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

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

d) Chemical Abuse Records

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

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

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

10) Disclosure of Data to Military Recruitment Officers

- a) The School District will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in

writing to release this data pursuant to Paragraph C. below.

- b) Data released to military recruiting officers under this provision:
  - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
  - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
  
- c) A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary institutions. To refuse the release of the above information to military recruiting officers and post-secondary institutions, a parent or eligible student must notify the responsible authority, (building principal), in writing, by October 15<sup>th</sup> each year. The written request must include the following information:
  - 1. Name of student and parent, as appropriate;
  - 2. Home address;
  - 3. Student's grade level;
  - 4. School presently attended by student;
  - 5. Parent's legal relationship to student, if applicable;
  - 6. Specific category or categories of information which are not to be released to military recruiters and post-secondary educational institutions; and
  - 7. Specific category or categories of information which are not to be released to the public, including military recruiters and post-secondary educational institutions.
  
- d) Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
  
- e) A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

#### 11) Limits on Redisclosure

- a) Redisclosure

Consistent with the requirements herein, the school district may only disclose personally

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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  
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### 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 Supervisor of Technology Infrastructure.
- 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 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.*

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

May 20, 2008); Revised: November 22, 2011; Revised: September 25, 2012; Revised: July 23, 2013; Revised: May 27, 2014; Revised: June 28, 2016; Revised: July 18, 2017; 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.* (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)

VII. E. 2. PHASE ONE FACILITIES PLAN RESOLUTION

Administration is seeking board approval as the district continues to move forward with the continued Facilities Plan work.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of School District 622 that the School Board commits to move forward planning for the additions and renovations and system replacement and improvement for facilities at Castle and Richardson, AND designates the Superintendent of Schools to oversee and facilitate the plan.

MOTION:

SECOND: