



School District 622
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

SCHOOL BOARD MEETING

Regular Meeting

**February 26, 2019
6:00 PM**

Board Members:

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

Superintendent:

Christine Osorio

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

District Mission Statement:

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

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

**Regular Meeting
February 26, 2019
6:00 PM**

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

A G E N D A

- I. Call to Order and Pledge of Allegiance**
- II. Approval of the Agenda**
- III. Public Comment**
An opportunity for public to comment on items. Speakers shall complete a registration card, state their name and address, and will have between two and four minutes, depending on the number of speakers, to speak on a topic. The Public Comment section of the meeting shall last no longer than thirty minutes.
- IV. Achievement Awards - Anderson** 10
 - A. Lorna Benner
 - B. Nathan Huntley, Jaclyn Stumpf, Katelyn Krummel, Cade Severson
- V. 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 22, 2019 Business Meeting 12
 - B. Minutes of February 12, 2019 Work Study Session 18
 - C. Routine Personnel 20

D. Richardson Elementary Contract Rescinding & Rejection of Work Scope #32A "Fencing"	22
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We are rescinding the contract to Thor Construction that was awarded at the January meeting for failure to execute a contract due to business dissolution. We also will be rejecting all other bids. Since the project amount is estimated to be under \$175,000, we will be doing quotes for the fencing project.

E. Bid Calendar	26
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F. Disbursements	27
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VI. Reports

A. Student School Board Representatives - <i>Krummel/Pedersen</i>	
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B. Assistant Superintendent - <i>Miller</i>	
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1. Cowern Elementary

Cowern Principal Dr. Jen Wilson will be highlighting Cowern's mission and vision that is aligned to the Strategic Plan. She will also be sharing information about the positive culture and climate at Cowern. In addition, Jen will be highlighting their school improvement plan and progress they are making.

C. Teaching & Learning - <i>Mau</i>	
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1. 2018-19 Equity Program Report	31
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The Equity Program Report reflects an overview of the programming supported by the Office of Educational Equity.

This report includes a summary of the history of achievement and integration, the current state of our Achievement and Integration goals, programs currently working in closing the achievement gap, and the plan to continue to close the gaps.

Wayne Felton will present this report.

D. Superintendent - *Osorio*

- 1. Facilities 57
- 2. Policy Revisions 77

The policies presented tonight for a first formal reading were shared with you at our February 12, 2019 work session. Board Member suggestions for revision were reviewed and any changes to policies are indicated on the green and white policy summary sheet with comments written in blue. In addition, if a change was made to an actual policy, those changes are indicated in blue within the policy itself.

After hearing your comments at tonight's business meeting, we will have a second formal reading at the March 26 business meeting before action is proposed.

- a. E-014 (Graduation Requirements) 80
- b. E-057 (Disposition of Obsolete Equipment & Materials) 90
- c. E-089 (Assessment of Student Achievement) 94
- d. E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students) 100
- e. E-093 (School District Testing Plan and Procedure) 105
- f. EM-020.28 (School District System Accountability) 118
- g. EM-020.29 (Instructional Curriculum) 125
- h. EM-020.30 (Curriculum Development) 130
- i. EM-020.33 (School District Curriculum and Instruction Goals) 133

VII. **Action Items**

A. Business Office

- 1. Acknowledgment of Contributions - *Yener* 137
**I recommend that the contributions, with a total of \$63,436.19 for the 2018-2019 fiscal year, be approved.*
- 2. Budget Revision 2018-2019 - *R. Anderson* 138

We have just received our January numbers and have used those to determine any January budget revisions that need to be prepared. Because of the need to use timely information, we will be finishing any necessary analysis and using this information to update our Financial Projection Model. our last budget revision for the 2018-2019 fiscal year will be in May.

**I recommend that the 2018-2019 budget revisions be approved as presented.*

3. Issuance of School Building Bonds and Calling an Election - R. Anderson 141

Our attorney Tom Deans has drafted the required resolution for you to approve at the February 26 Board meeting. Minnesota statute dictates that the Board approve the resolution by March 1 and provide a copy to the District's counties and the Minnesota Department of Education.

The resolution will outline the ballot language that is required for the election that will be held on May 14, 2019.

The resolution will also outline the question that will be asked of District voters. This question if approved, would give the District the authority to issue up to \$275 million in school building bonds for new school buildings, additions and remodeling.

** I recommend that the resolution for issuance of school building bonds and calling an election be approved.*

4. Appointment of School District Election Clerk - R. Anderson 147
- Whenever we conduct an election, the school board designates an individual to serve as our election official to oversee all election duties.*

**I recommend that Jo McCabe be approved to serve as our District's*

election clerk.

B. Teaching & Learning - *Mau*

1. 2019-2020 Achievement & Integration Budget

148

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 2019-2020 school year, including both district dollars and collaborative dollars, is \$2,677,115.15. This budget will continue to support valuable programming designed to: support individual growth and high achievement, increase the intercultural 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 18-19:

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

**Cultural Academic Specialists (additional 2 hours/day)*

**African-American Bi-cultural Liaison*

New in 19-20:

**Somali Parent Advisory Group*

**African-American Parent Advisory Group*

**Freedom School - Adding a second site*

Other Changes in 19-20:

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

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

**I recommend that the Achievement and Integration Budget, 2019-2020, for the Office of Educational Equity and the Educational Equity Alliance by approved as presented.*

2. American Indian Parent Advisory Committee Compliance
Documentation from MDE & Resolution

151

State Statute, Section 124D.78, mandates the formation of an American Indian Parent Advisory Committee for school districts in which there are ten or more American Indian children enrolled. In addition, State Statute calls for American Indian Parent Advisory Committees (AIPAC) to annually submit an assessment of educational services available to American Indian students. The AIPAC submitted a resolution of non-concurrence for the February 26 Board meeting. When there is a resolution of non-concurrence, State Statute requires school districts to issue a written response and to submit the response to the Minnesota Department of Education.

Peter Mau, Director of Teaching and Learning, will present a short report on the District response:

**Teaching & Learning will continue to work closely with the American Indian Education team in the areas of curriculum development and professional development, including a system to monitor the implementation of the online curriculum and learning trunks.*

**Over the next several years, Curriculum will work with American Indian Education to embed curriculum from an American Indian lens, to fulfill state standards, and increase engagement of American Indian students in curriculum.*

**Specific academic support will be provided to American Indian students who are not on track to be proficient in state standards. This includes classroom interventions, out of class interventions, and before and after school supports.*

**Over the next several years District 622 is committed to developing a Multi-Tiered System of Supports at the secondary level to help meet the academic and behavioral needs of students.*

**District 622 will enhance its practices for the effective transition of students between elementary school and middle school and between middle school and high school.*

**In an effort to bring awareness and connect students to available resources, teachers will be provided class rosters that identify American Indian students at the beginning of each year to ensure teachers are aware of the students in their classroom.*

**I recommend that the resolution of non-concurrence by approved as written.*

C. School Board

1. Set Agenda & Location for March 26, 2019 Reflection Session

We have the date and time set for our March 26, 2019 reflection session, but we need to set the location and agenda.

**I recommend that the March 26, 2019 reflection session which begins at 5:00 p.m., be held in Room 202 of the District Education Center with the following agenda items: 1)Ice Breaker; and 2)Reports (Committees, Liaisons, Training, Conferences).*

D. Superintendent

1. 2018-2019 School Calendar Revision

160

2019 has been an exceptionally cold and snowy winter. To date, we have already had 5 weather-related school closures. State law requires 1020 instructional hours for students each year; and we have already fallen short of our required hours due to weather closures.

In order to make up some of our lost hours, we are planning to convert 1 of our scheduled professional development days to a

student learning day.

**Friday, March 1 will become a school day for grades 6-12 only. Grades PreK - 5 will continue to have the day off as originally planned for teacher staff development and report card prep.*

**I recommend that the 2018-2019 school calendar be revised as proposed.*

VIII. Board Communications

IX. Future Board Meeting Dates

- A. March 26, 2019 Work Study Session 4:30 p.m. (Room 202)
- B. March 26, 2019 Reflection Session 5:00 p.m. (Room 202)
- C. March 26, 2019 Business Meeting 6:00 p.m. (Board Room)

IV. A. ACHIEVEMENT AWARDS, *presented by: Anderson*

The School Board of the North St. Paul-Maplewood-Oakdale School District is proud of its students, citizens, and staff who demonstrate service “above and beyond” the call of duty. We are proud to recognize the following individual(s):

- A. **Lorna Benner**, Recess Monitor at Carver Elementary, recently gave the Heimlich maneuver to a 5th grade student who was choking at lunch. Everything turned out well, and we are very grateful for Lorna and her quick action.

Lorna is nominated by Carver Elementary Principal Gena Abrahamson.

- B. Students **Nathan Huntley** and **Jaclyn Stumpf** (North High) along with **Katelyn Krummel** and **Cade Severson** (Tartan) all received the Minnesota State High School League Triple A Award. This prestigious award recognizes one senior boy and girl from each high school for their incredible work in the areas of Academics, Athletics, and the Arts...”Triple A”.

To earn this award, students are nominated by their teachers and coaches and must complete a rigorous application process. Nathan, Jaclyn, Katelyn, and Cade have outstanding grades and are at the top of their class! They participate in numerous athletics and the Arts. They are leaders in our high schools and creatively make time to be involved in so many activities. We are very proud of them and are thankful for their incredible work.

Nathan, Jaclyn, Katelyn, and Cade are nominated by Assistant Superintendent Troy Miller.

V. 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, V.A. through V.F., be approved as written, and a copy of the agenda items is attached to the minutes.

MOTION:

SECOND:

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

**REGULAR MEETING
SCHOOL BOARD
January 22, 2019**

Chair Yener called the meeting to order at 6:01 p.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Hunt, Jarman, Neve, Superintendent Osorio, and Student Board Representative Krummel. Absent: Student Board Representative Pedersen.

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

The meeting opened with the Pledge of Allegiance.

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

THAT the agenda be approved as presented.

Livingston presented Achievement Awards to Eagle Point Kitchen Manager Kim Harvieux for her quick thinking and speedy response in giving the Heimlich maneuver to a student who was choking in the lunchroom; and to the Kindergarten Teachers & Leadership Team for their work of implementing a plan which increased the percentage of kindergarten students who were “on-track” in their early reading skills from 31% in December of 2017 to 76% by the Spring of 2018.

The Consent Agenda was considered. Jarman requested that Item V.E., Routine Personnel, be removed for discussion. Augé requested that Item V. F., Bid Rejections, be removed for discussion. Livingston moved and Augé seconded the following resolution, which carried on a 7 - 0 vote:

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

Jarman explained that his name was listed under the Employment section of Routine Personnel, therefore, he wished to recuse himself from voting on the agenda item. Augé moved and Anderson seconded the following resolution, which carried on a 6 - 0 vote with Jarman abstaining:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following Consent Agenda Item, V.E., Routine Personnel, be approved as written, and a copy of the agenda item is attached to the minutes.

Augé requested that Randy Anderson comment on Item V. F., Bid Rejections, and R. Anderson explained that the locker bids for Castle and Richardson were rejected due to relocating the lockers from the hallway to the classroom. Anderson moved and Livingston seconded the following resolution, which carried on a 7 - 0 vote:

BE IT RESOLVED by the School Board of District 622 that the following Consent Agenda Item V.F., Bid Rejections, be approved as written, and a copy of the agenda item is attached to the minutes.

Yener noted that Krummel had just received a Triple A Award - an award given by the Minnesota State High School League (MSHSL) for excellence in the classroom, athletics, and fine arts.

Due to Pedersen's absence, Krummel read the North High report: This week North High is having ongoing celebrations for SnoDaze. Events include dress up days, scavenger hunts, activities during reading hour, and a dance at the Lake Elmo Event Center on Saturday. Winter sports have begun and students can participate in basketball, swimming, gymnastics, wrestling, and even karate this year. Show Choir has had a successful start to their season, and in the past two competitions they have earned 3rd runner up against competitive teams. Concert Choir and Jazz Band also participated in the Metro East Conference Band and Choir festival. North High Junior Tyson Sonnek has continually broken the school diving record, and has done so three times since the start of the season. Nathan Huntley and Jaclyn Stumpf were awarded North's MSHSL Triple A winners.

Tartan High Student Representative Krummel reported on the following items: Tartan hosted the annual Tartan vs. North basketball quadrupole triple header. The event drew a huge crowd. Tartan's winter play, Lord of the Flies, begins on Friday at 7:00 p.m. There will also be a Saturday evening performance and a Sunday matinee at 2:00 p.m. This year Tartan is offering free ACT prep classes during Saturday school for all interested juniors. The first session drew 53 students. Saturday school continues to be a huge success with weekly attendance from 40 - 70 students. Students receive one on one teacher support, complete test retakes and participate in study groups. DECA had an outstanding District conference last week, with 22 students advancing to the state conference in March. Tartan BPA competed at the BPA regional conference, and 17 of the 23 students were awarded a trophy.

Osorio reported on facilities and provided an update on the Phase II & III Facilities Proposal as well as her vision for District 622 schools. Discussion took place with board members offering feedback and asking questions.

Miller introduced Carver Elementary Principal Gena Abrahamson and her team members who shared highlights regarding the positive culture, climate and instruction at Carver. They also shared achievement data and program information.

Coffey presented an insurance renewal update; explaining the process and timeline. This will be an action item at the March 26 business meeting.

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
Julie Kowarsch	Sweatpants and snowpants	Castle Elementary - student use
ISD 622 Cooks	Winter hats and mittens/gloves	Harmony Learning Center - student use
Paul and Pam Woodward	\$47.00	Meals on Wheels
Nancy Johnson	\$50.00	Meals on Wheels
James & Theresa Faulconbridge	\$94.00	Meals on Wheels
NSP VFW 1350	\$500.00	Meals on Wheels
David and Kristine Anderson	\$50.00	Meals on Wheels
Phylis Kisch	\$47.00	Meals on Wheels
Ruth Paisley	\$25.00	Meals on Wheels
Jim Fitzpatrick	\$500.00	Meals on Wheels in Memory of Gigi Fitzpatrick
Jerry & Maggie Hanson	\$100.00	Meals on Wheels
Kathy Langness	\$100.00	Meals on Wheels
Lori Rothmund	\$50.00	Meals on Wheels
Judy & Richard Steenberg	\$25.00	Meals on Wheels
Cheryl Gysbers	\$500.00	Meals on Wheels
Lee Ann Seppala	\$94.00	Meals on Wheels
Randee Edmundson	\$45.00	Meals on Wheels
Transport Express	\$650.00	Webster Elementary Holiday Gift Program
Medtronic Foundation	\$300.00	Weaver Field Trip Support
City of Maplewood-Charitable Gambling Donation	\$2,000.00	Weaver - Deep Portage Field Trip
Ecolab	\$68.00	Weaver Field Trip Support
Barbara McNeely	Ugg boots	Richardson student use
Connie Hall	Wool coat and gloves	Richardson student use

Alan and Marie Winn	\$100.00	Harmony ABE Scholarship Fund
Administrative Freedom LLC	\$200.00	Carver Elementary Negative Lunch Balances
North Suburban Evening Lions Club	\$250.00	Harmony K-12 Playground Fund
Karen Nyberg	\$200.00	Maplewood Middle Negative Lunch Balances
Bobbie and Gregory Bigwood	\$2,000.00	Tartan High School
Hans Wold	School supplies	Richardson Elementary
Sharon Langevin	Coats, snow pants, boots, etc.	Richardson Elementary
St. Paul Fire Fighters Local 21 Union	\$1,000.00	Tartan Knowledge Bowl
Leann Glenna	Gloves	Richardson Elementary

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2018-2019 School Calendar be revised to reflect June 6, 2019 as the last student contact day for Castle Elementary and Richardson Elementary students.

Yener asked board members to set the February 23, 2019 board retreat agenda. Augé moved and Livingston seconded the following motion, which carried on a 7 - 0 vote:

THAT the February 23, 2019 school board retreat which begins at 9:00 a.m. in Conference Room 202 of the District Education Center include the following agenda items: 1)Ice Breaker; 2)Superintendent Check In; 3)Facilities/Referendum; and 4)Equity Work in 622 (MDHR, Reimagine MN, Student Voice & Leadership).

Yener asked board members to set a closed session to have an initial contract negotiations discussion. Anderson moved and Neve seconded the following motion, which carried on a 7 - 0 vote:

THAT a closed session take place immediately following the adjournment of the February 26, 2019 business meeting for the purpose of having an initial contract negotiations discussion.

Yener asked board members to set the time, agenda and location for the February 12, 2019 work study session. Jarman moved and Anderson seconded the following motion, which carried on a 7 - 0 vote:

THAT the February 12, 2019 work study session begin at 4:30 p.m. in Conference Room 202 of the District Education Center with the following agenda items: 1)

Superintendent Check In; 2)Assessment Update; 3)Budget 2019-2020, Enrollment & Financial Projections, Recommended Additions/Reductions, and 2018-2019 Budget Revisions; 4)Policy Revisions; and 5)Facilities.

Yener explained that it has been requested to add two work study sessions for budget-related items. Augé moved and Neve seconded the following motion, which carried on a 7 - 0 vote:

THAT a work study session begin on March 26, 2019 at 4:30 p.m. in Room 202 of the District Education Center with the following agenda: 1)Capital Budget Overview, 2)Summer Long-Term Facilities Maintenance Projects/Budgets, and 3)Facilities; and that a work session begin on June 11, 2019 at 4:30 p.m. in Room 202 of the District Education Center with the following agenda: 1)Budget Review - All Funds; and 2)Facilities.

During Board Communications, the following items were shared:

- ✓ Augé reported that she had enjoyed seeing the new furniture at Castle during the building tour prior to the evening's meeting. In regards to the facilities work and communication taking place in the District, Augé said that she was able to be at all three community facility meetings and added that they were very well attended. Augé requested that the District hold a public open house at Castle and Richardson when the remodeling projects are complete.
- ✓ Livingston stated that the kindergarten teachers who had been honored earlier in the meeting were very impressive. She added that their work is very intentional as there is such important learning as they continue to close the achievement gap. As part of her legislative update, Livingston mentioned that there has been a lot of talk about the cost of special education and that the lack of federal funding. She said it would be helpful if school districts could receive additional state funding to help with the deficit. Livingston concluded her report by mentioning that there is some legislation being introduced which would allow school boards to renew existing levies without voter approval.
- ✓ Jarman reported that he had attended the LGBTQ+ staff affinity group and gave a shout out to the employees. Jarman mentioned that Educational Equity Coordinator Wayne Felton runs the meeting which will meet again in March. Courageous conversation is happening and some meetings have an open invitation for allies to attend.

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

THAT the meeting be adjourned.

The meeting adjourned at 7:53 p.m.

Clerk

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

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

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

Chair Yener called the meeting to order at 4:35 p.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Jarman, Neve, and Superintendent Osorio. Absent: Director Hunt.

Others present were: Randy Anderson, Josh Anderson, Peter Mau, Khriisslyn Goodman, and Troy Miller (LHB Corporation).

In the audience: Rory Sanders, Ann Schultz, Cindy Swaim.

During her check in, Osorio discussed snow days and instructional hours. She also gave an update on the recent Eagle Point Elementary water main break.

Data Literacy and Program Evaluation Coordinator Khriisslyn Goodman reviewed the highlights from the student achievement update for the halfway point of the school year based on winter FastBridge Learning and NWEAP MAP results, noting a slight improvement for racial gaps and stable performance overall.

R. Anderson shared the 2018-2019 budget revisions and reviewed each fund as he led a discussion with the Board.

Osorio reviewed and discussion was held on the following policies which are proposed for revision: E-014 (Graduation Requirements), E-057 (Disposition of Obsolete Equipment & Materials); E-089 (Assessment of Student Achievement), E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students), E-093 (School District Testing Plan & Procedure), EM-020.28 (School District System Accountability), EM-020.29 (Instructional Curriculum), EM-020.30 (Curriculum Development), and EM-020.33 (School District Curriculum and Instruction Goals). Board members requested revisions to some policies which will be updated and prepared for a first formal reading at the February 26, 2019 business meeting. A second reading and proposed adoption will take place at the March 26, 2019 business meeting.

Osorio presented a facilities report and shared her recommendation to move forward with a one question ballot for a May 14, 2019 election. Board members discussed ballot language and shared their feedback. Action will be proposed on this topic at the February 26, 2019 business meeting.

The meeting adjourned at 6:47 p.m.

Clerk

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

Employment						
First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Nicole	Alt	Lunch/Playground Monitor	Skyview Elementary	1/22/19	\$14.47	Hour
Jennifer	Ballejo	SPED Para	Tartan	2/19/19	\$15.32	Hour
Arlene	Bimbaum	ABE Instructor	District Wide	1/31/19	\$29.92	Hour
Danilo	Castillo MacCarthy	Bicultural Liaison/Interpreter	District Wide	2/4/19	\$28.29	Hour
Dan	Chapman	Boys Basketball Co-Head Coach	Skyview Middle	1/3/19	\$2,203.60	Assignment
Johnathan	Chermak	Bus Monitor	Bus Garage	1/28/19	\$17.59	Hour
John	Chevalier	Behavior Intervention Assistant	DEC	1/23/19	\$23.19	Hour
James	Collins	SPED Teacher - 1 year only	Tartan	2/11/19	\$19,613.64	Year
Kristy	Cunningham	Bus Monitor	Bus Garage	1/22/19	\$17.59	Hour
Shona	Davis	Part Time Driver Trainee	Bus Garage	2/5/19	\$18.11	Hour
Kyle	Grabowski	Boys Hockey Asst Coach	Tartan	11/12/18	\$4,099.20	Assignment
Martha	Kaiser	Part Time Driver Trainee	Bus Garage	2/19/19	\$18.11	Hour
Sara	Kangas	Child Care Para	Richardson	2/25/19	\$12.58	Hour
Brittiney	Klingl	English Language Arts Long Term Sub Teacher	Tartan	2/1/19	\$20,023.17	Year
Scott	Larson	Van Driver	Bus Garage	2/11/19	\$18.97	Hour
Morgan	Lee	SPED Para	North	2/11/19	\$16.42	Hour
Colin	Leitch	Boys Hockey Head Coach	Tartan	11/12/18	\$5,738.88	Assignment
Samuel	Ly	Bicultural Liaison/Interpreter	District Wide	1/23/19	\$28.29	Hour
Veronica	Martinez	Receptionist	Beaver Lake	2/11/19	\$16.19	Hour
Ariel	Mormul	SPED Para	Harmony	2/11/19	\$15.32	Hour
Ponmalar Sangeetha	Ramesh	AVID Tutor	District Wide	2/11/19	\$15.00	Hour
Chad	Remackel	Boys Hockey Asst Coach	Tartan	11/12/18	\$3,006.08	Assignment
David	Schinkoeth	Bus Monitor	Bus Garage	1/23/19	\$17.59	Hour
Jerome	Schwalbach	Boys Basketball Head Coach	Skyview Middle	1/3/19	\$2,467.20	Assignment
Michelle	Semonick	Preschool EA	Beaver Lake	1/16/19	\$15.47	Hour
Zoe	Slaughter	Preschool EA Float	District Wide	2/19/19	\$14.52	Hour
Jasmine	Smith-Sharp	Intervention EA - 1 Year Only	Castle	2/4/19	\$14.97	Hour
Janine	Staufacker	Intervention EA - 1 Year Only	Carver	2/11/19	\$14.16	Hour
Virginia	Stoffel	Preschool EA	Webster	1/18/19	\$15.30	Hour
Mike	Strachota	Boys Basketball Co-Head Coach	Skyview Middle	1/3/19	\$2,203.60	Assignment
Robert	Tallarico	Boys Hockey Asst Coach	Tartan	11/12/18	\$2,732.80	Assignment
Tim	Tasler	Boys Hockey Asst Coach	Tartan	11/12/18	\$3,279.36	Assignment
Lubsuab	Thao	Secondary School Secretary	Tartan	1/22/19	\$16.20	Hour
Chris	Thompson	Boys Hockey Asst Coach	Tartan	11/12/18	\$2,596.16	Assignment
Brooklyn	Thrall	EC Screening Specialist	Beaver Lake	1/28/19	\$27.34	Hour
Poem	Vang	Lunch/Playground Monitor	Richardson	2/12/19	\$15.12	Hour
Jenna	Wakefield	Behavior Intervention Assistant	DEC	2/11/19	\$23.19	Hour
Dania	Whitney	Job Coach	John Glenn	1/22/19	\$16.80	Hour
Mike	Yang	Boys Basketball Asst Coach	Skyview Middle	1/3/19	\$1,940.00	Assignment

Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Rebecca	Alf	.40625 Para Monitor	.0625 Para Monitor/.8125 SPED Monitor	1/29/19	\$15.68	Hour
Corinne	Launderville	.5625 CC Para	.625 CC Para	2/11/19	\$15.02	Hour
Muna	Mohamed	On Call Interpreter	On Call Interpreter/PreSchool Screener	2/19/19	\$26.53	Hour
Therese	Rasch	.59375 SN CC Para	.625 SN CC Para	2/12/19	\$18.04	Hour
Pang	Thao	.4375 EA	.4375 EA/.3125 EA 1 Yr only	1/14/19	\$14.76	Hour
Jennie	Thao	.375 SN CC Para	.375 SN CC Para and .3125 CC Para	2/11/19	\$12.87	Hour
Viviane	Vaaj	.675 LPN	.65 LPN	2/4/19	\$24.48	Hour
Kristie	Van Frost	.75 SPED Para	.8125 SPED Para	12/3/18	\$19.29	Hour
Kari	Vanscoyk	.80 LPN	.8125 LPN	1/11/19	\$24.98	Hour

Leave of Absence

First Name	Last Name	Assignment	Building	Leave Type	Dates
Elizabeth	Betterley	Psychologist	Beaver Lake	Child Care	03/18/19-05/13/19
Renee	Karlson	Non Unit BIS Hourly	Next Step	Child Care	03/01/19-03/19/19

Resignation

* First Name	Last Name	Assignment	Building	Effective
Melissssa	Anderson	CC Para Adventure Connection	Cowern	2/15/2019
Kailey	Beeman	Lunchroom/Playground Monitor	Skyview Elementary	2/15/2019
Kristen	Berkas	Student Program Specialist	DEC	1/18/2019
Elizabeth	Bilotta	Food Services III	Skyview Middle	2/18/2019
Karri	Bitner	PreSchool EA	Beaver Lake	2/5/2019
Sarah	Currie	SPED Para	Tartan	1/22/19
Michelle	Dzik	English Language Arts Teacher	Tartan	6/30/2019
Amanda	Erlor	SPED Para	Tartan	2/14/2019
* Debra	Fisher	Art Teacher	John Glenn	6/10/2019
Alexis	Gray-Lawson	Bicultural Liaison	District Wide	1/25/2019
Tina	Gschlect	Parent Volunteer Coordinator	Eagle Point	1/9/2019
* Diane	Hanson	Grade 3 Teacher	Castle	6/10/2019
Katelyn	Holloway	Teacher on Leave of Absence	Weaver	6/10/2019
Kiera	Johnson	SPED Para	Harmony	1/25/19
* Meg	Kelley	Grade 2 Teacher	Skyview Elementary	6/10/2019
Paula	Lentz	Parent Volunteer Coordinator	Skyview Elementary	7/23/2018
Roman	Lozano	SPED Para	Castle	2/13/2019
* Joni	Maciosek	Building EA	Weaver	6/7/2019
Peter	Mau	Director of Teaching & Learning	DEC	3/1/2019
* Camille	Sampers	Occupational Therapist	District Wide	6/10/2019
Julie	Shen	Teacher on Leave of Absence	Skyview Elementary	6/10/2019
Rose	Solly	RN	District Wide	2/1/2019
Debra	Stigen	Bus Monitor	Bus Garage	1/22/2019
Julie	Thoresen	EL Teacher	Oakdale	6/10/2019
* Charlotte	Winters	Student Systems Secretary	North	6/28/2019

Termination

First Name	Last Name	Assignment	Building	Effective
Dana	Chierello	Bus Monitor	Bus Garage	12/21/2018
Genesis	Feliciano	Para Monitor	Skyview Elementary	1/14/2019
Jamie	Lewis	Long Term Substitute Teacher	Richardson	2/8/2019
Deborah	Russell	Part Time Bus Driver	Bus Garage	1/24/2019
Ahlam	Yusuf	AVID Tutor	DEC	1/7/2019

V. D. BID RESCINDING & REJECTIONS

Sealed bids were solicited as required by law for goods and services listed below. The bids were opened, read aloud and tabulated by the Business Office. The contract was awarded to Thor Construction who was the low bidder. Because of the failure of Thor Construction to fulfill the execution of the contract, we are rescinding their contract, rejecting the remaining bids, and will rebid the project.

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

WHEREAS, the District wishes to replace fencing at Richardson Elementary; and
 WHEREAS, Thor Construction was the lowest bidder and awarded the contract by resolution at the January school board meeting; and
 WHEREAS, Thor Construction has failed to return an executed contract; and
 WHEREAS, the Operations Supervisor and Construction Manager have recommended that the contract award to Thor Construction be rescinded and all other bids rejected.

NOW, THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 622 that the contract award to Thor Construction be rescinded and Bid Package #2, Work Scope #32A for the Richardson Elementary Addition and Renovations project entitled “Fencing” is hereby rejected, and the Director of Business is hereby authorized to return all bid deposits; and be it further that the School Board authorizes the Director of Business to take the necessary steps to effectuate the intent of this resolution.

<u>For</u>	<u>Vendor</u>	<u>Fund</u>	<u>Amount</u>
RICHARDSON ELEMENTARY ADDITION AND RENOVATIONS - BID PACKAGE #2 WORK SCOPE #32A FENCING	Thor Construction	1	\$76,120



February 20, 2019

Mr. Randy Anderson
Director of Business Services
North St. Paul-Maplewood-Oakdale ISD 622
2520 East 12th Avenue
North St. Paul, Minnesota 55109

RE: Richardson Elementary School Addition and Renovations – Bid Package #2
Rescind contract award for Work Scope 32A - Fencing

Dear Mr. Anderson,

Adolfson and Peterson was notified after Work Scope 32A – Fencing contract was awarded by the school board that Thor construction was unable to execute the contractual requirements and therefor requesting their withdrawal of bid. Adolfson & Peterson Construction recommends that North St. Paul-Maplewood-Oakdale ISD 622 rescind the awarded work scope contract for Richardson Elementary. Thor Construction does not hold North St. Paul-Maplewood-Oakdale ISD 622 liable for any costs. Please see attached Bid Withdrawal Letter from Thor Construction for your reference.

Should you have any questions, please do not hesitate to contact me.

Regards,

A handwritten signature in blue ink, appearing to read 'Patrick Sims', is written in a cursive style.

Patrick Sims
Senior Preconstruction Manager
Adolfson & Peterson Construction
(952) 607-4663
psims@a-p.com

Adolfson & Peterson Construction
6701 West 23rd Street | Minneapolis, MN 55426
p 952.544.1561 | f 952.525.2333 | www.a-p.com

we exist to build a better tomorrow

CC: Mike Boland – ISD 622
Troy Miller - LHB
Phil Waugh – LHB
David Jaeger – AP
Tom Dykhoff – AP

Enc: Thor Construction Bid Withdrawal Letter

Adolfson & Peterson Construction
6701 West 23rd Street | Minneapolis, MN 55426
p 952.544.1561 | f 952.525.2333 | www.a-p.com

we exist to build a better tomorrow

February 1, 2019

Adolfson & Peterson Construction
Patrick Sims
5500 Wayzata Blvd, Suite 600
Minneapolis, MN 55416

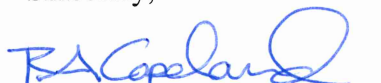
RE: Richardson Elementary School

Patrick,

I regret to inform you that THOR Construction is not able to execute the contract with North St. Paul-Maplewood-Oakdale ISD #622 for the Richardson Elementary School, Bid Package #2.

THOR Construction is withdrawing their bid and will hold ISD #622 harmless for all costs associated with our preparation of the bid. There will be no cost associated with our overhead, bidding, submittals, etc. charged to ISD #622 and we will not hold ISD #622 liable for any costs.

Sincerely,



Richard A. Copeland, CEO
THOR Construction

BID/RFP CALENDAR

<u>NAME OF BID/RFP</u>	<u>BID OPENING</u> (if applicable)	<u>BOARD MEETING</u>
ROOFING AND WALL PANEL PROJECTS FOR JOHN GLENN M.S. AND SKYVIEW ELEMENTARY	2/28/18 2:00 PM ROOM 202	3/26/19

“Notice to Bidders” can be found on ISD 622 website at www.isd622.org. Click on “New Bid/RFP Posted” Quick Link to see a complete listing of Bids and RFPs.

Note: RFP’S have a due date/time only. There is not a formal opening or reading of the proposals unless noted. Bids have a due date/time and room location for the formal opening and reading of the bids.

Last Updated: 2/20/19 10:57 AM

V. 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	\$	5,004,551.00
Food Service		392,525.00
Community Service		771,472.00
Building Construction		903,595.00
Debt Service		6,926.00
Trust		75,966.00
Internal Service Fund Health Insurance		46,186.00
OPEB Benefits Trust Fund		2,816.00
		<hr/>
A/P Checks Disbursed (01-01-19 thru 01-31-19)	\$	7,204,037.00
Payroll Disbursed - Net (01-01-19 thru 01-31-19)	\$	4,628,516.00
Wire Transfers (01-01-19 thru 01-31-19)	\$	17,320,730.00
Investments on 02-01-19	\$	111,846,734.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

01-01-19 thru 01-31-19

DATE	FROM	TO		REASON
01/02/19	P M A	HEALTH PARTNERS	\$217,409.00	MEDICAL CLAIM FEES
01/02/19	PREMIER BANK	ANNUITY COMPANIES	\$218,766.00	PAYROLL PAYABLES
01/02/19	PREMIER BANK	DELTA DENTAL	\$140,240.00	MONTHLY PAYMENT
01/02/19	PREMIER BANK	STATE OF MINN.	\$155,223.00	PAYROLL TAX
01/04/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
01/07/19	PREMIER BANK	ANNUITY COMPANIES	\$161,502.00	PAYROLL PAYABLES
01/07/19	PREMIER BANK	FURTHER	\$8,777.00	FLEX PROCESSING
01/08/19	PREMIER BANK	HEALTH PARTNERS	\$269,987.00	HEALTH CLAIMS
01/11/19	P M A	PREMIER BANK	\$5,150,000.00	A/P - P/R*
01/14/19	PREMIER BANK	FURTHER	\$5,204.00	FLEX PROCESSING
01/14/19	PREMIER BANK	HEALTH PARTNERS	\$220,702.00	HEALTH CLAIMS
01/15/19	PREMIER BANK	I R S	\$775,004.00	PAYROLL TAX
01/16/19	PREMIER BANK	ANNUITY COMPANIES	\$38,730.00	PAYROLL PAYABLES
01/16/19	PREMIER BANK	STATE OF MINN.	\$132,452.00	PAYROLL TAX
01/17/19	PREMIER BANK	ANNUITY COMPANIES	\$222,497.00	PAYROLL PAYABLES
01/18/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
01/18/19	PREMIER BANK	FURTHER	\$14,185.00	FLEX PROCESSING
01/22/19	PREMIER BANK	ANNUITY COMPANIES	\$509,496.00	PAYROLL PAYABLES
01/22/19	PREMIER BANK	FURTHER	\$6,013.00	FLEX PROCESSING
01/22/19	PREMIER BANK	HEALTH PARTNERS	\$479,167.00	HEALTH CLAIMS
01/25/19	PREMIER BANK	FURTHER	\$43,725.00	FLEX PROCESSING
01/28/19	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
01/28/19	PREMIER BANK	FURTHER	\$3,397.00	FLEX PROCESSING
01/28/19	PREMIER BANK	HEALTH PARTNERS	\$192,834.00	HEALTH CLAIMS
01/29/19	P M A	PREMIER BANK	\$3,440,000.00	A/P - P/R*
01/29/19	PREMIER BANK	STATE OF MINN.	\$21,511.00	UNEMPLOYMENT
01/31/19	PREMIER BANK	ANNUITY COMPANIES	\$37,682.00	PAYROLL PAYABLES
01/31/19	PREMIER BANK	MISCELLANEOUS	\$6,564.00	MISCELLANEOUS
01/31/19	PREMIER BANK	I R S	\$849,663.00	PAYROLL TAX
		TOTAL	<u>\$17,320,730.00</u>	

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	AMOUNT
MSDLAF OTHER FUNDS	MM	2.40%	(BALANCE AT 02-01-19)	\$308,033.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	2.65%	(BALANCE AT 02-01-19)	\$40,931,812.00
P M A SECURITIES REFUNDING PROCEEDS	VARIOUS	2.43%	(BALANCE AT 02-01-19)	\$13,826.00
P M A SECURITIES MAINTENANCE FACILITIES BONDS	VARIOUS	2.47%	(BALANCE AT 02-01-19)	\$44,004,992.00
P M A SECURITIES CAPITAL FACILITIES AND ABATEMENT BONDS	VARIOUS	2.47%	(BALANCE AT 02-01-19)	\$5,433,656.00
P M A SECURITIES COP	VARIOUS	2.52%	(BALANCE AT 02-01-19)	\$8,542,717.00
P M A SECURITIES OPEB BONDS	VARIOUS	2.26%	(BALANCE AT 02-01-19)	\$11,314,018.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.46%	(BALANCE AT 02-01-19)	\$1,297,680.00
				<u>\$111,846,734.00</u>



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

622 Equity Programs

Wayne Felton

Office of Educational Equity

February 26, 2019

Define Equity

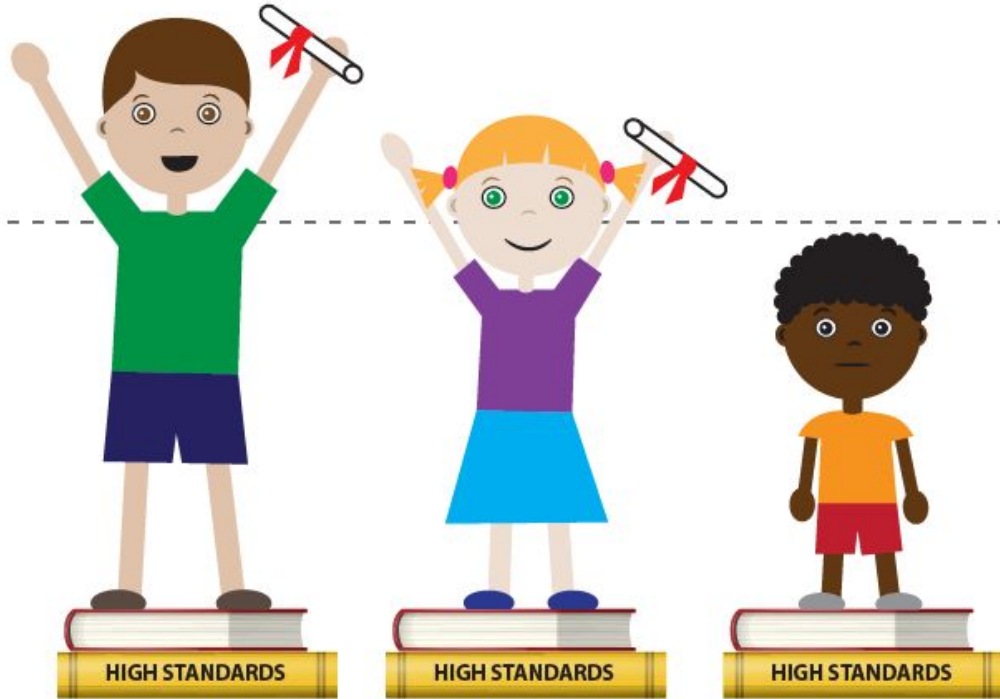
Review Achievement and Integration

Examine Current State of Equity

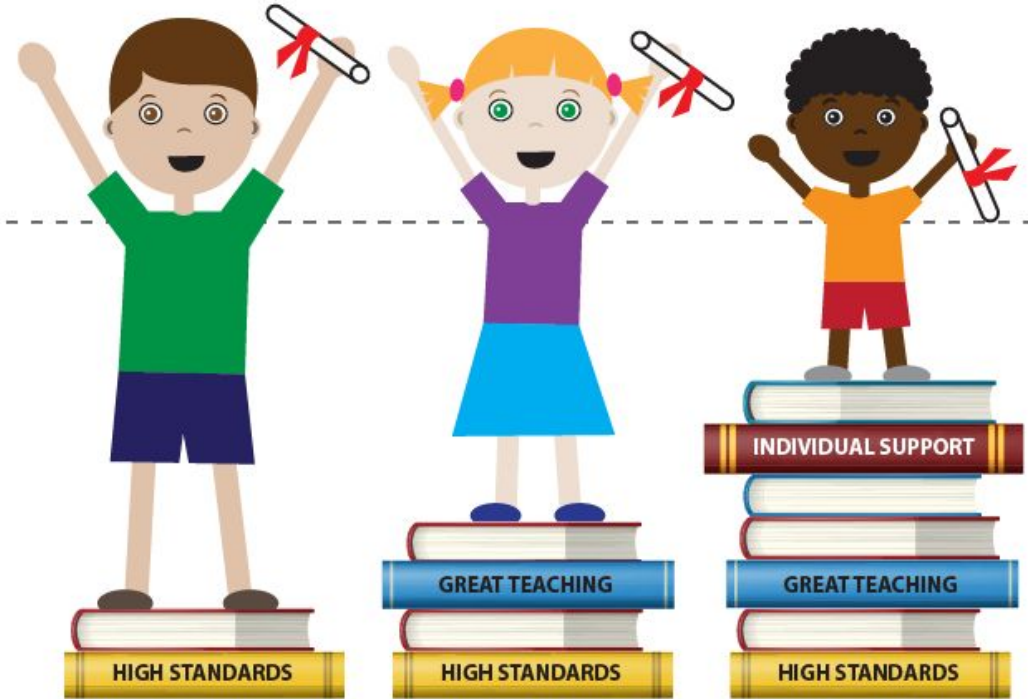
Highlight Current Programming

Define Equity

EQUALITY



EQUITY



Core Value:

High Expectations with appropriate supports
result in growth

Mission Outcome 8:

Close The Achievement Gap For All Students



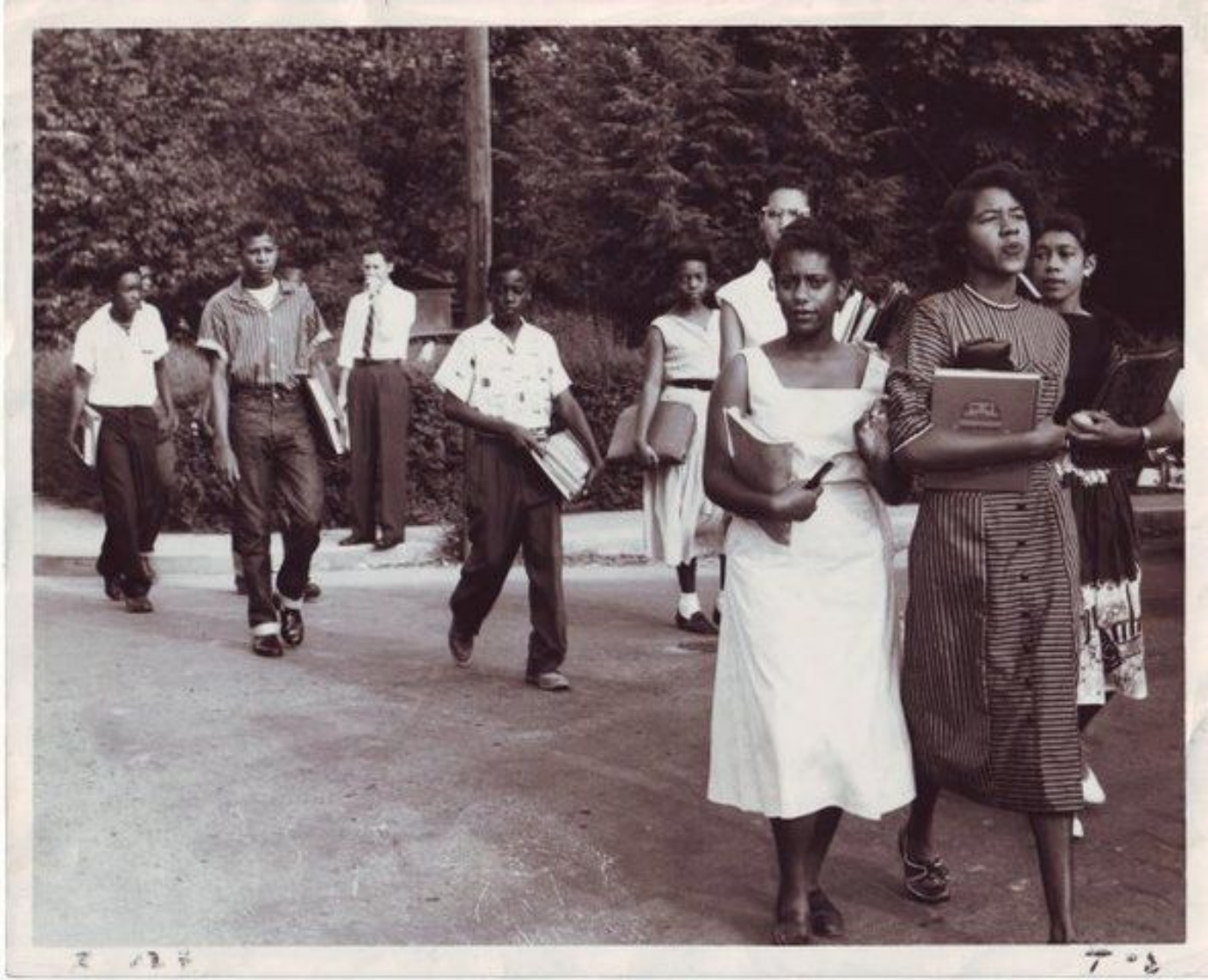
Achievement & Integration



Brown v. Board of Education; 1954



The Clinton Twelve, Clinton, TN: 1956



The Little Rock Nine, Little Rock, AR: 1957



Ruby Bridges, New Orleans, LA: 1960



Booker v. School District 1, Minneapolis, MN: 1972

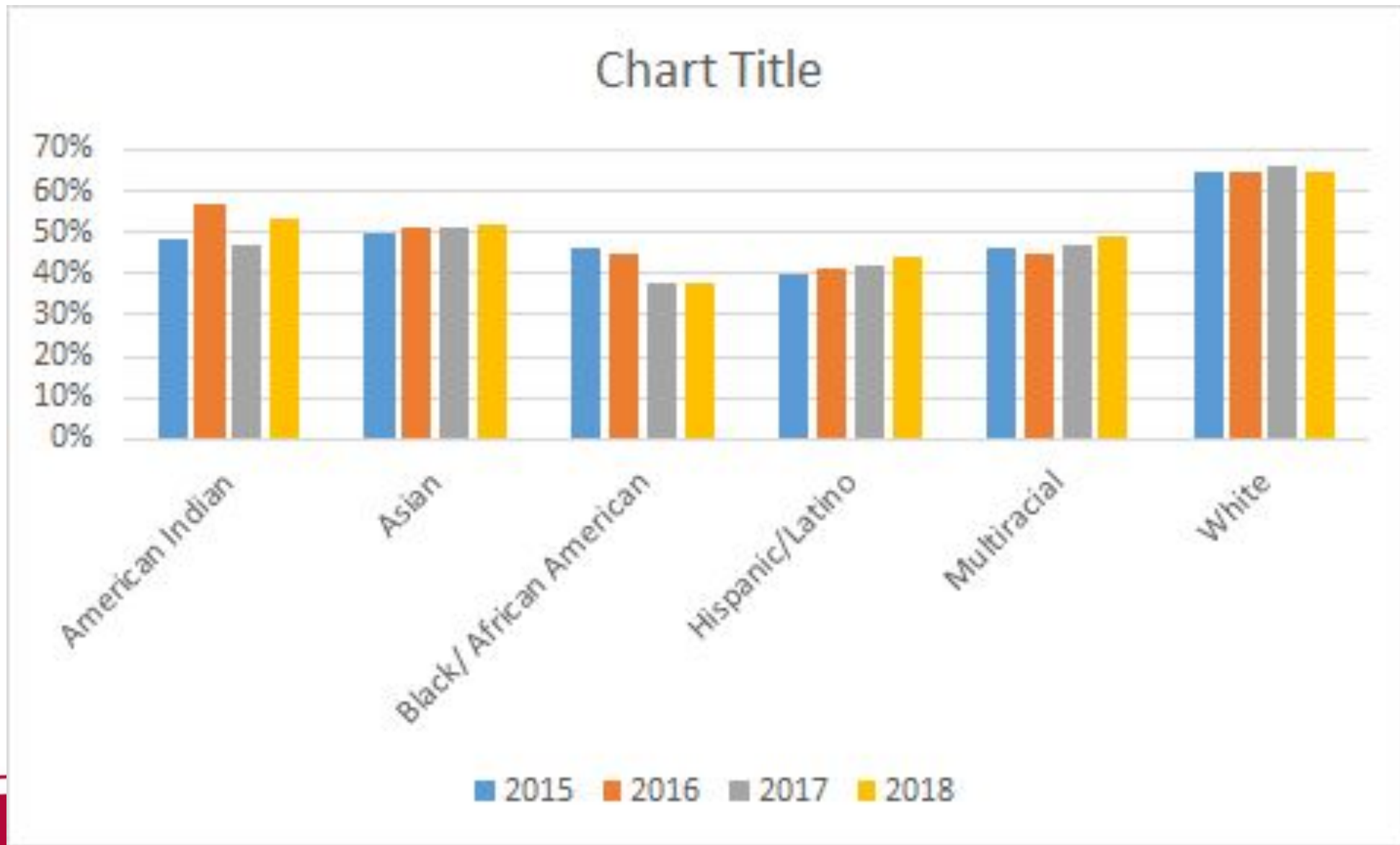
40



Freedom Summer, Mississippi: 1964

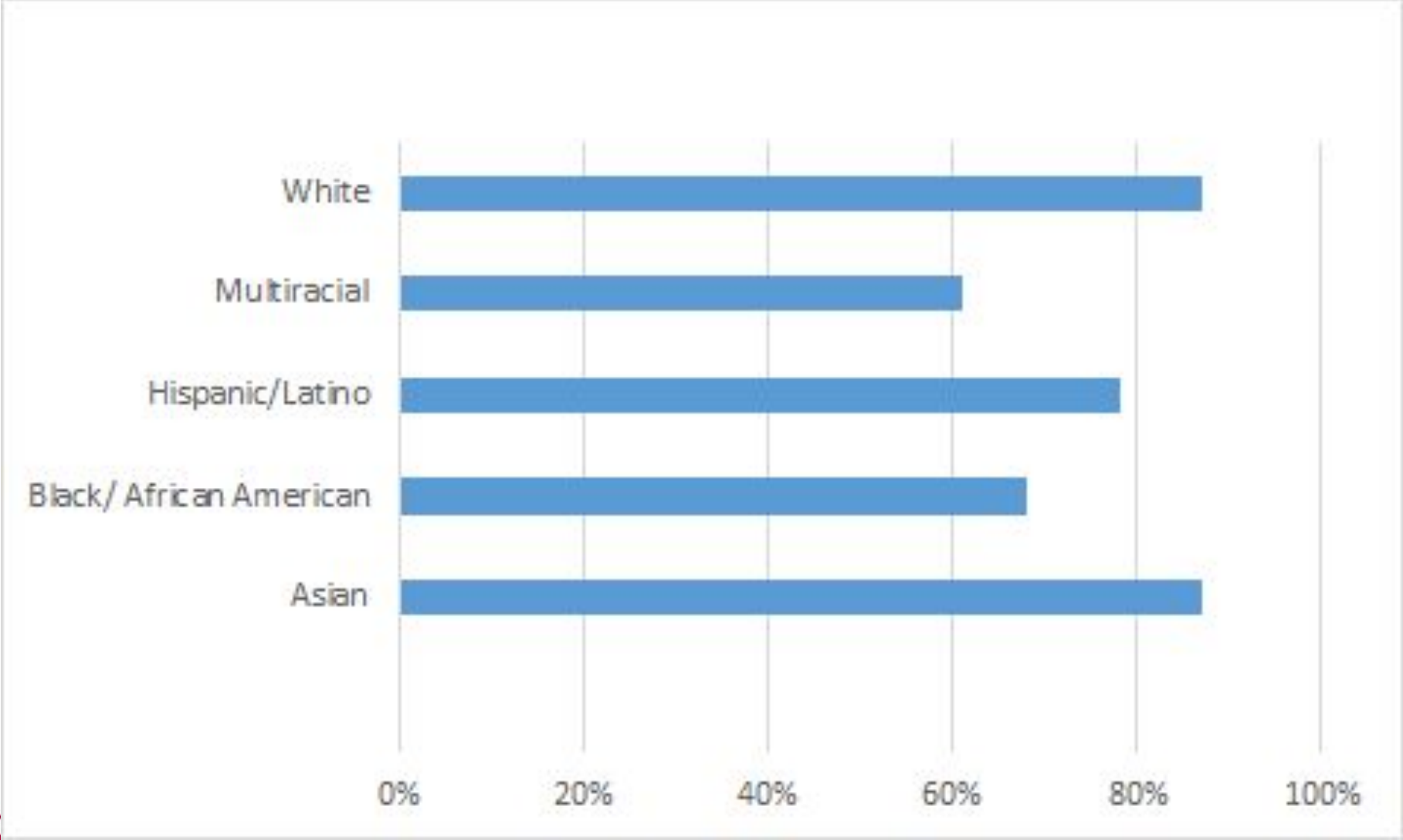


Persistent Gaps: MCA III Reading Gap

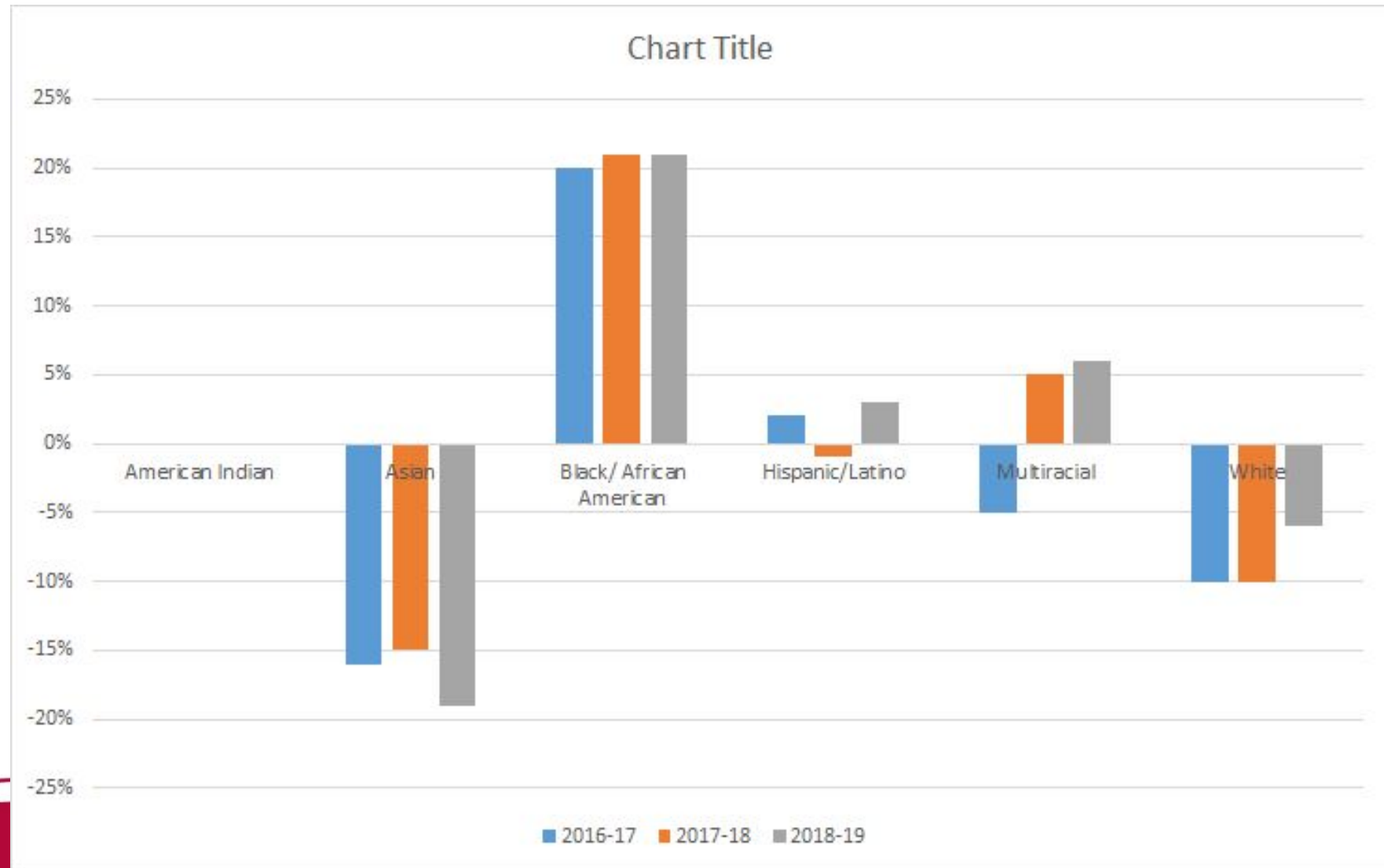


4 Year Graduation Gaps

43



Referral Gaps



*Providing Equitable Educational
Opportunities for ALL students*

Freedom Schools

- Culturally Responsive
- 88% Beat Summer Drain
- Adding Richardson



Young Scholars

- Transition To SAIL
- Transition To Advanced Classes

47



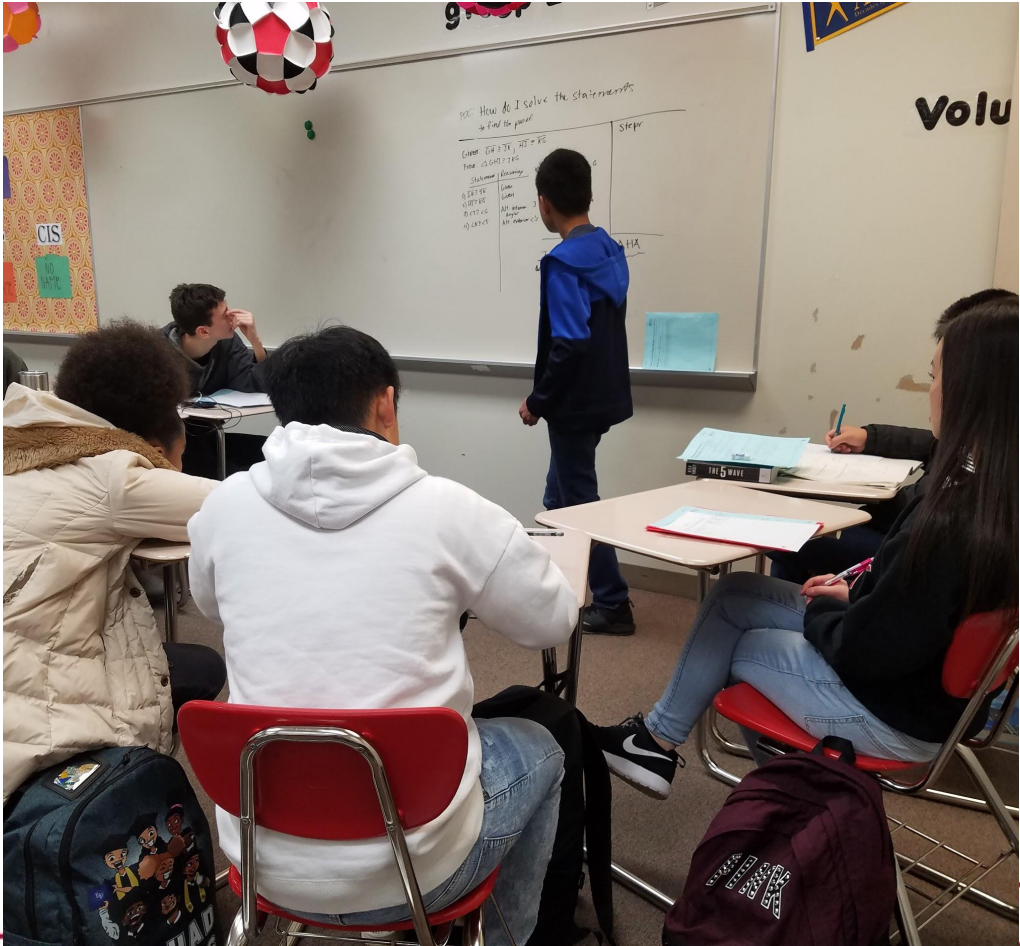
School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

AVID

48



*Honoring and affirming the diverse
identities of our students*

American Indian Education



GSA



***Engaging Families and External
Community to ensure Equitable
Voice and Access***

Family Engagement Events

53



*As We Make The Commitment To Pursue
Equity For Our Students We Believe We
Can See Equality In Outcomes*

Questions?



We as an Office of Educational Equity are making a set of commitments, which inform our work. All of the programming can be categorized by these commitments.

1. We will acknowledge and honor the diverse student racial demographic groups and student identities throughout every space in our district
 - Student Affinity Groups (GSA, Asian Student Alliance, LaFe, SOUL)
 - Elementary Culturally Responsive Literature
 - American Indian Education
 - Youth Leadership Council
2. We will create equitable educational opportunities for all students ensuring every student gets whatever they need to be successful
 - AVID
 - Young Scholars
 - Cultural Academic Support Specialists
 - Freedom Schools
3. We will provide quality professional development for all staff with the intent of leading all staff to be equity minded and culturally responsive.
 - Culturally and Linguistically Responsive Teaching and Learning
 - SY20 Equity Professional Learning
 - SEED
 - Bus Driver Training
4. We will recruit and retain staff of color in all levels of staffing.
 - Direct Recruiting to Colleges
 - Anti-bias training for hiring committees.
5. We will partner with families and communities to ensure equitable voice and access.
 - Parent Advisory Committees
 - Bi-Cultural Liaison Support
 - Family Engagement Events

ISD 622 Facilities Recommendation: May 14, 2019 Bond Referendum

57

Christine Osorio – Superintendent

School Board Meeting: February 26, 2019

Vision for 622 Schools

Safe, secure schools

Up-to-date, innovative learning environments

Healthy environments



History: Began with Facility Audits, Fall 2016

Building tours and meetings with staff

Code reviews

Building reclassification and storm water management

Updated site safety and security plans

Operations and maintenance review

Energy consumption and cost study

Many current building challenges

- Inappropriate learning spaces
- Offices in showers and closets
- Fixtures, furniture, heating/cooling systems in disrepair



Unsafe and crowded conditions



61

Demographic Shifts

Nearly 2,000 new homes planned for Oakdale
253 new units planned in Woodbury
100 new units coming to NSP

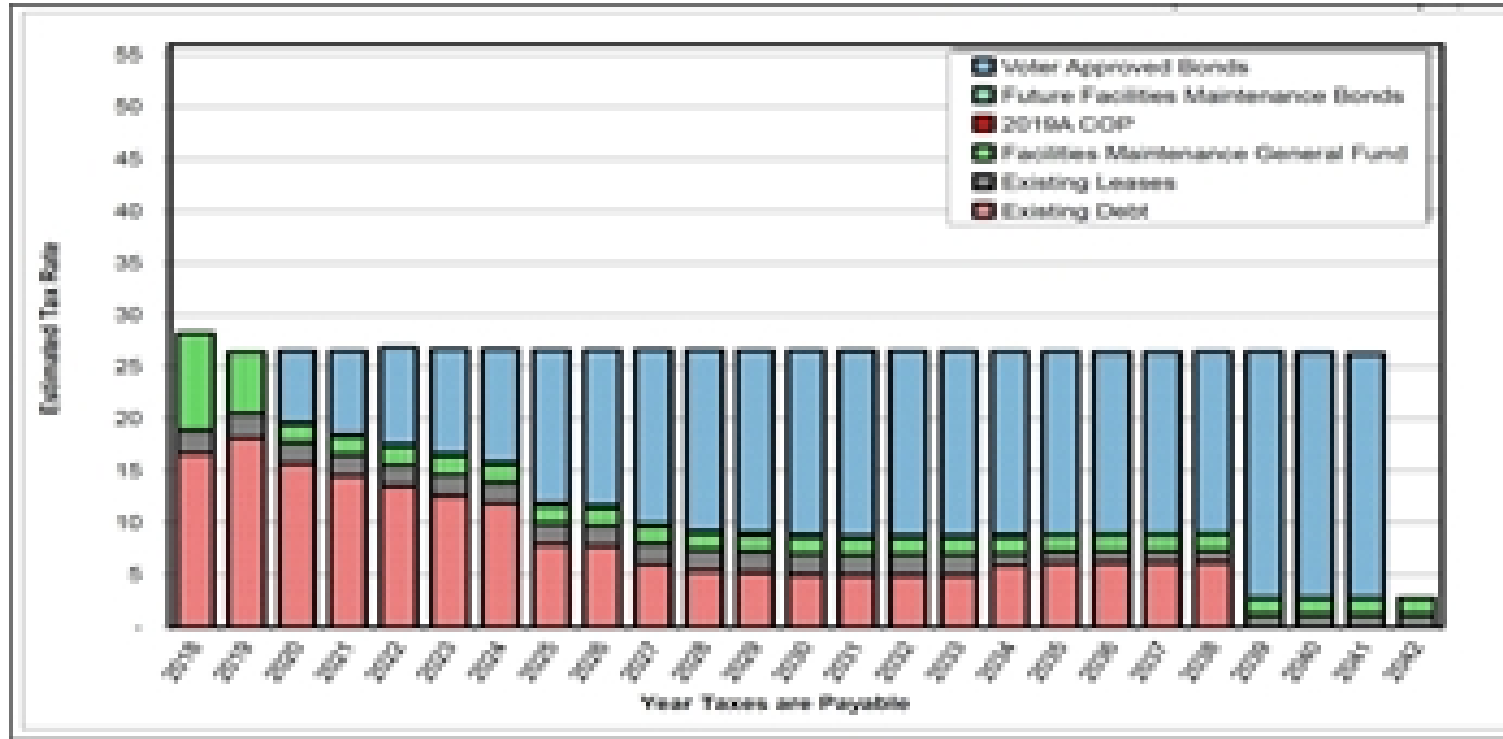
62 North Saint Paul, Maplewood, and Oakdale all predict
an increase in school-age children

Saint Paul Schools to open Crosswinds Middle School
just across our border in Woodbury

NSP
School District 622

School locations and boundaries don't align with student populations

Opportunity to Reinvest Due to Debt Forecast



- Current debt being paid off
- Opportunity to add new debt with minimal tax increase for property owners

Community Input, 2018-2019

Staff presentations and input

Parent presentations and input

Community presentations and input

School Board discussions and questions

Modifications based on input

64

Recommendation: May 14, 2019 Bond Referendum

Update facilities across the district:

- Add secure entrances to all schools (\$33M)
- Provide all schools with modern furniture and flexible classroom spaces for independent, small group and large group learning (\$14M)
- Renovate and/or expand five schools (\$147M)
- Build two new elementary schools (\$77M)
- Close or repurpose four schools (\$4M)

Safe, secure schools • Up-to-date, innovative learning environments • Healthy environments



Recommendation: May 14, 2019 Bond Referendum

Total request: \$275M in bond funding

- Opportunity to reinvest due to current debt being paid off
- Replace old debt with new debt

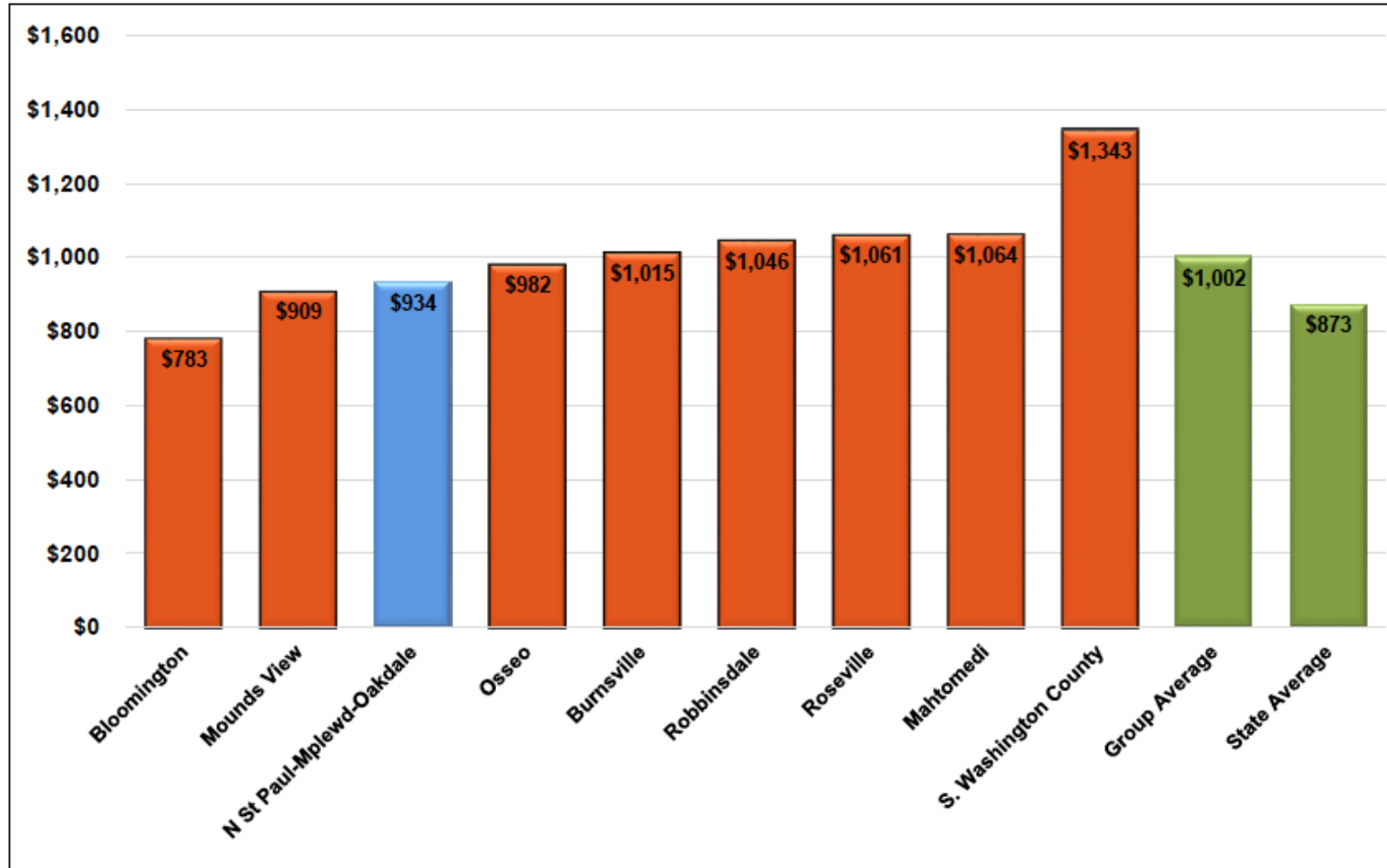
Tax impact on average homeowner: \$5 per month*

**\$200,000 value home*

School Tax Comparison

N St Paul-Maplewood-Oakdale School District, ISD 622

Total School Property Taxes, Payable 2018, on a Home with an Estimated Market Value of \$200,000



Source: Pay 18 School Tax Report

Financial Accountability

- Received Minnesota Department of Education School Finance Award for timely and accurate financial reporting
- Consistently receive clean financial audits from an independent auditor - best report an organization can receive
- Our Business Services director was named Minnesota Business Official of 2017-18 by the Minnesota Association of School Business Officials
- Saved taxpayers more than \$7 million by refinancing bonds over the last three years
- Since 2016 have significantly reduced utilities costs

All Schools

Secure entrances

Modern furniture

Flexible learning spaces



Safe Schools

Secure entrances

Push-button lock down zones

Protective glass

Cameras and upgraded communications systems

Innovative door hardware to support lockdowns

Safe drop-off and pick-up zones

70



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

Up-to-date and Healthy Learning Environments

Flexible learning spaces

Spaces for small group, large group and independent learning

Modern, ergonomically designed furniture

Improved air quality

Air conditioned learning spaces

Elementary Schools

Reduce from nine elementary sites to seven larger sites

Build new Eagle Point Elementary on existing site

Build new Elementary School on existing Maplewood site

Renovate and expand Carver Elementary

Relocate Skyview Elementary students into new sites

Close Oakdale Elementary - Repurpose land for Tartan expansion

Close Webster Elementary - Repurpose for district programming

Middle Schools

Reduce from three Middle Schools to two

Renovate and expand Skyview Middle into the entire building

Renovate and expand John Glenn

Close Maplewood Middle School

73

High Schools

Tartan - Renovate and Expand

North - Renovate and Expand

74



Summary: May 14, 2019 Bond Referendum

Update facilities across the district:

- Add secure entrances to all schools
- Provide all schools with modern furniture and flexible classroom spaces for independent, small group and large group learning Renovate and/or expand five schools
- Build two new elementary schools
- Close or repurpose four schools

Safe, secure schools • Up-to-date, innovative learning environments • Healthy environments

Questions, discussion and action



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

#readyfortomorrow



Proposed Policy Revisions – February, 2019

Admin	Policy Number	Policy Title	Summary of Changes
Peter	E-014 Revise	Graduation Requirements	<p><i>*Comments in blue reflect suggested revisions from the February 12 work session</i></p> <ul style="list-style-type: none"> • Contains 622 language • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Revisions to the General Statement of Policy, removal of Graduation Assessment Requirements, minor policy configuration, and a legal reference addition
Randy	E-057 Revise	Disposition of Obsolete Equipment and Materials	<ul style="list-style-type: none"> • MSBA policy • Revisions are due to state law changes to the bid law amount (change from \$100,000 to \$175,000) • <i>Legal reference is not missing from policy; no changes from 2.12.19</i>
Peter	E-089 Revise	Assessment of Student Achievement	<ul style="list-style-type: none"> • MSBA policy • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Language revisions to the Rationale, General Statement of Policy, Establishment of Criteria for Assessment, revisions and additions to the Standards for Minnesota Academic Standards Performance Assessments and Career Exploration Assessment, legal reference addition • <i>Last sentence from paragraph 5.C. suggested to be removed; however, since it is required in statute,</i>

Proposed Policy Revisions – February, 2019

			administration recommends that it remain in policy
Peter	E-090 Revise	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	<ul style="list-style-type: none"> • MSBA policy • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Revision to the Rationale and Granting & Documenting Accommodations, Modifications, or Exemptions; removal of the General Statement of Policy; addition of Minnesota Test of Academic Skills (MTAS) section and legal references • Deletion of “General Statement of Policy”
Peter	E-093 Revision	School District Testing Plan and Procedure	<ul style="list-style-type: none"> • MSBA policy • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Additions to the superintendent, district assessment coordinator, school principal, test monitor, and any person with access to test materials duties regarding testing; additions to Test Security and Required Documentation for Program Audit; legal reference addition • Request to see if Pearson Training is required to be named; this can be removed and revision reflects the change
Peter	EM-020.29	Instructional Curriculum	<ul style="list-style-type: none"> • MSBA Policy

Proposed Policy Revisions – February, 2019

	Revision		<ul style="list-style-type: none"> • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Additions to General Statement of Policy and legal references; slight revision to General Statement of Policy
Peter	EM-020.30 Revision	Curriculum Development	<ul style="list-style-type: none"> • MSBA policy • Legal reference addition
Peter	EM-020.28 Revision	School District System Accountability	<ul style="list-style-type: none"> • Contains 622 language • Revision to date as to when the Advisory Committee must meet (dates can be selected by each school district and are not mandated in statute) • Deletion of the Advisory Committee timeline (current timeline is a MSBA model and is not mandated) • Legal reference addition
Peter	EM-020.33 Revision	School District Curriculum and Instruction Goals	<ul style="list-style-type: none"> • Contains 622 language • Revision is due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law • Revisions and additions to the Long Term Strategic Plan • Grammatical correction made to insert a comma in paragraph C.3. • “Demonstrate reading difficulty to a teacher” suggested to be removed; however, since it is required in statute, administration recommends that it remain in policy

ENDS

Policy Title	Policy Level	Date Approved/Revised
Graduation Requirements	E-014	4/22/08 Revised: 7/20/10 Revised: 3/27/12 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised: 5/26/15 Revised: 6/28/16 Revised: 8/22/17 Revised:

1) General Statement of Policy

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

2) Definitions

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

3) District Assessment Coordinator

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

4) Graduation Assessment Requirements

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

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

~~a. for reading and mathematics:~~

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

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

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

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

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

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

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

~~equivalent of those assessments for students designated as English language learners;~~

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

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

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

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

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

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

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

~~2. the WorkKeys jobs skills assessment;~~

~~3. the Compass college placement test;~~

~~4. the ACT assessment for college admission;~~

~~5. the armed services vocational aptitude test; or~~

~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

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

~~A.1. an opportunity **encouragement** to participate on a nationally normed college entrance exam in grade 11 or grade 12.~~

~~B.2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly~~

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

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

5) Graduation Credit Requirements

- A. Students beginning 8th grade in the 2012-2013 school year and through the 2016-2017 school year must successfully complete, as determined by the school district, the following high school level credits for graduation:
- A.1.** Eleven trimester credits of language arts sufficient to satisfy all academic standards in English language arts;
 - B.2.** Nine trimester credits of mathematics, including three trimester credits of algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
 - C.3.** Students in the graduation class of 2015 and beyond must complete three algebra I trimester credits by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
 - D.4.** Eight trimester credits of science, including at least (a) three trimester credits of biology; (b) three trimester credits of chemistry or physics and (c) two elective trimester credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science;
 - E.5.** Ten trimester credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, sufficient to satisfy all of the academic standards in social studies;
 - F.6.** One trimester credit of health and three trimester credits of physical education.
 - G.7.** Two trimester credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
 - H.8.** A minimum of twenty-two elective trimester credits.
 - I.9.** Credit equivalencies
 - a. 1.** A trimester credit of economics taught in a school's agriculture education or business department may fulfill a trimester credit in social studies under ~~Section 5. A. 5. Paragraph E.~~ above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. 2.** Up to three trimester credits in agriculture science or career and technical education credit may fulfill the elective science credit required under ~~Section 5. A.4. Paragraph D.~~ above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under ~~Section 5. A. 4. Paragraph D,~~ above, if the credit meets the state chemistry or physics academics standards as approved

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

- e.3. Up to three career and technical education credits may fulfill a mathematics or arts ~~Section 5. A. 2.~~ **Paragraph B or G, above.**
- e.4. Up to three trimester credits in computer science may fulfill a mathematics credit requirement under ~~Section 5. A. 2.,~~ **Paragraph B.** above, if the credit meets state academic standards in mathematics.
- e.5. Up to three trimester credits of Project Lead the Way may fulfill a science or mathematics credit requirement under ~~Section 5. A. 2.~~ **Paragraph B. or D.** ~~Section 5. A. 4.,~~ above, if the credit meets the state academic standards in science or mathematics.

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

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

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

6) Academic Standards Requirements

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

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

7) Elective Standards Requirements

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

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

8) Early Graduation

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

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

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

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

Administrative Rule, Regulation and Procedure: NA

- Legal References:
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
 - Minn. Stat § 120B.018 (Definitions)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
 - Minn. Stat. § 120B.07 (Early Graduation)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)**
 - 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
- Cross References:
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - MSBA/MASA Model Policy 616 (School District System Accountability)

ENDS

Policy Title	Policy Level	Date Approved/Revised
Disposition of Obsolete Equipment and Materials	E-057	6/22/10 Revised: 7/23/13 Revised:

1) General Statement of Policy

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

2) Definitions

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

3) Manner of Disposition

a) Authorization

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

b) Contracts Over ~~\$100,000~~ **\$175,000**

1. If the value of the equipment or materials is estimated to exceed ~~\$100,000~~ **\$175,000**, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable

contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may re-advertise.

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

c) Contracts From \$25,000 to ~~\$100,000~~ **\$175,000**

If the amount of the sale is estimated to exceed \$25,000 but not to exceed ~~\$100,000~~ **\$175,000**, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

d) Contracts \$25,000 or Less

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

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

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

f) Notice of Quotation

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

g) Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless sold at a public auction, or by sealed response if the employee is not directly

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

h) Exceptions for Surplus School Computers

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;
3. the board of trustees of Minnesota State Colleges and Universities; or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

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

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

Administrative Rule, Regulation and Procedure: NA

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

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
Assessment of Student Achievement	E-089	3/27/12 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/26/15 Revised: 6/28/16 Revised: 7/18/17 Revised:

1) General Statement of Policy

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

2) Definitions

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

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

3) Establishment of Criteria for Assessment

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

4) Standards for Minnesota Academic Standards Performance Assessments

- A. Benchmarks

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

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE **the Minnesota Department of Education**, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading **in grade 10**, ~~and~~ mathematics **in grade 11**, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. **Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.**

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a

specific academic standard required for graduation if the school board or designee determines that the student:

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

5) Career Exploration Assessment

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. ~~Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam.~~ Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that

lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, ~~must be given the opportunity~~ **will be encouraged** to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such course and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

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

Rationale: *The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards ~~measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.~~*

Adoption and Revision History	Incorporated Policies
Policy E-089 ASSESSMENT OF STUDENT ACHIEVEMENT This Policy Adopted: March 27, 2012 Revised: September 25, 2012; Revised: November 26, 2013 Revised: May 26, 2015; Revised: June 28, 2016; Revised: July 18, 2017; Revised:	MSBA 618

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501, 1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	E-090	3/27/12 Revised: 9/25/12 Revised: 5/27/14 Revised: 5/26/15 Revised: 6/28/16 Revised:

1) General Statement of Policy

A. — The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

1. — the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or
2. — the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

B. — Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they, at the time of graduation, have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other

~~state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

A. Minnesota Test of Academic Skills (MTAS)

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

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

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. **Alternate ACCESS participation decisions must not be made on the following factors:**
 - a. **Student's disability category;**
 - b. **Participation in a separate, specialized curriculum;**
 - c. **Current level of English language proficiency;**
 - d. **The expectation that the student will receive a low score on the ACCESS for ELs;**
 - e. **Language, social, cultural, or economic differences;**
 - f. **Concern for accountability calculations.**

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

2) Definition of Terms

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through pearsonaccess.com.

3) Granting and Documenting Accommodations, Modifications, or Exemptions for ~~Basic Skills and Grad Testing~~

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

4) Records

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping records of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

*Rationale: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation **plan (504 plan)**, or ~~limited English proficiency (LEP)~~ **English Learner (EL)** needs to ~~meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests~~ **participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.***

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

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

Cross References:

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

ENDS

Policy Title	Policy Level	Date Approved/Revised
School District Testing Plan and Procedure	E-093	3/27/12 Revised: 9/25/12 Rescinded: 11/26/13 Re-Adopted: 6/28/16 Revised: 7/18/17 Revised:

1) General Statement of Policy

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

2) Duties of School District Personnel Regarding Test Administration

A. Superintendent

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

were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. i-** Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. j-** Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l.** **Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.**

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

- (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (~~Pearson's Training Management System~~).
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test

materials secure between testing sessions, and returning test materials after testing is completed.

- j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
 - a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
 3. Responsibilities after testing.
 - a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - c. Return secure test materials as outlined in applicable manuals and resources.
 - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
 - e. Review student assessment data and resolve any issues.
 - f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
 - g. Enter Graduation Requirements Records in the GRR system.
- C. School Principal
1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. **Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.**
2. Responsibilities on testing day(s).
- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.
- D. School Assessment Coordinator
1. Responsibilities before testing.
- a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

- c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

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

3. Responsibilities after testing.

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

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

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

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.

- (5) Assign numbered test books to individual students.
- (6) Complete information as directed.
- (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, **including wearable electronic devices.**
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.)**
- (10)**⁽⁹⁾ Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11)**⁽¹⁰⁾ Report any possible security breaches as soon as possible.

c. After test.

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

- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.

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

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

3) Test Security

- A. Test Security Procedures will be adopted by school district administration.
- B. Students will be informed of the following:
 1. The importance of test security;
 2. Expectation that students will keep test content secure;
 3. Expectation that students will act with honesty and integrity during test administration;
 4. **Expectation that students will not access cell phones, wearable technology (e.g. smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.**

If a student completes testing and then accesses a cellphone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5.4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

4) Required Documentation for Program Audit

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6.5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7.6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8.7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

- 9.8. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
- 10.9. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

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

Adoption and Revision History	Incorporated Policies
Policy E-093 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE This Policy Adopted: March 27, 2012; Revised: September 25, 2012; Rescinded: November 26, 2013; Re-Adopted: June 28, 2016; Revised: July 18, 2017; Revised:	MSBA 614

Administrative Rule, Regulation and Procedure: NA

- Legal References:**
- Minn. Stat. § 13.34 (Examination Data)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
 - Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)**
 - 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District System Accountability	EM-020.28	7/20/10 Revised: 11/22/11 Revised: 11/27/12 Revised: 11/26/13 Revised: 6/28/16 Revised: 7/18/17 Revised:

1) General Statement of Policy

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

2) Definitions

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

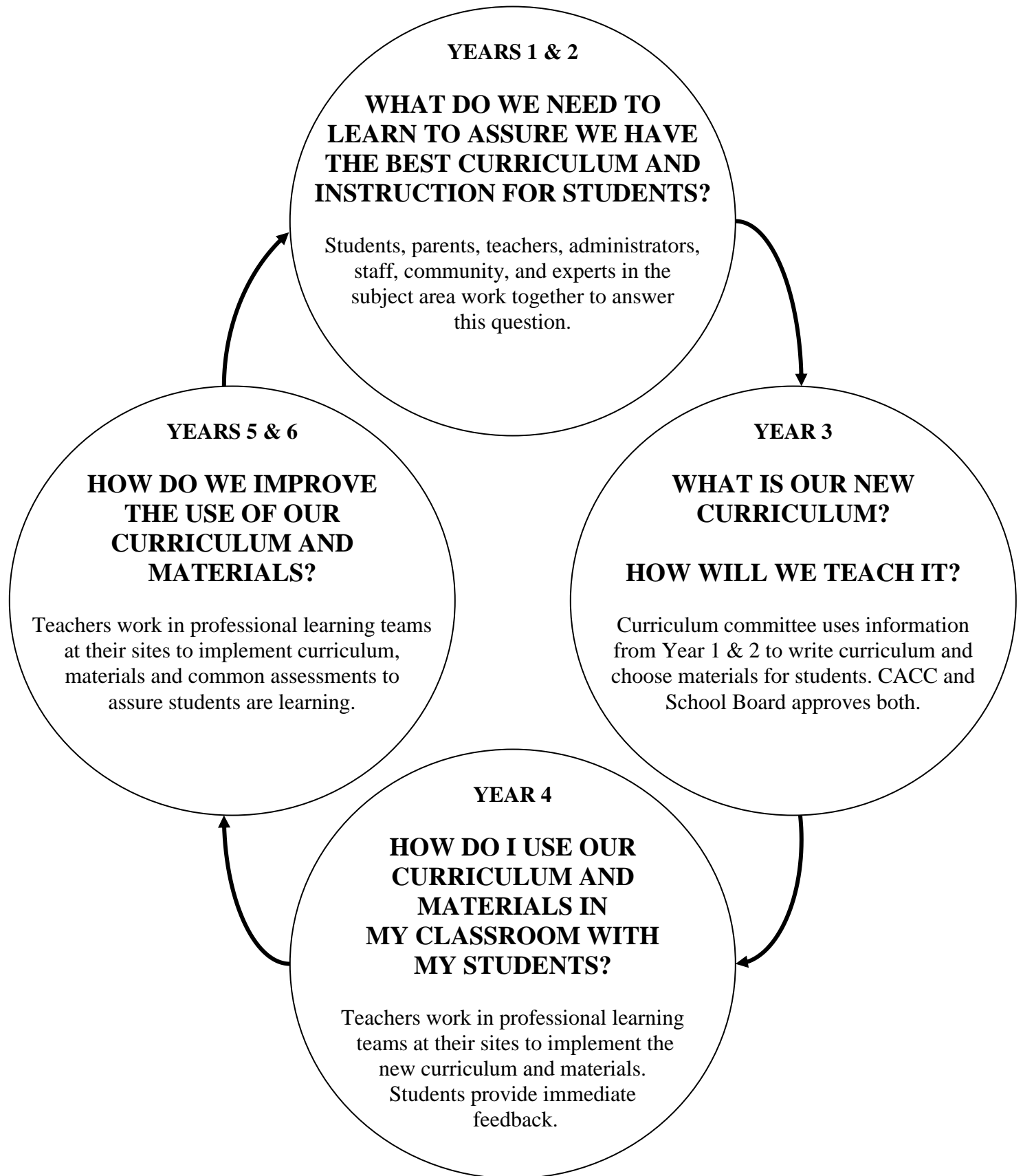
3) Establishment of Goals; Implementation; Evaluation and Reporting

a) School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Advisory Committee").
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

District 622 Curriculum Improvement Cycle



c) Implementation of Graduation Requirements

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

d) Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By ~~October 1st~~ **December 15th** of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

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

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

~~6. The Advisory Committee shall meet the following timeline each year:~~

~~September Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.~~

~~Sept. June Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.~~

~~Sept June Review evaluation results and prepare recommendations.~~

~~Sept June as applicable~~

~~Present recommendations to the school board for its input and approval.~~

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

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

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

Adoption and Revision History	Incorporated Policies
EM-020.28 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY This Policy Adopted: July 20, 2010 Revised: November 22, 2011; Revised: November 27, 2012; Revised: November 26, 2013; Revised: June 28, 2016; Revised: July 18, 2017; Revised:	MSBA 616

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

Cross References:

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

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Instructional Curriculum	EM-020.29	7/20/10 Revised: 9/25/12 Revised: 7/23/13 Revised: 11/26/13 Revised: 5/26/15 Revised: 7/18/17 Revised:

1) General Statement of Policy

- a) 1. Instruction must be provided in at least the following subject areas:
 - a. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 - b. Mathematics and science;
 - c. Social studies, including history, geography, economics, government, and citizenship that includes civics (see i.1.);
 - d. Health and physical education;
 - e. The arts;
 - f. Career and technical education; and
 - g. World languages.
- b) The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- c) Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- d) The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- e) Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

- f) The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- g) The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed.
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- h) The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking and good work habits.
 - 2. emphasize academic rigor and high expectations **and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;**
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. Schools districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

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

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary
 Education and Employment; Involuntary Career Tracking Prohibited)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External
 Defibrillator Instruction)

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

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
Curriculum Development	EM-020.30	7/20/10 Revised: 11/22/11 Revised: 9/25/12 Revised: 11/26/13 Revised: 5/27/14 Revised: 5/26/15 Revised: 7/18/17 Revised:

1) General Statement of Policy

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

2) Responsibility

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

curriculum.

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

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

ENDS
(Required by Minnesota Statute)

Policy Title	Policy Level	Date Approved/Revised
School District Curriculum and Instruction Goals	EM-020.33	5/26/15 Revised: 7/18/17 Revised:

1) General Statement of Policy

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

2) Definitions

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

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

3) Long-Term Strategic Plan

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

- c) Every child is reading at or above grade level no later than the end of grade 3, including English learners. Teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension). Teachers use instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year **and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher**. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. ~~The~~ student's reading proficiency as measured by a locally adopted assessment;
 - b. Reading-related services currently being provided to the student; **and the student's progress**; and
 - c. Strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

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

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

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

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

Administrative Rule, Regulation and Procedure: NA

Legal References:

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

Cross References:

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

VII. A.1 ACKNOWLEDGEMENT OF CONTRIBUTIONS

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

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
American Legion Post 39	\$100.00	Meals on Wheels
Michael Testa	\$50.00	Meals on Wheels
Robert & Bette Malm	\$100.00	Meals on Wheels
Jurene Fisher	\$93.82	Meals on Wheels
Jurene Fisher	\$97.03	Meals on Wheels
M.E. Hafner & Stacie Hafner	\$200.00	Meals on Wheels In Memory of Gigi Fitzpatrick
Nancy Brady - United Educators Credit Union	33 new winter hats and gloves	Richardson Elementary
Marylee Abrams	Complete Ludwig Drum Set	Tartan High School
Megan Kohler Keyser	\$250.00	Cowern negative meal accounts
Jill Standish	Winter hats	Richardson Elementary
Gary Andersen	Sweatshirts, long sleeve shirts and t-shirts	Richardson Elementary staff and students
Home Depot	5 gallon pails	Harmony K-12 Program

MOTION:

SECOND:

Total fiscal year 2018-2019 monetary contributions: \$63,436.19

VII. A. 2. 2018-2019 BUDGET REVISION

General Fund Budget 01

We have a few budget updates to reflect in the General Fund Budget to both revenues and expenditures. We will do a final budget revision in May.

Revenues: Positive and negative revenue adjustments are outlined on the attached document and amount to a change to 2018-19 revenue from \$150,916,334 to \$151,508,895, an increase of \$592,561

Expenditures: Expenditure adjustments are outlined on the attached document and amount to a change in 2018-19 expenditures from \$148,794,988 to \$148,452,668, a decrease of (\$342,668).

With these revisions, the General Fund will see revenues exceeding expenditures by \$3,056,227.

Budget adjustments to revenues and expenditures include:

- Two flow through budget entries that are required to recognize both revenue and expenses in the same amount. Each entry is required by our auditor. 1.) An entry to recognize our leasing of buses.
- Our revenue has been adjusted to reflect our updated enrollment change, which affects state aid.
- An increase in interest expense due to the rising interest rates.
- The lowering of salary expense and some expenses for technology, a grant and a remodel.

Nutrition Services Budget 02

Revenues: We originally had budgeted too high for the federal school lunch program and so adjustments are being made to lower the revenue.

Community Service Budget 04

Each year, Community Education submits budget amendments to reflect actual state aid revenue. The total awards by MDE are not known when the budgets are being prepared for the upcoming fiscal year. Therefore, amendments are done to accurately reflect our aid entitlement.

The school district has been notified of several aid allotment revisions:

- Non-Public textbooks, health services and guidance/counseling services increased by \$16,844 (based on last year's pupil count for our nonpublic schools, including homeschool students)
- Adult Basic Education increased by \$94,575 (based on contact hours for Adult Basic Education for the Metro East ABE Consortium, of which ISD 622 is the fiscal agent)

In addition, other Community Education revenues and expenditures have been revised based on projections for participation this year. Participation in programs affects revenue collected in the form of fees, as well as expenditures needed to provide programming.

Overall change to revenues and expenditures for 2018-19:

Revenues: Positive and negative revenue adjustments are outlined on the attached list and amount to a change in 2018-19 revenue from \$9,415,631 to \$9,651,364.

Expenditures: Positive and negative expenditure adjustments are outlined on the attached list and amount to a change in 2018-19 expenditures from \$9,700,402 to \$10,039,162.

Construction Fund 06

Updating the budget to recognize the sale of bonds and expenses for the Castle and Richardson remodel and addition project.

Debt Service 07

Revisions to these funds include an increase in revenue of \$3,902,129 and an increase in expenditures of \$3,958,631. These changes are due to the District's refunding of General Obligation Bonds in October.

Health Self Insured Fund 20

Update the revenues and claim expenses to the fund.

OPEB Debt Service Fund 47

Update the fund due to the refunding of the OPEB refunding bonds in October.

THEREFORE the Director of Business Services recommends that the following resolution be approved:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2018-19 District Budget be revised as per the attached listing of changes.

MOTION:

SECOND:

Fund	2018-2019 February Budget Revisions	Revenue	Expense
General Fund 01	2018-2019 Original Budget	\$150,916,334	\$148,794,988
01 R 000 000 000 000 092	Interest	250,000	
01 R 000 000 000 000 211	State Aid	(37,442)	
01 R 000 000 000 000 201	State Aid	(29,997)	
01 R 000 000 000 000 021	Tuition Reimbursement Other Districts	410,000	
01 E 005 760 000 733 535	Capital Lease		853,607
01 E 005 760 000 733 589	Capital Lease		(853,607)
01 E XXX XXX XXX XXX XXX	Various Salaries		(750,000)
01 E 005 108 000 302 555	Technology Back-up Storage		90,000
01 E 005 108 000 302 466	High School Devices (Earlyly Purchase 2019-20)		101,000
01 E 005 020 000 302 555	Board Room Remodel		90,000
01 E 005 610 000 000 430	Grow Your Own Grant Money		30,000
01 E 005 211 612 000 186	ACE Mentorship Program		5,000
01 E 005 850 000 302 530	Grounds Plow Trucks		91,680
	2018-2019 Revised Budget	\$151,508,895	\$148,452,668
Nutrition Service Fund 02	2018-2019 Original Budget	\$6,994,400	\$6,869,926
02 R 005 770 000 701 471	School Lunch Federal decrease	(20,000)	
02 R 005 770 000 701 472	Lunch Free/Reduced Federal decrease	(300,000)	
02 R 005 770 000 701 601	Sales to Pupils Decrease	(20,000)	
	2018-2019 Revised Budget	\$6,654,400	\$6,869,926
Community Service Fund 04	2018-2019 Original Budget	\$9,415,632	\$9,700,405
04 R 005 520 000 322 XXX	Adult Basic Ed (ABE)	94,575	
04 R 005 505 000 321 XXX	General Community Education	78,809	
04 R 005 585 000 325 XXX	Early Childhood Family Ed.	(2,840)	
04 R 005 582 000 344 XXX	School Readiness	39,122	
04 R 700 590 000 351 XXX	Non-Public Pupil Aid	16,844	
04 R 005 583 000 354 XXX	Early Childhood Screening	9,223	
04 E 005 520 000 322 XXX	Adult Basic Ed (ABE)		94,575
04 E 005 505 000 321 XXX	General Community Education		157,836
04 E 005 585 000 325 XXX	Early Childhood Family Ed.		21,159
04 E 005 582 000 344 XXX	School Readiness		39,123
04 E 700 590 000 351 XXX	Non-Public Pupil Aid		16,844
04 E 005 580 000 354 XXX	Early Childhood Screening		9,223
	2018-2019 Revised Budget	\$9,651,365	\$10,039,165
Construction Fund 06	2018-2019 Original Budget	\$0	\$0
06 R 000 000 000 000 092	Interest Earnings	\$200,000	
06 R 000 000 000 302 631	Sale of Bonds	\$6,152,935	
06 R 000 867 000 000 631	Sale of Bonds	\$45,176,759	
06 R 000 000 000 791 635	Certificates of Participation	\$9,583,523	
06 E 000 000 000 000 790	Debt Service Other		\$765,336
06 E XXX XXX XXX XXX XXX	Construction		\$23,000,000
	2018-2019 Revised Budget	\$61,113,217	\$23,765,336
Debt Service Fund 07	2018-2019 Original Budget	\$11,524,883	\$11,111,935
07 R 000 000 000 000 631	Sale of Bonds GO Refunding Bond 2018E	3,902,129	
07 E 005 910 000 000 790	2018D & E Discounts and closing costs		98,631
07 E 005 910 000 000 920	Bond Refunding Payments		3,860,000
	2017-2018 Revised Budget	\$15,427,012	\$15,070,566
Trust Fund 09	2018-2019 Original Budget	\$1,400,000	\$1,400,000
09 R 000 000 000 000 096	Increase in Trust Contributions	-	
09 E 000 000 000 000 401	Increase in Trust Contributions		-
	2018-2019 Revised Budget	\$1,400,000	\$1,400,000
Health Self Insured Fund 20	2018-2019 Original Budget	\$16,515,000	\$15,520,000
20 R 000 000 000 000 099	Payroll EE and ER	596,000	
20 E 005 940 XXX 000 220	Various		1,591,000
	2018-2019 Revised Budget	\$17,111,000	\$17,111,000
OPEB Debt Service Fund 47	2018-2019 Original Budget	\$2,697,728	\$2,677,703
47 R 000 000 000 000 631	Sale of Bonds GO Refunding Bond 2018D	13,985,000	
47 E 005 910 000 000 790	2018D & E Discounts and closing costs		53,683
47 E 005 910 000 000 920	Bond Refunding Payments		13,945,000

**RESOLUTION RELATING TO THE ISSUANCE OF
SCHOOL BUILDING BONDS AND CALLING AN ELECTION THEREON**

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

1. The board hereby finds and determines that it is necessary and expedient for the school district to borrow money in an aggregate amount not to exceed \$275,000,000 and not to exceed any limitation upon the incurring of indebtedness which shall be applicable on the date or dates of the issuance of any bonds, for the purpose of providing funds for the acquisition and betterment of school sites and facilities, including the possible acquisition of land; the construction and equipping of two new elementary school facilities; the renovation, upgrading, equipping and the construction of additions and improvements to various elementary schools, middle schools and high schools; the demolition of school facilities; the acquisition and installation of furniture and equipment at school sites and facilities districtwide; the repayment of the Capital Facilities portion of the District's Series 2018B General Obligation Bonds; and the construction of secure entrances and security and safety improvements at various school sites and facilities. The question on the borrowing of funds for these purposes shall be School District Question 1 on the school district ballot at the special election held to authorize said borrowing.

2. The actions of the administration in consulting with the Minnesota Department of Education, causing a proposal to be prepared for submission on behalf of the board to the Commissioner of Education for the Commissioner's Review and Comment and taking such other actions as necessary to comply with the provisions of Minnesota Statutes, Section 123B.71, as amended, are hereby ratified and approved in all respects. The actual holding of the special election on School District Question 1 specified herein shall be contingent upon the receipt of a positive Review and Comment from the Commissioner of Education on the projects included in that question.

The clerk is hereby authorized and directed to cause the Commissioner's Review and Comment to be published in the legal newspaper of the school district at least twenty (20) but not more than sixty (60) days prior to the date of the special election as specified in paragraph 3 of this resolution.

The school board must hold a public meeting to discuss the Commissioner's Review and Comment before the referendum for bonds.

3. The ballot question shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, May 14, 2019, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. **This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.**

4. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution adopted on December 18, 2018 for school district elections held during calendar year 2019, are hereby designated for this special election.

The clerk is hereby authorized and directed to prepare a notice to any voters who will be voting at a combined polling place for this special election. The notice must be sent by nonforwardable mail to every affected household in the school district with at least one registered voter. The notice must be mailed no later than fourteen (14) days before the date of the election. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor. The notice must include the following information: the date of the election, the hours of voting and the location of the voter's polling place. This notice may be in the same form as the notice of special election to be published and posted.

5. The clerk is hereby authorized and directed to cause written notice of said special election to be given to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in each combined polling place on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place or combined polling place on election day.

6. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election.

7. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:


[Form of Ballot on the following page]

Special Election Ballot

Independent School District No. 622 (North St. Paul-Maplewood-Oakdale)

May 14, 2019

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:  .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Approval of School District Bond Issue

Yes

No

Shall the school board of Independent School District No. 622 (North St. Paul-Maplewood-Oakdale) be authorized to issue its general obligation school building bonds in an amount not to exceed \$275,000,000 to provide funds for the acquisition and betterment of school sites and facilities, including the possible acquisition of land; the construction and equipping of two new elementary school facilities; the renovation, upgrading, equipping and the construction of additions and improvements to various elementary schools, middle schools and high schools; the demolition of school facilities; the acquisition and installation of furniture and equipment at school sites and facilities districtwide; the repayment of the Capital Facilities portion of the District's Series 2018B General Obligation Bonds; and the construction of secure entrances and security and safety improvements at various school sites and facilities?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

8. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the County Auditor, the administrative offices of the school district, and the office of any other local election official conducting the test.

10. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the places where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

11. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional

compensation shall not be paid for ballot board duties performed during that staff member's duty day.

12. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places and combined polling places during the special election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

13. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02 available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

VII. A. 4. APPOINT SCHOOL DISTRICT ELECTION CLERK

In order to conduct a successful school district election, it is necessary for one individual to be responsible for all related election duties.

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

BE IT RESOLVED by the School Board of Independent School District 622 that the duties of school district election clerk be fulfilled by the Executive Assistant of Business Services.

MOTION:

SECOND:

2019-2020 ACHIEVEMENT AND INTEGRATION BUDGET

As part of the Educational Equity Alliance, the collaboration between District 622 and District 832, member districts are eligible for integration revenue. District 622 is expected to receive \$2,677,115.15 for Achievement and Integration in 2019-20. Plans for the use of these funds are described in “The Plan for Educational Equity, 2018-20”. 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 2019-2020 be approved.

MOTION:

SECOND:



Achievement and Integration Revenue FY 2020 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2020 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: Mahtomedhi (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.

Program Staff: Wayne Felton

Phone: 651-748-7463

E-mail: wfelton@isd622.org

Fiscal Staff: Randy Anderson

Phone: 651-748-7511

Email: randerson@isd622.org

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 (FIN 313)	\$ 2,562,373.15
Total Incentive Revenue (FIN 318)	\$ 114,742.00
TOTAL A&I REVENUE	\$ 2,677,115.15

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: _____

End of worksheet



FY 2020 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	\$2,214,917.00	82.79%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$211,950.00	7.92%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$248,600.00	9.29%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$2,675,467.00		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$2,561,352.00
Total Amount Proposed FIN 318	\$114,115.00

Improvement Planning Expenditures	20%	#VALUE!
--	-----	---------

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 :

Resolution

WHEREAS, 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 American Indian Education Parent Advisory Committee of ISD 622 North St Paul-Oakdale-Maplewood is the established Parent Committee comprised of community members, parents, student representatives and district staff, and

WHEREAS, the American Indian Education Parent Advisory 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 American Indian Education Parent Advisory Committee of ISD 622 North St. Paul-Oakdale-Maplewood did meet on February 6, 2019 to review, recommend, and approve this Resolution and

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

WHEREAS the American Indian Parent Advisory 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 staff in order to ensure culturally appropriate and relevant materials for students K-12 and

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

(C) Indian Education staff to work with ISD 622 elementary and secondary Curriculum Coordinators/Administration to provide teacher-in-services and support for classroom teachers.

Step 2. (A) Increase mental health support by hiring additional social workers and counselors to address mental health needs in school.

(B) Create partnerships with outside mental health providers.

Step 3. (A) The development of Academic Programing for students making the transition between 5-6th grades and the 8-9th grade. This programing should focus on teaching the skills and habits necessary for success at the high level of academics the student is moving into.

We fully support the implementation of all eligible American Indian students to be included in Link Crew, Polar Academy, and Teaming (Tartan).

Step 4. (A) Too many students enter and continue through high school without the academic 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 schools

(B) Increase testing accommodations and supports for students with "Test Anxiety"

Step 5. (A) In order to help close the achievement gap for American Indian students our program recommends focusing on early elementary interventions. We request district support in developing and implementing this initiative.

(B) Support existing curriculum, activities and experiences that will foster life skills.

(C) Increase efforts to include for parent engagement during school day activities.

(D) Increase testing accommodations and supports for students with "Test Anxiety."

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

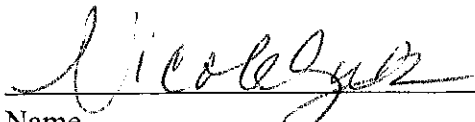
WHEREAS, the LEA Representative will present an annual report to the School Board in order to improve communication and educate member of the Board on issues that are relevant to the American Indian community, and

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

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

In Favor of Resolution 4

Not in favor of Resolution 1


Name

 2-6-19
Date

Chairperson - ISD 622 American Indian Education Parent Committee

Annual Compliance Overview

Minnesota Statute 124D.78 requires Minnesota district, charter, and Tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC), and cites that school boards of districts must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

In order to be in compliance with this statute, district, charter, and tribal schools are required to submit annual compliance documents by March 1st.

**If you do not have an AIPAC and/or are new to this process, its expectations, and requirements, please contact the Office of Indian Education: 651-582-8280.*

Submission Checklist

Each of the following items must be filled out and submitted by **March 1st**:

- ✓ The Annual Compliance Documentation page (pg. 2)
- ✓ The AIPAC Resolution page (pg. 3)
- ✓ The AIPAC Representative Roster (separate attachment/available for download on the [Office of Indian Education webpage](#))

Submission Remittance

Scan and email to: mde.indian-education@state.mn.us

Mail to: Minnesota Department of Education, Attn: Office of Indian Education, 1500 Hwy 36 W., Roseville, MN 55113

Tips for a Successful Submission

- Include the district/school name and identifying number
- Indicate with a checkmark **CONCURRENCE** (Option 1) OR **NON-CURRENCE** (Option 2) OR **Does Not Have an AIPAC**
- Include dates in ALL of the required areas
- Obtain proper signatures
- Submit all required items together

ANNUAL COMPLIANCE DOCUMENTATION

District/School Name and Number ISD 622

AIPAC RESOLUTION VOTE

**Please Indicate with a checkmark how the AIPAC voted by choosing Option 1 OR Option 2.*

OPTION 1: A VOTE OF CONCURRENCE

The American Indian Parent Advisory Committee Issued a Vote of CONCURRENCE _____

Date of CONCURRENCE Vote _____

Date the AIPAC Presented the Resolution to the School Board _____

OPTION 2: A VOTE OF NON-CONCURRENCE

The American Indian Parent Advisory Committee Issued a Vote of NON-CONCURRENCE X

A vote of NON-CONCURRENCE requires the AIPAC to provide specific recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of NON-CONCURRENCE Vote 2-6-19

Date the AIPAC Presented the Resolution AND Recommendations to the School Board _____

Date the School Board Response is due _____

THE DISTRICT/SCHOOL DOES NOT HAVE AN AIPAC

Our District/School Does Not Have an AIPAC _____ (indicate with checkmark)

Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, Section 124D.78. The district Superintendent will contact the Office of Indian Education to receive guidance on this process, its expectations, and requirements.

Required Signatures

**Please include a printed name along with your signature.*

School Board Chairperson

Date

Superintendent or Charter/Tribal School Director

Date

Updated 12/14/2018. Previous versions will not be accepted.

AMERICAN INDIAN PARENT ADVISORY COMMITTEE RESOLUTION

Due Annually on March 1st

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community.

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s), and

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning, and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with MN Statutes, Section 124D.78, and that the school board and district are meeting the needs of American Indian students.

_____ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students, **OR**

We, the American Indian Parent Advisory Committee, issue a **Vote of Non-Concurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

Nicole Zak 
AIPAC Chairperson Printed Name and Signature

February 6, 2019
Date

American Indian Parent Advisory Committee

About AIPAC Membership

Per MN Statute 124D.78, Subd. 3, *The American Indian education parent advisory committee must be composed of parents of children eligible to be enrolled in American Indian education programs; secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. A majority of each committee must be parents of children enrolled or eligible to be enrolled in the programs. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups enrolled in the programs.*

About the AIPAC Roster

- Names should be typed or printed clearly.
- American Indian identifier, committee role, and area of representation must be circled.
- District staff, such as administrators, directors, teachers, and counselors may attend AIPAC meetings and contribute to the IEPP process, but are not considered committee members unless they fall into the above cited criteria, and therefore SHOULD NOT be listed on the AIPAC Roster.
- *Non-committee members/district staff who attend AIPAC meetings and participate in the IEPP creation process should be listed on the Non-Committee Member Roster provided after the AIPAC roster.

**defined as district staff or personnel that have a vested interest and role in improving the educational outcomes of American Indian students, but who DO NOT identify as American Indian themselves.*

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: <i>Nicole Zuk</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Royal Bissonette</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Mindy Price-Ostrow</i>	Yes <input checked="" type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Sara Price</i>	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student <input checked="" type="radio"/> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Noemi Vandal</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: <i>Maria Weichman</i>	Yes <input checked="" type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Larry Zammarre</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student <input checked="" type="radio"/> American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Mervel LaRose</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Rocky Vandal</i>	<input checked="" type="radio"/> Yes No	Chairperson Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Non-Committee Member Roster

Name and Title: Michelle DeMarco - Community

Name and Title: Keith Reynolds - Teacher

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

VII. D. 1. REVISION TO THE 2018-2019 SCHOOL CALENDAR

After approval of the 2018-2019 school calendar, the topic of adding an additional day is being proposed due to the number of weather-related school closures. State law requires 1020 instructional hours for secondary students each year, and we have already fallen short for our required hours due to weather closures.

In order to make up some of our lost hours, it is proposed that we convert one scheduled professional development day to a student learning day.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2018-2019 school calendar be revised to include March 1, 2019 as a school day for secondary students (grades 6 – 12) only.

MOTION:

SECOND: