



School District 622
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

SCHOOL BOARD MEETING

Regular Meeting

**March 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
March 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. Consent Agenda

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

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

- | | |
|--|----|
| A. Minutes of February 23, 2019 Board Retreat | 9 |
| B. Minutes of February 26, 2019 Business Meeting | 10 |
| C. Minutes of February 26, 2019 Closed Session | 23 |
| D. Routine Personnel | 24 |
| E. Bid Award | 26 |
| F. Disbursements | 32 |

V. Reports

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

B. Assistant Superintendent - *Miller*

1. Richardson Elementary 36

Principal Jenna Peters will be highlighting some of the great work happening at Richardson. The work they are doing is directly aligned to the Strategic Plan and the progress they are making is exceptional. Jenna will also be sharing with you their SIP goals and academic achievement data.

C. Superintendent - *Osorio*

1. Facilities 46

I will share an update on referendum communication and our referendum video.

VI. Action Items

A. Business Office

1. Acknowledgment of Contributions - *C. Anderson* 50

**I recommend that the contributions, with a total of \$73,707.01 for the 2018-2019 fiscal year, be approved.*

2. Approval of the 2019-2020 Capital Budget - *R. Anderson* 51

It's that time of year again when we start preparing for the approval of our 2019-2020 budget. The first piece of the puzzle is the capital allocation for the District.

Attached are the various Building and District initial capital allocations. The Building and Athletic allocations are based on the projected building enrollment that is being used by Teaching & Learning for staffing.

You will see that the overall capital budget is decreasing by

approximately (\$905,000) mainly due to the 2018-2019 one-time projects (Tech Infrastructure & Math Expressions) having been completed.

In 2019-2020, we will be using \$618,000 of our Capital revenue for payment on the capital facilities bonds for the Castle and Richardson additions. If the building referendum passes, we will use some of those funds to pay off the capital facilities bonds. Also, the certificates of participation (lease levy) that were issued 15 years ago to update Cowern, Richardson and Eagle Point, have been paid in full.

**I recommend that the 2019-20 Capital Expenditure Budget be approved as presented.*

3. Resolution Appointing Election Judges for May 14, 2019 Special Election - R. Anderson 54

Because Washington County, the City of North St. Paul, and the City of Maplewood are not having any local elections --- and our referendum question is the only thing on the ballot, our District is required to appoint election judges for the precincts in these areas. We have agreements with Washington and Ramsey Counties in which they will provide the election judges and District 622 reimburses the counties.

This resolution requires a roll call vote.

**I recommend that the resolution to appoint election judges for the May 14, 2019 special election be approved as presented.*

4. Combined Polling Places for Ramsey County - R. Anderson 58

As you recall, the laws in 2017 changed requiring school districts beginning in 2018 to approve a resolution each December naming the polling places that would be used in the event of a special

election the following year. Ramsey County provides the polling places for North St. Paul.

Due to the construction timeline, Richardson will not be available as a polling site in our upcoming Special Election in May.

This resolution changes the polling location for the voters that use the Richardson polling site to vote at the Cowern polling location. All voters from that location will be notified by our District.

This resolution requires a roll call vote.

**I recommend that the resolution to combine polling locations for Ramsey County be approved as presented.*

B. Human Resources - Coffey

1. Insurance Renewal

59

The District's two-year contract with HealthPartners ends on June 30, 2019. A formal bid process for health insurance was held, the District's Insurance Committee reviewed the proposals, and they are recommending acceptance of the HealthPartners proposal effective July 1, 2019. Based on a significant increase in claims during the 2018-19 school year, the committee is recommending an overall 10% increase in the budget rates.

**I recommend that the District approve the health insurance bid from HealthPartners for the period July 1, 2019 through June 30, 2022 and approve an overall 10% increase in the budget rates for health insurance for the period July 1, 2019 through June 30, 2020.*

C. Superintendent - Osorio

1. Policy Revisions

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The policies presented tonight for proposed revision were first shared with you at the February 12, 2019 work session, and then

read formally at the February 26, 2019 business meeting.

**I recommend that the nine policies proposed to you be revised as presented.*

a. E-014 (Graduation Requirements)	65
b. E-057 (Disposition of Obsolete Equipment & Materials)	75
c. E-089 (Assessment of Student Achievement)	79
d. E-090 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Plans)	85
e. E-093 (School District Testing Plan and Procedure)	90
f. EM-020.28 (School District System Accountability)	103
g. EM-020.29 (Instructional Curriculum)	110
h. EM-020.30 (Curriculum Development)	115
i. EM-020.33 (School District Curriculum and Instruction Goals)	118

D. School Board

1. Set Special Meeting

Randy has requested the addition of a brief special meeting on April 9, 2019 prior to the start of that afternoon's work session for the purpose of proposing a bus purchase contract and security camera purchase.

**I recommend that a special meeting be held on April 9, 2019 in the board room with the following agenda items: Bus Purchase Contract. and Security Camera Purchase.*

2. Set Time, Agenda & Location for April 9, 2019 Work Study Session

We have the date for our April 9, 2019 work study session, but we need to set the time, location and agenda.

Suggested items include my usual check in; review of the summer long-term facilities maintenance projects and budgets with Randy; reports from board members who attended the NSBA conference;

and two items with board member interest: year round school and the discussion to appoint a board member to serve as liaison to Advisory for a one year term (August 1, 2019 - July 31, 2020).

**I recommend that the April 9, 2019 work study session begin at immediately following the adjournment of the April 9, 2019 special meeting and take place in Conference Room 202 of the District 622 Education Center and contain the following agenda items: 1)Superintendent Check In (including year round schools and facilities); 2)Review of Summer Long-Term Facilities Maintenance Projects & Budgets; 3)NSBA Update; and 4)Advisory Committee Term.*

3. Set Closed Session

We would like to set a closed session for continued contract negotiations discussion. I am proposing this closed session to begin immediately following the adjournment of our April 23 business meeting.

**I recommend that a closed session take place immediately following the adjournment of the April 23, 2019 business meeting for the purpose of discussing contract negotiations.*

VII. Board Communications

VIII. Future Board Meeting Dates

A. April 9, 2019 Work Study Session (Room 202)

B. April 23, 2019 Business Meeting 6:00 p.m. (Board Room)

IV. CONSENT AGENDA

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

Therefore, the following resolution is recommended:

BE IT RESOLVED by the School Board of Independent School District No. 622 that Consent Agenda Items, IV.A. through IV.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**

**SCHOOL BOARD RETREAT
February 23, 2019**

Chair Yener called the retreat to order at 9:03 a.m. with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Hunt, Jarman, Neve, and Superintendent Osorio.

In the audience: Rory Sanders, Cindy Swaim

Goals of the retreat were shared:

- 1)Bond/Team Building
- 2)Finalize Referendum Communications
- 3)Renew Focus on the Equity Work of 622
- 4)Create Space for Board Members to Bring Forward Areas of Interest

Augé led an ice breaker activity.

During the Superintendent check in, Osorio discussed the process for how snow days are decided and reviewed the number of instructional days by the state. She provided some make up day options and led a discussion on the topic. Osorio also mentioned that the legislature may be exploring some bills that would exempt school districts from having to make up several missed weather related days, but that it was uncertain as to when, or if, these bills would be considered.

A discussion involving facilities and referendum took place. Board members reviewed ballot language, a referendum communications plan, and a draft referendum fact sheet. Possible changes to the documents were shared.

A team building activity took place; and board members also had an opportunity to share an item of interest.

The retreat closed with an activity which served as a recap of the meeting goals.

The meeting adjourned at 2:04 p.m.

Clerk

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

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

**REGULAR MEETING
SCHOOL BOARD
February 26, 2019**

Chair Yener called the meeting to order at 6:01 PM with the following present: Chair Yener, Vice Chair Livingston, Clerk Augé, Directors Hunt, Jarman, Neve, Superintendent Osorio, and Student Board Representatives Krummel and Pedersen. Arriving at 6:17 PM: Treasurer Anderson.

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 6 - 0 vote:

THAT the agenda be approved as presented.

Augé presented Achievement Awards to Carver Elementary Recess Monitor Lorna Benner; and to North High students Nathan Huntley and Jaclyn Stumpf, as well as Tartan students Katelyn Krummel and Cade Severson for recently receiving the Minnesota State High School League Triple A Award.

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

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

North High Student Representative Pedersen reported on the following items: This past Saturday, Boys Swim and Dive competed in the sections meet, with swimmers and divers qualifying for the state meet on Thursday. National Honor Society hosted the annual Coffee House Acts, their talent show, with the purpose of raising peanut butter for the food shelf and money for Special Olympics. It was a huge success and ended up raising over \$2,000 and collecting a lot of peanut butter. The Carter G. Woodson Society held events in honor of African American history month. Junior Abigail York was recently highlighted in an article in the Star Tribune for her rock climbing skills. She is ranked 20th nationally among women climbers. She also excels in track as an all-conference pole vaulter. Lastly, Fine Arts extra curriculars had a busy month.

Tartan High Student Representative Krummel reported on the following items: Incoming was a huge success this year. Spirit week included fun theme days such as Tartan spirit day, USA day, squad days and more. At the pep fest the winning volleyball team faced off with the teacher team. Saturday school continues to be a great success and over 80 students were in attendance last weekend. It gives students the opportunity to catch up or get ahead on their school work. Tartan offered free ACT prep classes this year on Saturdays which were taught by Tartan teachers. Tartan's Speech Team took a 3rd place trophy for the small teams' division at the Farmington Invitational. Six students advanced to the final round. This was the first time in Tartan's speech history that everyone competing in a meet broke into finals and received awards. Congratulations to the Boys Swim and Dive team on a great season overall and getting 3rd place in their section. Next week, Tartan BPA and Tartan DECA will be competing at state conferences. Both teams are excited and looking forward to competing.

(Anderson arrived)

Miller introduced Cowern Elementary Principal Jennifer Wilson who shared highlights regarding the positive culture, climate and instruction at Cowern. She also shared their school improvement plan and progress they are making.

Mau introduced Educational Equity Coordinator Wayne Felton who presented a 2018-2019 Equity Program report, highlighting an overview of the programming supported by the Office of Educational Equity. The 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.

Osorio presented a facilities report; sharing her vision for 622 schools. She reviewed the history that began with facility audits in the fall of 2016 and discussed building challenges, unsafe and crowded conditions, demographic shifts, an opportunity to reinvest due to debt forecast, and community input. She gave her recommendation of a May 14, 2019 bond referendum which will add secure entrances to all schools, provide all schools with modern furniture, flexible classroom spaces and healthy environments; renovate and/or expand five schools; build two new elementary schools; and close or repurpose four schools. This would have a total cost of \$275M in bond funding, resulting in a \$5 per month tax impact for an average homeowner (based on a \$200,000 value home). The District will be replacing old debt with new debt. Osorio reviewed the District's financial accountability and cited numerous awards.

Osorio presented a first formal reading on the following proposed policy revisions: 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). These policies were first presented at the February 12, 2019 work session and will be proposed for action, along with a second reading, at the March 26, 2019 business meeting.

Osorio thank Mau for his many years of service to the District and wished him well.

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

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

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
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

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the 2018-2019 District Budget be revised as presented.

Augé moved and Anderson seconded the following resolution, which carried on a roll call vote with the following members voting AYE: Anderson, Augé, Hunt, Jarman, Livingston, Neve, Yener; and the following voting NAY: None.

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.

Anderson 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 622 that the duties of school district election clerk be fulfilled by the Executive Assistant of Business Services.

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District 622 Budget Plan for Achievement and Integration for 2019-2020 be approved.

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

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

WHEREAS, the American Indian Education Parent Advisory Committee of ISD 622 North St. Paul-Maplewood-Oakdale 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-Maplewood-Oakdale 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 district's 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 Programming for students making the transition between 5 - 6th grades and 8 - 9th grade. This programming 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 developed 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, district data will be regularly shared with the Indian Education Parent Committee to measure progress in the academic performance of American Indian students; and

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

WHEREAS, efforts have begun to address these areas of concern, efforts need to continue with 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 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 students.

Yener asked board members to set the agenda for the March 26, 2019 reflection session. Neve moved and Livingston seconded the following motion, which carried on a 7 - 0 vote:

THAT the March 26, 2019 reelection 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).

Livingston 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 2018-2019 school calendar be revised to include March 1, 2019 as a school day for secondary students (grades 6 - 12) only.

During Board Communications, the following items were shared:

- ✓ Augé reported that Advisory was highly attended last time and community members had an opportunity to discuss topics for adulting day. These are classes that would be run by Community Education for students who aren’t

taking the ACT or other similar tests. During small group discussion, topics such as basic first aid, changing a tire, and other suggestions were shared. Committee members were also asked to let Community Education know if they know of anyone who would like to teach a class. Augé thanked Mau and noted that she has known him for a very long time. She added that he will be missed and thanked him for his contributions.

- ✓ Anderson thanked Mau for the work he has done for the District. He noted that Mau has always been diligent with the topics he presents. Anderson added that he was happy for Mau and excited for him to begin his new opportunity.
- ✓ Livingston thanked North St. Paul-Maplewood-Oakdale Rotary Club members who donated and delivered dictionaries to third graders. Livingston said that she went to Webster for dictionary delivery and commented that the students were outstanding excellent readers who loved getting their dictionaries. Livingston commented on a bill going through legislature regarding civics education and added that she really supported the idea and hoped that we can make civics education a priority.
- ✓ Neve mentioned that over the last few years she has been thinking about the mental health of our students, and the topic resurfaced at the evening's meeting. She added that the coincidence is quite timely as on March 5 at Maplewood Middle School there is an opportunity to learn more about how to deal with anxiety and stress. Neve said that she has learned that the anxiety our students have now is equivalent to the anxiety level of how people felt who were placed in an asylum in the 1950's. Neve closed her report by thanking Mau and wishing him all the best.
- ✓ Jarman thanked Mau and joked that he wished they would have had more time to talk about Star Wars. Jarman gave a shout out to the kids who made the cards given to board members for school board appreciation week. He added that the theater departments at North and Tartan are great, and said that he had seen Lord of the Flies and how wonderful it was. Jarman commented on the Food and You program at Webster and said that the school turns their cafeteria into a grocery store and families can come and shop for free. He mentioned that there is a volunteer opportunity for those interested helping with the program.
- ✓ Yener mentioned that tomorrow is school bus driver appreciation day and thanked the drivers for all the work they do. Yener reported that North High teacher Jana Hedlund is a semifinalist for Teacher of the Year. She ended her report by thanking Mau, adding her appreciation for him, and wishing him the best.

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

THAT the meeting be adjourned.

The meeting adjourned at 8:10 PM.

Clerk

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

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

**CLOSED SESSION
SCHOOL BOARD
February 26, 2019**

A Closed Session was called to order by Chair Yener at 8:22 p.m. for the purpose of strategizing for labor negotiations. Present were: Chair Yener, Vice Chair Livingston, Clerk Augé, Treasurer Anderson, Directors Hunt, Jarman, Neve, and Superintendent Osorio.

Others present were: Randy Anderson and Julie Coffey.

The Closed Session adjourned at 9:05 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
Gabrielle	Amquist	SPED Para	Tartan	3/18/19	\$15.68	Hour
Jessica	Bechara	SPED Para	Oakdale	3/18/19	\$16.80	Hour
Katie	Boge	AVID Tutor	District Wide	3/19/19	\$15.00	Hour
Julie	Cazett	Track Coach	Maplewood	3/25/19	\$1,616.80	Assignment
Taylor	Daas	Softball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
Elizabeth	Donohue	Tennis Coach	Maplewood	3/25/19	\$1,779.20	Assignment
Ray	Fini	Track Coach	Maplewood	3/25/19	\$1,779.20	Assignment
Kab Pauj	Her	AVID Tutor	District Wide	3/19/19	\$15.00	Hour
Sarah	Hiniker	Track Coach	Maplewood	4/22/19	\$808.40	Assignment
Kelli	Johnson	BSN	District Wide	3/18/19	\$31.83	Hour
Alexander	Juffer	SPED Para	North	3/18/19	\$16.04	Hour
Jessica	Lang	Softball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
Sarah	Palchik	Track Coach	Maplewood	3/25/19	\$808.40	Assignment
Linsey	Peteren	AVID Tutor	District Wide	3/19/19	\$15.00	Hour
Kale	Remmers	ARN	John Glenn	3/18/19	\$18.88	Hour
Kenneth	Russ	Baseball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
Jennifer	Schwartz	Lunch/Playground Monitor	Weaver	2/21/19	\$14.47	Hour
Christopher	Sloan	Baseball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
Michael	Straley	Part Time Bus Driver	Bus Garage	2/21/19	\$20.16	Hour
James	Syrjanen	Part Time Bus Driver	Bus Garage	2/27/19	\$20.16	Hour
Tim	Tekautz	Baseball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
MaiKia	Vue	Lunch/Playground Monitor	Skyview Elementary	3/18/19	\$14.47	Hour
Rashad	Watkins	Baseball Coach	Maplewood	3/25/19	\$1,698.00	Assignment
Katherine	Wirth	Track Coach	Maplewood	3/25/19	\$1,616.80	Assignment

Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Nora	Alhurbi	.425 ECFE Para	.675 ECFE Para	3/18/2019	\$16.52	Hour
Jon	Bass	.3125 CC Para	.6875 CC Para	3/18/2019	\$12.58	Hour
Sandra	Daniels	Food Services III	Food Services IA	3/4/2019	\$22.82	Hour
Christina	Downs	.375 Building EA	.375 Building EA/.0625 Monitor Para	2/15/19	\$14.47	Hour
Travis	Eaton	.375 Monitor Para	.375 Monitor Para/.5625 CC Para	2/28/19	\$12.58	Hour
Melissa	George	.34375 Para Monitor	.8125 SPED Para	3/18/2019	\$15.68	Hour
Stephane	Goeken	Dean	Interim Assistant Principal	3/18/2019	\$104,636.00	Year
Kelsey	Messerole	.75 SPED Para	.78125 SPED Para	2/16/2019	\$16.04	Hour
Tracy	Peterson	Food Services III Short Hours	Food Services III Long Hour	3/18/2019	\$15.51	Hour

Leave of Absence					
First Name	Last Name	Assignment	Building	Leave Type	Dates
Heather	Jacobson	Kindergarten Teacher	Castle	Child Care	03/01/19-04/26/19
Saralyn	Knudson	Guidance Counselor	Tartan	Five Year	08/26/19-06/30/24
Eric	Longtin	Math Teacher	North	Special	08/26/19-06/8/20
Shannon	Peterson	Multiple Needs Teacher	Oakdale	Child Care	05/01/19-05/14/19
Sara	Zimmerman	Kindergarten Teacher	Webster	Child Care	03/29/19-06/10/19

Resignation					
* First Name	Last Name	Assignment	Building	Effective	
* Dennis	Andrewski	Social Studies Teacher (1.0)	Tartan	6/11/2019	
* Sue	Babcock	Intervention Teacher (.60)	Carver	6/10/2019	
Dillon	Brennan	SPED Para	John Glenn	3/4/2019	
* Charles	Christopherson	Industrial Tech Teacher (.80)	John Glenn	12/20/2019	
* Paul	Hazzard	Math Teacher (1.0)	North	7/1/2019	
Jacob	Hintzman	Part Time Custodian Float	District Wide	3/22/2019	
Lynn	Johannessen	ECSE Speech Lang. Pathologist (1.0)	Beaver Lake	6/10/2019	
Martha	Kaiser	Part Time Bus Driver	Bus Garage	2/28/2019	
Brittany	Kelly	AC Site Manager	Weaver	3/21/2019	
* Edward	Knutson-Smisek	Techincal Support Specialist	DEC	3/1/2019	
Yuriko	Komatsu	CC Para	Eagle Point	3/7/2019	
Candace	Leuthe	Building EA	North	4/1/2019	
* Patricia	Lund	ECFE Teacher (.72)	Gladstone	5/17/2019	
Samantha	Mathis	Language Arts Teacher (1.0)	Skyview Middle	6/10/2019	
Lauren	Mau	Building EA	Richardson	4/5/2019	
Brittany	Oliveraz	SN CC Para	Skyview Elementary	2/14/2019	
Terrill	Patterson	Behavior Intervention Specialist	Harmony	3/1/2019	
Aaron	Roberts	SPED Para	North	3/4/2019	
James	Syrjanen	Part Time Bus Driver	Bus Garage	3/6/2019	
Dave	Terry	Monitor	Eagle Point	2/28/2019	
Tonya	Voight	SPED Para	Oakdale	3/7/19	
Amy	Zurawski	SN CC Para	Cowern	3/15/2019	

Termination					
First Name	Last Name	Assignment	Building	Effective	
Abdifatar	Ali	AVID Tutor	District Wide	2/28/2019	
Sara	Carlson	Paraprofessional	Beaver Lake	2/26/2019	
Zaria	Hinkle	AVID Tutor	District Wide	3/12/2019	
Hunter	Koesling	SPED Para	North	3/4/2019	
Evan	Mord	SPED Para	Tartan	3/1/2019	
De'Cola	Saunders	AVID Tutor	District Wide	3/12/2019	

IV. E. BID AWARDS

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

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

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

<u>For</u>	<u>Vendor</u>	<u>Fund</u>	<u>Amount</u>
2019 ROOFING & WALL PANEL PROJECTS FOR JOHN GLENN M.S. AND SKYVIEW ELEMENTARY	BERWALD ROOFING	1	\$2,302,000



THE GARLAND COMPANY, INC.

HIGH PERFORMANCE BUILDING ENVELOPE SOLUTIONS

3800 EAST 91ST. STREET • CLEVELAND, OHIO 44105-2197

PHONE: (216) 641-7500 • FAX: (216) 641-0633

NATIONWIDE: 1-800-321-9336

BRIAN SKOOG

Phone: (612) 810-4336

E-Mail: bskoog@garlandinc.com

March 18, 2019

Mr. Mike Boland

ISD 622

2520 East 12th Avenue

North St. Paul, MN 55109

RE: 2019 Roof Replacement/Repairs Project for John Glenn Middle School and Skyview Elementary

Dear Mr. Boland,

On Thursday, February 28th, 2019 at 2:00 PM sealed bids were opened for the 2019 Roof Replacement and Repair Projects at John Glenn Middle School and Skyview Elementary. A public bid opening was held at this date and time.

After review of the bid results it is the recommendation to approve the **Combination Bid** to perform the specified work at both project sites. It is also the recommendation *not* to award ADD #1 due to future construction considerations.

The low, qualified bidding roof contractor for all specified roof areas is Berwald Roofing Company from North St. Paul, MN. It is the recommendation to award the roofing project to Berwald Roofing Company for the **Combination Bid total \$2,302,000.**

Berwald Roofing Company has submitted all of the required paperwork along with their bid form as required by the project specifications and the State of MN. Berwald Roofing Company is a long standing, qualified roofing contractor that has completed numerous successful installations for the N. St. Paul School District over many years.

If you have any further questions or require further assistance please feel free to contact me at 612-810-4336.

Thank you,

The Garland Company



ISD 622 - 2018 Roof Project
Roof Bid Results
Thursday, February 28, 2019 2:00 PM

COMPANY	Bid Bond	Responsible Contractor Form	Line Item #1 - John Glenn Middle Sections D, E, F, G, H, O and T	Line Item #2 - Skyview Elementary Sections A and B	Combination Bid Line Items #1-John Glenn and #2-Skyview	Add #1 - John Glenn Section O Sheeting and Wall Panels to cover windows	UNIT Price: Wet and Damaged Insulation replacement. brd/ft	UNIT Price: Deteriorated roof deck replacement sq/ft	UNIT Price: Drain Bowl Replacement - per drain including plumbing
McPhillips Brothers	X	X	\$788,000	\$1,572,000	\$2,360,000	\$11,000	\$1.50	\$10.00	\$1,250
Peterson Roofing	X	X	\$828,450	\$1,660,200	\$2,500,900	\$12,250	\$2.00	\$9.75	\$1,400
Dalsin Roofing	X	X	\$986,595	\$1,974,033	\$2,960,628	\$11,295	\$2.35	\$12.00	\$2,500
Ettel and Franz	X	X	\$853,200	\$1,770,000	No Bid	\$16,000	\$4.00	\$15.00	\$2,800
Berwald Roofing	X	X	\$761,400	\$1,543,000	\$2,302,000	\$10,330	\$1.90	\$10.00	\$1,200

Notes: Berwald Roofing Company - N. St Paul is low responsible bidder for all line items. **Recommendation:** Award the Combination Bid to Berwald Roofing Company for \$2,302,000. Recommend not to award Add #1 due to future construction considerations.

2019 Roof Replacement Project

Pre-bid Meeting: 02/19/2019

Bids Due: 02/08/2018



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APPROVED FOR BIDDING

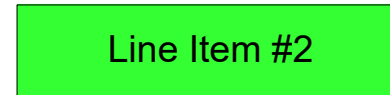
School District 622
North St. Paul, Maplewood, Oakdale
North St. Paul, MN

SHEET TITLE:

COVER PAGE

SHEET NO.

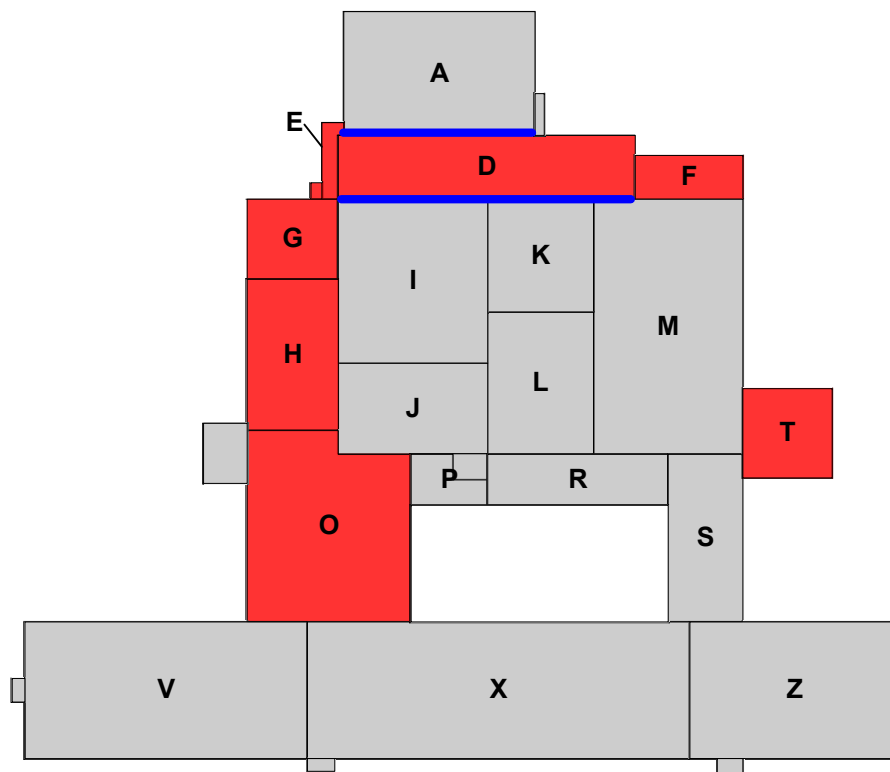
A1



— Wall panels included with Line Item #1

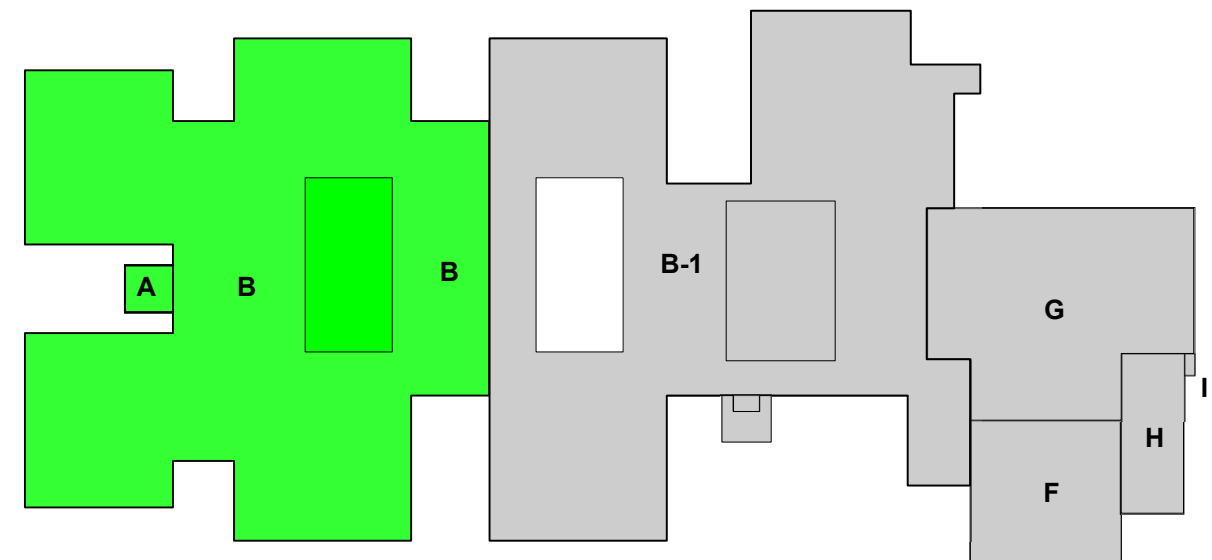
John Glenn Middle School

1560 East County Road B
Maplewood, MN 55109



Skyview Elementary

1100 Heron Ave. North
Oakdale, MN 55728



INDEX OF DRAWINGS

- A1 – Cover Page
- A2 – John Glenn Middle
- A3 – Skyview Elementary
- D1 – Modified Details
- D2 – Modified Details
- M1 – Metal Details
- M2 – Metal Details



Project Notes

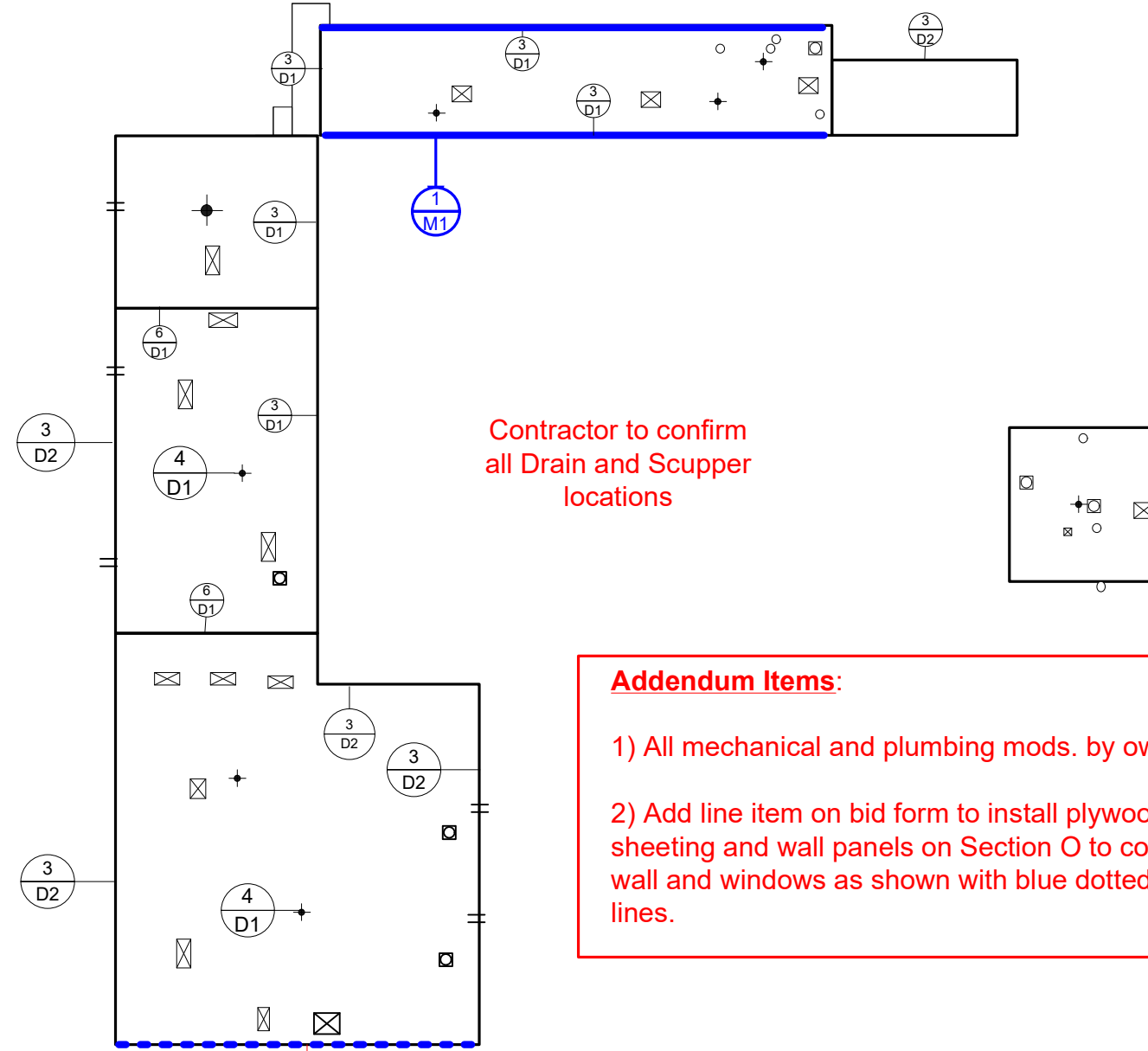
- 1) **Tear Off & Preparation** – all bidding contractors are responsible to field measure and verify existing core data as needed to accurately bid the project. Remove the existing roof system down to the top surface of insulation. Dispose of all debris in a certified landfill. Any wet insulation shall be replaced per the unit price found on the bid form. Proper change notice form must be submitted and signed for approval.
- 2) **New Insulation**
Calculate the R-value for the existing insulation. Install additional polyisocyanurate insulation throughout the entire field of the roof in order to meet or exceed current R-value code requirements. Install 1/8" Tapered ISO systems. Fill all low areas with tapered polyisocyanurate to insure positive drainage occurs throughout all roof areas.
- 3) Install 1/4" per foot tapered insulation and tapered saddles, crickets, 8'X8' drain sumps, and overflow scuppers. Crickets and saddles shall slope twice that of the field of the roof. **Contractor to submit shop drawings for approval. All perimeter wood blocking and cants to be modified to meet new insulation heights per manufacturer requirements.**
- 4) Install 1/2" wood fiber recovery board set into solid moppings of Type III hot asphalt. Stagger all insulation joints from underlying layers.
- 5) Install the new modified bitumen roof system as specified.
- 6) Install the new modified bitumen flashings as specified.
- 7) Install the new flood coat and gravel surfacing at specified.
- 8) Install new 24ga. Prefinished sheet metal throughout the perimeter and projections as shown in the detailed drawings and as specified. Maximum allowable face is 8". All sheet metal must extend down to the field of the roof. **NO EXPOSED FLASHINGS ALLOWED.**
- 9) **Replace all existing drain bowls. Plumbing by owner. Note all drain bowl insulation will require abatement.**
- 10) **Roofing contractor responsible to coordinate with mechanical contractor for HVAC and plumbing modifications throughout project.**

ADDENDUM #1

John Glenn Middle School

Line Item #1

Wall Panels



Contractor to confirm all Drain and Scupper locations

Addendum Items:

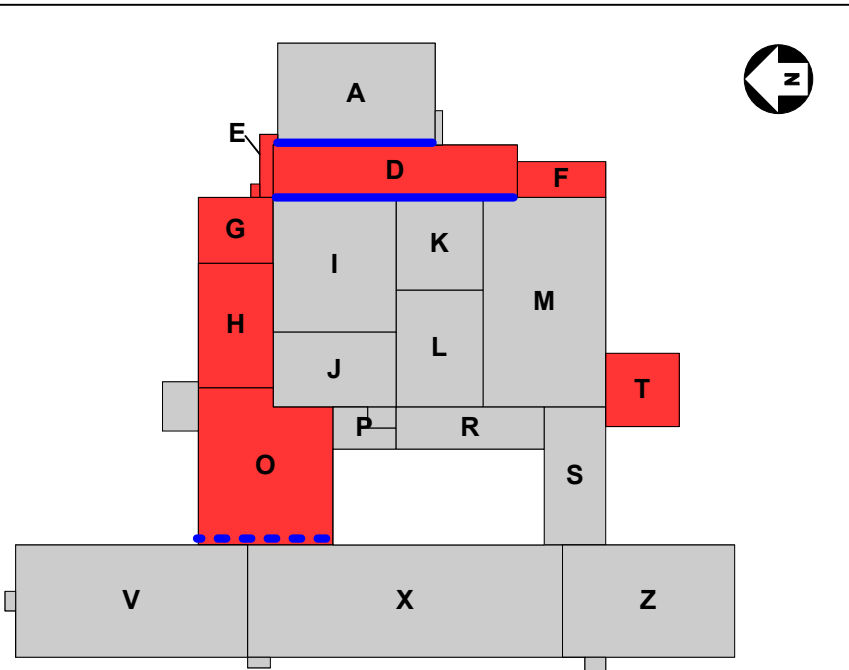
- 1) All mechanical and plumbing mods. by owner
- 2) Add line item on bid form to install plywood sheeting and wall panels on Section O to cover wall and windows as shown with blue dotted lines.

New Roof
Roof Section: All Areas

- 1) Flood & gravel surfacing
- 2) Modified field membrane
- 3) Three plies HPR Glasfelts
- 4) 1/2" wood fiber recovery board
- 5) Base insulation 1/8:12 tapered per *Scope of Work*

ADD Line Item to install plywood sheeting and wall panels.

John Glenn Middle School



Legend

- Details
- Roof drain
- Roof Curb
- Plumbing stack
- Scupper
- Skylight



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APPROVED FOR BIDDING

School District 622
North St. Paul, Maplewood, Oakdale
North St. Paul, MN

SHEET TITLE:
ROOF PLAN

SHEET NO.
A2

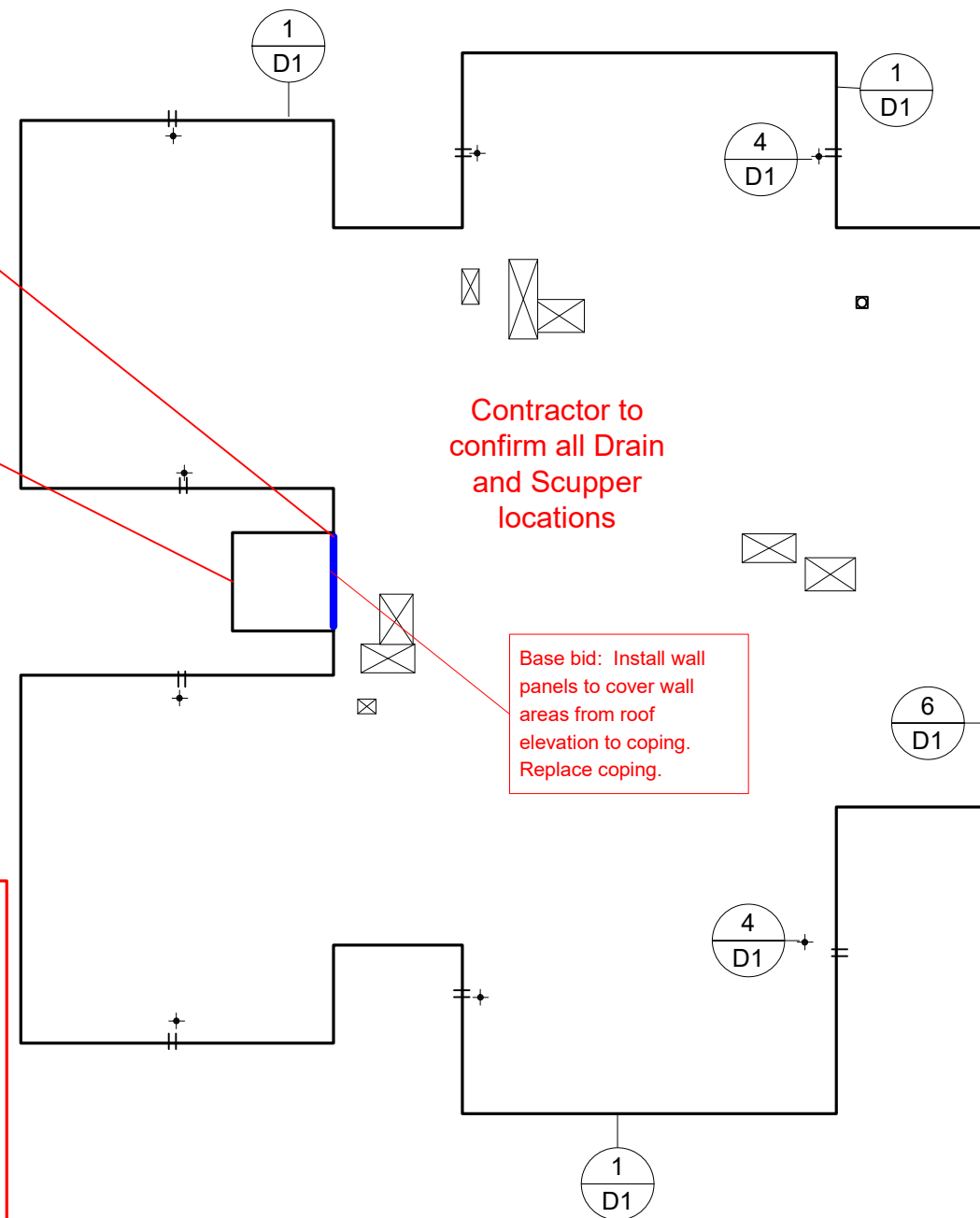
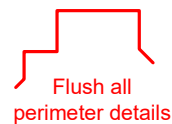
ADDENDUM #1

Line Item #2

Skyview Elementary

Project Notes

- 1) **Tear Off & Preparation** – all bidding contractors are responsible to field measure and verify existing core data as needed to accurately bid the project. Remove the existing roof system down to the top surface of insulation. Dispose of all debris in a certified landfill. Any wet insulation shall be replaced per the unit price found on the bid form. Proper change notice form must be submitted and signed for approval.
- 2) **New Insulation**
Calculate the R-value for the existing insulation. Install additional polyisocyanurate insulation throughout the entire field of the roof in order to meet or exceed current R-value code requirements. Fill all low areas with tapered polyisocyanurate to ensure positive drainage occurs throughout all roof areas.
- 3) Install ¼" per foot tapered insulation and tapered saddles, crickets, 8'X8' drain sumps, and overflow scuppers. Crickets and saddles shall slope twice that of the field of the roof. **Contractor to submit shop drawings for approval. All perimeter wood blocking and cants to be modified to meet new insulation heights per manufacturer requirements.**
- 4) Install ½" wood fiber recovery board set into solid moppings of Type III hot asphalt. Stagger all insulation joints from underlying layers.
- 5) Install the new modified bitumen roof system as specified.
- 6) Install the new modified bitumen flashings as specified.
- 7) Install the new flood coat and gravel surfacing at specified.
- 8) Install new 24ga. Prefinished sheet metal throughout the perimeter and projections as shown in the detailed drawings and as specified. Maximum allowable face is 8". All sheet metal must extend down to the field of the roof. **NO EXPOSED FLASHINGS ALLOWED.**
- 10) **Roofing contractor responsible to coordinate with mechanical contractor for HVAC and plumbing modifications throughout project.**



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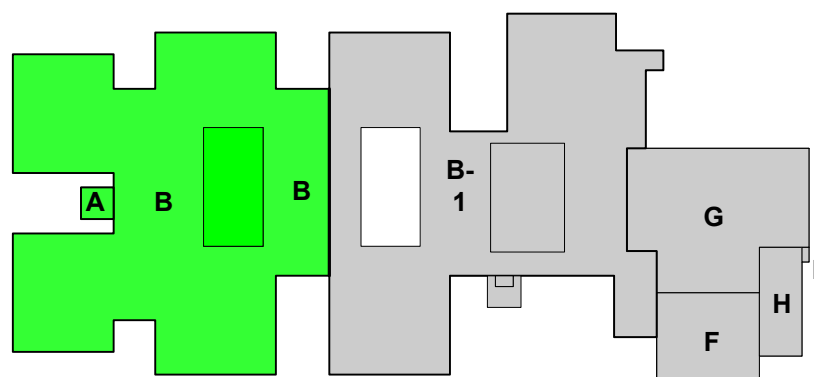
APPROVED FOR BIDDING

School District 622
North St. Paul, Maplewood, Oakdale
North St. Paul, MN

SHEET TITLE:
ROOF PLAN

SHEET NO.
A3

Skyview Elementary



- Addendum Items:**
- 1) All mechanical and plumbing mods. by **ROOFING CONTRACTOR.**
 - 2) Base bid to include wall panels as shown in Blue at entryway.
 - 3) Section A will not require additional insulation. Mechanically attach existing and solid mop recovery board only.

Legend

- ⊕ Details
- Roof drain
- ⊠ Roof Curb
- Plumbing stack
- ≡ Scupper
- ⊞ Skylight

Roof Section: Section B
Deck: Metal
Insulation: 4" ISO
Membrane: EPDM Ballasted

- New Roof System**
- 1) Flood & gravel surfacing
 - 2) Modified field membrane
 - 3) Three plies HPR Glasfelts
 - 4) ½" wood fiber recovery board
 - 5) Base insulation per *Scope of Work*

DISBURSEMENTS

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

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

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

General Fund	\$	3,905,670.00
Food Service		437,148.00
Community Service		201,463.00
Building Construction		928,201.00
Debt Service		3,195.00
Trust		108,561.00
OPEB Benefits Trust Fund		8,904.00
		<hr/>
A/P Checks Disbursed (02-01-19 thru 02-28-19)	\$	5,593,142.00
Payroll Disbursed - Net (02-01-19 thru 02-28-19)	\$	4,728,712.00
Wire Transfers (02-01-19 thru 02-28-19)	\$	19,216,727.00
Investments on 03-01-19	\$	109,770,710.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	AMOUNT
MSDLAF OTHER FUNDS	MM	2.42%	(BALANCE AT 03-01-19)	\$311,701.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	2.68%	(BALANCE AT 03-01-19)	\$39,739,856.00
P M A SECURITIES MAINTENANCE FACILITIES BONDS	VARIOUS	2.47%	(BALANCE AT 03-01-19)	\$41,941,189.00
P M A SECURITIES CAPITAL FACILITIES AND ABATEMENT BONDS	VARIOUS	2.47%	(BALANCE AT 03-01-19)	\$5,433,688.00
P M A SECURITIES COP	VARIOUS	2.52%	(BALANCE AT 03-01-19)	\$8,542,717.00
P M A SECURITIES CITY OF OAKDALE - CASTLE PROJECT	VARIOUS	2.38%	(BALANCE AT 03-01-19)	\$1,146,718.00
P M A SECURITIES OPEB BONDS	VARIOUS	2.26%	(BALANCE AT 03-01-19)	\$11,318,089.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.42%	(BALANCE AT 03-01-19)	\$1,336,752.00
				<u>\$109,770,710.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

02-01-19 thru 02-28-19

DATE	FROM	TO		REASON
02/01/19	P M A	HEALTH PARTNERS	\$217,911.00	MEDICAL CLAIM FEES
02/01/19	PREMIER BANK	ANNUITY COMPANIES	\$2,627.00	PAYROLL PAYABLES
02/01/19	PREMIER BANK	DELTA DENTAL	\$138,255.00	MONTHLY PAYMENT
02/01/19	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
02/01/19	PREMIER BANK	STATE OF MINN.	\$146,806.00	UNEMPLOYMENT
02/04/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
02/04/19	PREMIER BANK	ANNUITY COMPANIES	\$219,489.00	PAYROLL PAYABLES
02/04/19	PREMIER BANK	FURTHER	\$7,030.00	FLEX PROCESSING
02/04/19	PREMIER BANK	HEALTH PARTNERS	\$375,825.00	HEALTH CLAIMS
02/05/19	PREMIER BANK	FURTHER	\$14,457.00	FLEX PROCESSING
02/07/19	PREMIER BANK	ANNUITY COMPANIES	\$548,340.00	PAYROLL PAYABLES
02/08/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
02/11/19	PREMIER BANK	FURTHER	\$4,402.00	FLEX PROCESSING
02/11/19	PREMIER BANK	HEALTH PARTNERS	\$218,556.00	HEALTH CLAIMS
02/13/19	P M A	PREMIER BANK	\$3,310,000.00	A/P - P/R*
02/14/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
02/15/19	PREMIER BANK	ANNUITY COMPANIES	\$37,993.00	PAYROLL PAYABLES
02/15/19	PREMIER BANK	I R S	\$818,963.00	PAYROLL TAX
02/19/19	PREMIER BANK	FURTHER	\$6,015.00	FLEX PROCESSING
02/19/19	PREMIER BANK	HEALTH PARTNERS	\$331,126.00	HEALTH CLAIMS
02/19/19	PREMIER BANK	STATE OF MINN.	\$141,250.00	PAYROLL TAX
02/20/19	PREMIER BANK	ANNUITY COMPANIES	\$222,126.00	PAYROLL PAYABLES
02/21/19	PREMIER BANK	FURTHER	\$14,428.00	FLEX PROCESSING
02/22/19	P M A	PREMIER BANK	\$1,500,000.00	A/P - P/R*
02/22/19	PREMIER BANK	ANNUITY COMPANIES	\$526,510.00	PAYROLL PAYABLES
02/22/19	PREMIER BANK	FURTHER	\$3,019.00	FLEX PROCESSING
02/25/19	PREMIER BANK	FURTHER	\$3,851.00	FLEX PROCESSING
02/25/19	PREMIER BANK	HEALTH PARTNERS	\$531,602.00	HEALTH CLAIMS
02/26/19	P M A	PREMIER BANK	\$3,435,000.00	A/P - P/R*
02/27/19	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
02/27/19	PREMIER BANK	FURTHER	\$42,768.00	FLEX PROCESSING
02/28/19	PREMIER BANK	ANNUITY COMPANIES	\$37,963.00	PAYROLL PAYABLES
02/28/19	PREMIER BANK	MISCELLANEOUS	\$6,978.00	MISCELLANEOUS
02/28/19	PREMIER BANK	I R S	\$850,437.00	PAYROLL TAX
		TOTAL	<u>\$19,216,727.00</u>	

* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS

Building the Richardson We Want Every Day

Where students are loved

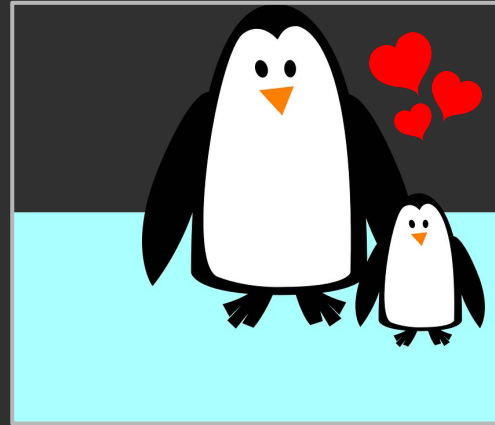
Where students are learning

Where adults work together *FOR* students

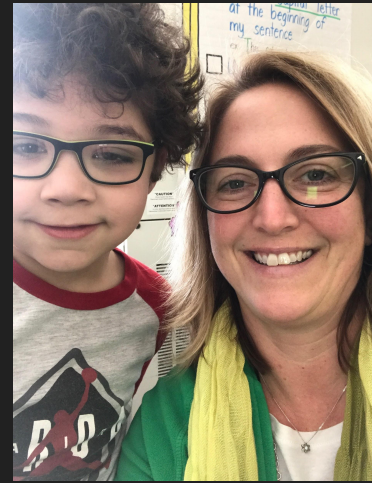


We build the Richardson we want:

WHERE STUDENTS ARE LOVED



No significant learning happens without significant relationships. -J. Comer



38

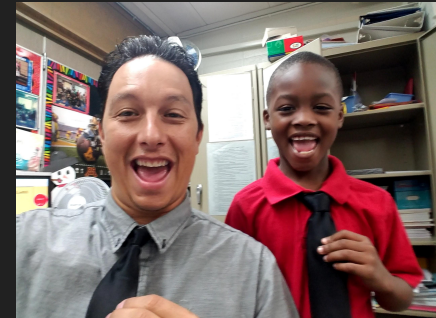
Greeting students at the doors.

Lunches with students.

Following through to build trust

Penguin Pride slips & handwritten notes

Listening



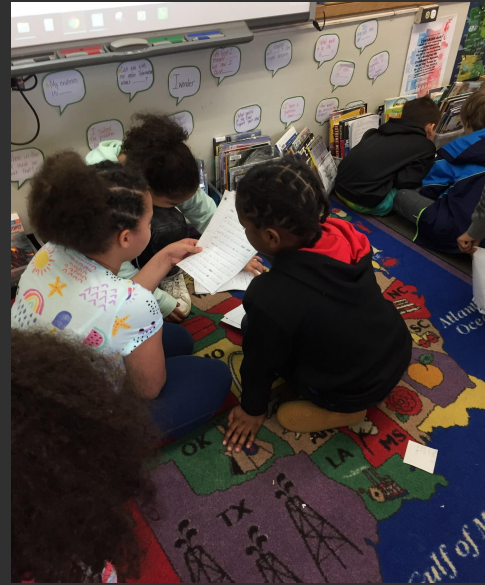
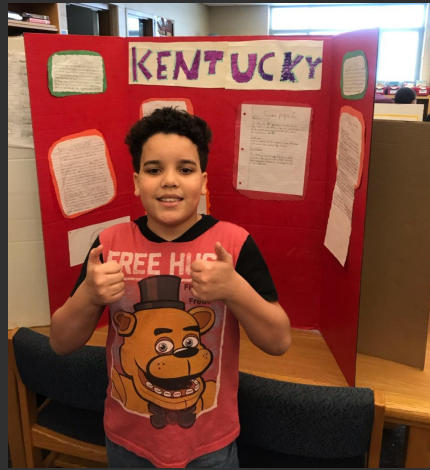
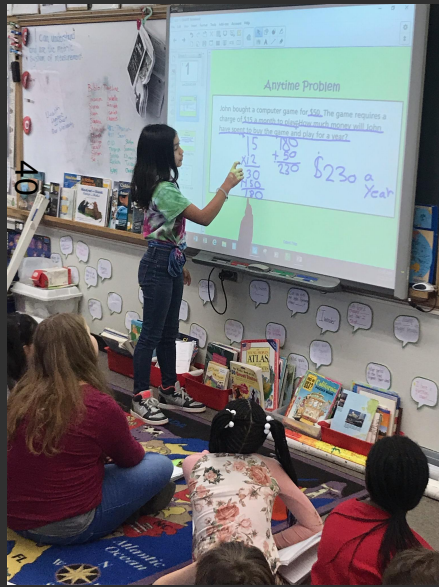
Smiles, high fives, hugs, handshakes, and fist bumps

Student Climate

All School Meetings
New Student Circles
Student Leadership
PK & K Helpers
Classroom Buddies
All School Games & Events
Family Events
Projects that Affirm Student
Identity
Student Led Announcements

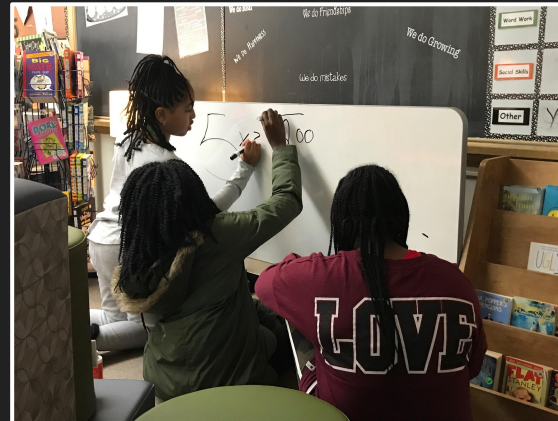


We build the Richardson we want: WHERE STUDENTS ARE LEARNING



Social & Emotional Skills

- C.A.R.E.S.
- Olweus/Welcoming Schools
- Community Building Circles
- Teaching to Repair Harm
- Mindfulness
- Teaching & Modeling the Behaviors We Want to See
- Building Student to Student Talk



Core Academic Instruction + Interventions

Kindergarten

63% at or above winter benchmark for letter sounds.

Up 34% from Fall

1st Grade

85% at or above winter benchmark for DW (top in district)

Nearly $\frac{2}{3}$ of students at or above spring CBM benchmark!

2nd Grade CBMs

Average/expected Fall to Spring Growth=47 pts.

Fall to Winter avg. growth : 28 pts (for students in phonics or fluency interventions)

3rd Grade CBMs

Average/expected Fall to Spring Growth=39 pts.

Fall to Winter avg. growth : 24 pts (for students in phonics or fluency interventions)

4th Grade CBMs

Average/expected Fall to Spring Growth=32 pts.

Fall to Winter avg. growth : 23 pts (for students in phonics or fluency interventions)

5th Grade CBMs

Average/expected Fall to Spring Growth=30 pts.

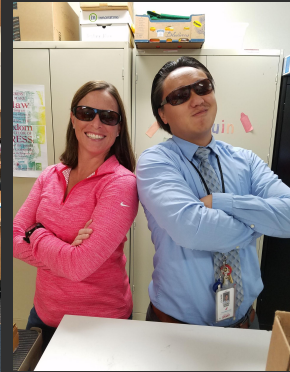
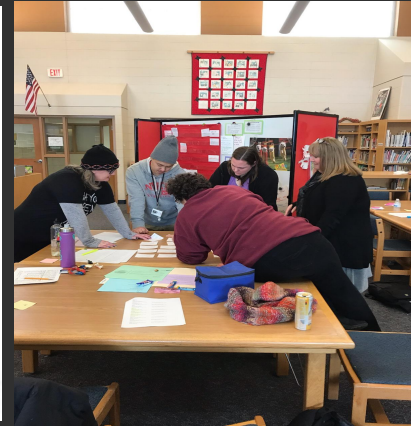
Fall to Winter avg. growth : 18 pts

(for students in phonics or fluency interventions)

We build the Richardson we want:

We, the adults, set the culture of our school.
We, the adults, contribute to the climate of our school.
We are Richardson.

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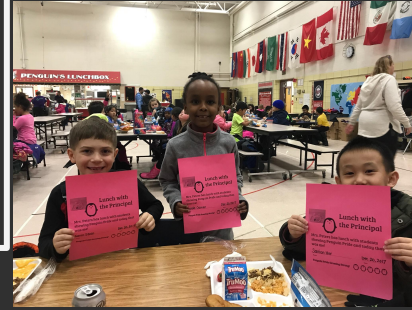




“I have heard so many positive things about Richardson and how people love working here.”

-K teacher candidate when asked “Why Richardson?”

“Adults here are so responsive to student needs and the care that adults put into students shines through every time I come here.” --district visitor



“You are one of the friendliest buildings to come to. People say hello, ask me about my day, if I need anything.”

-Guest Teacher

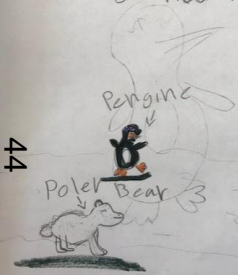
“Your staff gets it.”
-parent

“Hey student, try your best on what you’re doing. Calm yourself and start.”

-student note left on table during MCA testing

Thanks for helping teachers and kids.

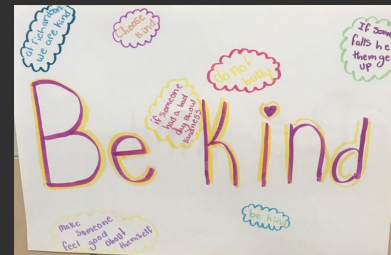
We appreciate your kind heart



44

Why do you like working at Richardson?

“It’s the people. We are like a big family.”



Today, and every
day... WE BUILD.

We are
Richardson.

Penguin Pride
growing strong!



School District 622

May 14, 2019 Bond Referendum



Vision for 622 Schools

Safe, secure schools

Up-to-date, innovative learning environments

Healthy environments



Referendum 2019 Video

<https://vimeo.com/325694806>



Learn more:

www.isd622.org/bond2019
communications@isd622.org
651.748.7629



VI. 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>
Target - North St. Paul	\$200.00 Gift card	Elementary Leadership Council
North St. Paul Rotary	\$500.00	Elementary Leadership Council
Target - North St. Paul	95 ginger bread houses	Richardson and Oakdale Elementary
HealthStar Home Health	\$227.64	Cowern negative balance meal accounts
3M Abrasives Systems Division	\$350.00	Carver negative balance meal accounts
Ann Flor/North Polar Club	\$7,502.36	North Girls Athletics
Theresa & Thierry Augé	\$100.00	Meals on Wheels
Knights of Columbus	\$300.00	Meals on Wheels
Dan Tatro	\$213.46	Meals on Wheels
Lisa Kemp	\$97.02	Meals on Wheels
Roni Dornfeld	\$77.62	Meals on Wheels
Wade Kretmen	\$727.72	Meals on Wheels
Somwattie Singh	\$25.00	Gladstone Senior Center
All Seasons Rental	Cooler	Harmony ice fishing event
Jill Standish	Winter hats	Richardson students
Rotary Club	Dictionaries	All 622 Elementary Schools
Charlie Christopherson	\$150.00	John Glenn Holiday gifts

MOTION:
SECOND:

Total fiscal year 2018-2019 monetary contributions: \$73,707.01

VI. A. 2. RESOLUTION FOR THE ADOPTION OF THE 2019-2020 CAPITAL EXPENDITURES BUDGET

Each year the school board approves the Capital Expenditure Budget for the upcoming budget year. Attached is the proposed Capital Expenditures Budget for 2019-2020.

THEREFORE the Director of Business Services recommends the following resolution:

BE IT RESOLVED that the School Board of Independent School District No. 622 approve and adopt the 2019-2020 Capital Expenditure Budget as per the attached Capital Budget Plan.

MOTION:

SECOND:

**CAPITAL EXPENDITURE BUDGET
GENERAL FUND
2019-2020
SUMMARY SHEET**

Description	Account Code	Original FY 2018-2019	Revised FY 2018-2019	Original FY 2019-2020	\$ CHANGE
		Budget	Budget	Budget	
OPERATING LEASES					
Gymnastics	01 E 005 850 000 302 370	\$ 9,270	\$ 9,270	\$ 9,270	\$ -
Golf	01 E 005 850 000 302 370	\$ 4,770	\$ 4,770	\$ 5,220	\$ 450
Next Step Program	01 E 005 850 000 302 370	\$ 307,450	\$ 307,450	\$ 321,750	\$ 14,300
		\$ 321,490	\$ 321,490	\$ 336,240	\$ 14,750
LEASES - INTERMEDIATE 916	01 E 005 850 000 302 370	\$ 640,000	\$ 640,000	\$ 593,000	\$ (47,000)
CAPITALIZED LEASES					
Cowern/Richardson/Eagle Point	01 E 005 850 000 302 370	\$ 580,000	\$ 580,000	\$ -	\$ (580,000)
Oakdale Wing Lease/Purchase From 916	01 E 005 850 000 302 370	\$ 94,029	\$ 94,029	\$ 94,029	\$ -
John Glenn Wing Purchase From 916	01 E 005 850 000 302 370	\$ 94,029	\$ 94,029	\$ 94,029	\$ -
Oakdale Addition	01 E 005 850 000 302 370	\$ 185,000	\$ 185,000	\$ 188,000	\$ 3,000
Castle & Richardson Additions Series 2018C	01 E 005 850 000 302 370	\$ -	\$ -	\$ 816,416	\$ 816,416
Bus Garage	01 E 005 850 000 302 370	\$ 224,040	\$ 224,040	\$ 224,040	\$ -
		\$ 1,177,098	\$ 1,177,098	\$ 1,416,514	\$ 239,416
ASSESSMENTS					
Woodbury - Lake Elmo Economic Developme	01 E 005 850 000 302 896	\$ 372,666	\$ 372,666	\$ 389,110	\$ 16,444
SUB-TOTAL - Leases & Assessments		\$ 2,511,254	\$ 2,511,254	\$ 2,734,864	\$ 223,610
SUB-TOTAL - District Wide and Building Allocations		\$ 3,342,051	\$ 3,724,426	\$ 2,596,023	\$ (1,128,404)
TOTAL - Lease/Capital Expenditure		\$ 5,853,305	\$ 6,235,680	\$ 5,330,887	\$ (904,794)

CAPITAL EXPENDITURES
EQUIPMENT, TEXTBOOKS, TECHNOLOGY, SITE IMPROVEMENTS
2019-2020

ORGANIZATION/PROGRAM		ORIGINAL	REVISED	PROPOSED	\$
		BUDGET	BUDGET	BUDGET	
		2018-2019	2018-2019	2019-2020	CHANGE
005	DISTRICT WIDE				
	010 School Board	-	90,000	-	(90,000)
	020 Superintendent Office	1,500	1,500	1,500	0
	030 Teaching & Learning	1,500	1,500	1,500	0
	105 Human Resources	1,500	1,500	1,500	0
	108 Hardware Purchases	40,000	40,000	40,000	0
	108 Software Licenses	40,000	40,000	24,000	(16,000)
	108 Technology Replacement Cycle	350,000	350,000	350,000	0
	108 Techs. From General to O.C.	715,000	715,000	715,000	0
	108 Tech Infrastructure - Switches & WAP Equipment	400,000	400,000	-	(400,000)
	108 Back-up Storage - 5 Years	-	80,000	-	(80,000)
	108 High School Devices	-	101,000	-	(101,000)
	110 Business Office	25,000	25,000	25,000	0
	110 Technology	25,000	25,000	25,000	0
	110 Purchasing Office - district-wide copier leases	288,000	288,000	288,000	0
	110 Contingency	79,590	79,590	79,590	0
	203 Curriculum Replacement Cycle - Elementary	263,900	263,900	263,900	0
	211 Curriculum Replacement Cycle - Secondary	263,900	263,900	263,900	0
	203/211 Math Curriculum Adoption	300,000	300,000	-	(300,000)
	258 Music/Instrumental	15,000	15,000	10,000	(5,000)
	420 Student Services - General	37,500	37,500	37,500	0
	620 Media Center Books/Materials	32,000	32,000	32,000	0
	620 Educational Media	14,000	14,000	14,000	0
	720 Health Services	2,000	2,000	2,000	0
	810 Operations & Maint	110,000	110,000	64,160	(45,840)
	810 Classroom Furniture Replacement (CRS 016)	60,000	60,000	60,000	0
	850 Operations & Maint. Equipment	36,000	36,000	36,000	0
	850 Operations & Maint. Grounds	15,300	15,300	15,300	0
	850 Operations - 4 Truck Purchase	-	91,680	-	(91,680)
		0	0	0	0
SUB-TOTALS - DISTRICT WIDE		\$ 3,116,690	\$ 3,479,370	\$ 2,349,850	\$ (1,129,514)
SCHOOLS					
026	ECSE	1,755	1,950	1,950	0
027	Carver	3,517	3,885	3,945	60
028	Castle	2,950	3,195	3,083	(113)
029	Cowern	2,734	3,030	3,038	8
030	Eagle Point	3,098	3,420	3,278	(143)
033	Oakdale	3,294	3,855	3,870	15
034	Richardson	3,112	3,435	3,473	38
035	Weaver	3,753	4,118	4,140	22
036	Webster	2,511	3,075	3,023	(53)
037	Skyview Elem.	4,138	4,673	4,560	(113)
041	Harmony Learning Center	2,104	2,338	2,338	(1)
043	Next Step - Transition	2,104	2,338	2,338	(1)
054	Skyview M.S.	20,295	21,478	22,358	880
055	John Glenn	19,454	21,973	21,560	(413)
056	Maplewood	17,622	20,130	20,295	165
057	North	42,620	46,805	46,585	(220)
058	Tartan	43,387	45,183	45,898	715
057	North Athletics	23,247	25,530	25,410	(120)
058	Tartan Athletics	23,666	24,645	25,035	390
SUB-TOTALS - SCHOOLS		\$ 225,361	\$ 245,056	\$ 246,173	\$ 1,117
GRAND TOTAL EXPENSES		\$ 3,342,051	\$ 3,724,426	\$ 2,596,023	\$ (1,128,397)
TOTAL ESTIMATED CAPTIAL REVENUE		\$ 2,656,891	\$ 2,643,526	\$ 2,061,750	
BEGINNING FUND BALANCE		\$ 8,339,003	\$ 8,339,003	\$ 7,258,103	
ESTIMATED ENDING FUND BALANCE		\$ 7,653,843	\$ 7,258,103	\$ 6,723,831	

VI. A. 3. RESOLUTION APPOINTING ELECTION JUDGES FOR THE MAY 14, 2019
SCHOOL DISTRICT SPECIAL ELECTION

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

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the school district's special election on May 14, 2019 to act as such at the polling places and combined polling places listed on said exhibit.

2. 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.

3. The school district clerk is hereby authorized to appoint additional election judges, as needed, to fill vacancies that may occur on or before election day.

MOTION:

SECOND:

EXHIBIT A

POLLING PLACES AND
COMBINED POLLING PLACES

ELECTION JUDGES

River of God Church	Head Election Judge	Kimberlee Redington
North Presbyterian Church	Head Election Judge	Ronald Furchtenicht
Cowern Elementary School	Head Election Judge	Harry Helms
Gladstone Fire Station	Head Election Judge	Vincent Rodriguez
Wakefield Park Community Building	Head Election Judge	William Lynch
Maplewood Community Center/YMCA	Head Election Judge	Jennifer Nguyen-Moore
Redeeming Love Church	Head Election Judge	Eric Isakson
First Evangelical Free Church	Head Election Judge	Ahsan Ansari
Ramsey County Library	Head Election Judge	Melissa Wenzel
Maplewood Middle School	Head Election Judge	Jamie Gudknecht
East Metro Regional Public Safety	Head Election Judge	David Bedor
Beaver Lake Education Center	Head Election Judge	Vaughn Bodelson
Carver Elementary School	Head Election Judge	Lyle Puppe
Lutheran Church of Peace	Head Election Judge	Tim Stafki

All other Ramsey County Election Judges to be assigned to a polling location:

Ice Demmings	Gayle Wasmundt	Ruby Park
Cindy Sweeney	Metric Giles	Karen Fry
Christine Tosarello	Terrence Garvey	Stephanie William
Robert Rozmarynowski	Eric Anderson	Ifedayo Kila
Jean Beckman	Vicki Anderson	James Sandberg
Mary Harder	Patricia Kivela	Ugbad Abdilahi
Gloria Dunshee	Thomas Koller	Charles Lehnen
Tim Stafki	Verretta Strickland	Eric Isakson
Pearl Schuft	Romayne Houle	Mohamed Mohamud

Joseph O'Connell
Theresa Faast
Brenda Hurley
Christine Kansier
Debra Morrison
Jerry Supinski
Daniel Huneke
Donita Bolden
Julius Loipersbeck
Harry Helms

Mark Gilstad
Richard Brovitch
Stephanie Lange
Angela Jaeger
Kevin Rogers
Mary Furchtenicht
Hellen Calderon
America Villegas-Montes
Allison Jiminez
Lychia Lee

Paul Roberts
Destiny Moua
Javier Garcia
Chyanne Ly
Kao Lee Thao
E Chai Khang
Andrew Becker
Maryam Salem
Fatuma Jama
Chadsy Xiong
Emmanuella Anigbogu

Lake Elmo City Hall

Head Election Judge

Jim Allen

Apostolic Bible Institute and Church

Head Election Judge

Paul Eggert

Transfiguration Church

Head Election Judge

Cheryl Gruhke

Redeemer Baptist Church

Head Election Judge

Charles Kandel

House of Prayer Church

Head Election Judge

Julie Mouglin

Silver Lake Methodist Church

Head Election Judge

John Blair

Oakdale Discovery Center

Head Election Judge

William Baumeister

Hope Evangelical Free Church

Head Election Judge

Michael Johnson

Guardian Angels Church

Head Election Judge

Celeste Klein

King of Kings Lutheran Church

Head Election Judge

Michael Flint

All other Washington County Election Judges to be assigned to a polling location:

Harold Braaten
Thomas Burns
Geoffrey Fournier
James Jacobs
Louise Jacobs
Lori Koeritzer
Richard Osborn
Jean Ahles
Jane Aufmuth
Virgil Beckmann
Robert Berry
Karen Boget-Abrahamson
Johnie Butcher Jr
Charles Clausen

Judith Clausen
Gregory Conroy
Berry Conway
Carol Davis
Joann Decker
Janet Eischens
Peggy Erlandson
Jeannette Ethier
Abby Fischer
Janet Fylstra
Amber Ganyaw
Melissa Garay-triviski
Glen Giacoletto
William Golberg

Linda Gray
Angela Hagg
Karlene Harthun
Pauline Herber
Alta Houghton
Donald Houghton
Gerard Huck
Sharon Ihle
Liane Jensen
Sherwood Johnston
William Johnston
Marilyn Joy
Susan Kasowan
Robert Kluk

Margaret Kothlow
Caroline Larsen
Ronald Leitner
Annette Mallak
Jay Martin
Michelle McDonald
William McMichael
Pamela Marie Meissner
Harold Mishmash
Patricia Mishmash
Dennis Nelson
Julie Nippoldt
Charlotte Nitardy
Marilyn Novak
Janice Pasqualini
Karen Paul
Shannon Petersen
Lillian Phillips

Richard I Phillips
Leslie Racine Jr
Joseph Reynolds Sr
Lillian Riordan
Elisa Roberts
Julie Ryan
Elizabeth Scalzo
Pamela Schaefer
Cynthia Shanley
Timothy Shanley
Sheryle Simpson
Linda Smith
Mary Snyder
Jean Strenger

Jacquelyn Sullivan
Kathryn Taguinod
Richard Thielman
Rita Thomas
Irma Triviski
Lesley Tucker
Gail Upton
James Varpness
Joann York
Al-ghazaali Touray

VI. A. 4. RESOLUTION CHANGING THE LOCATION OF A POLLING PLACE FOR ELECTION HELD BY THE SCHOOL DISTRICT IN 2019

WHEREAS, on December 18, 2018 the District established polling places and combined polling places for school district elections held during calendar year 2019; and

WHEREAS, Richardson Elementary School was designated as the polling place to serve all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 4; Ramsey County, Minnesota, and

WHEREAS, Richardson Elementary School is under construction and has become unavailable to serve as a polling place for the District's May 14, 2019 Special Election; and

WHEREAS, Minnesota Statutes, Section 204B.16 authorizes the change in a polling place that was approved before December 31, 2018 if the polling place is not available:

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

1. The polling place for all territory in Independent School District No. 622 located in the City of North St. Paul, Precinct 4; Ramsey County, Minnesota, is hereby changed for elections held in 2019 from Richardson Elementary School to Cowern Elementary School, 2131 Margaret Street No., North St. Paul, Minnesota.

2. Pursuant to Minnesota Statutes, Section 204B.16, subd. 1a, the District shall send a notice of change in this polling place location to each affected household with at least one registered voter in the precinct. The notice should be sent at least 25 days before the next election by nonforwardable mail stating the location of the new polling place.

VI. B. 1. MEDICAL INSURANCE RENEWAL

The District’s two-year contract with HealthPartners ends on June 30, 2019. In accordance with Health Insurance Transparency Act (HITA) the district completed a formal bid process for health insurance and received proposals from three carriers. The District’s Insurance Committee has reviewed the proposals and is recommending acceptance of the HealthPartners proposal effective July 1, 2019.

Under the HITA process, school district contracts for group health insurance must not be longer than two years unless the exclusive representative of the largest employment group and the school district agree otherwise. The District and the teacher bargaining group have agreed to a three-year contract with HealthPartners. Many school districts are on the same two-year cycle of the health insurance RFP process. The potential exists for a more competitive bid process when we are not on the same RFP cycle as other districts.

In addition, the Insurance Committee has reviewed the plan claims and other pertinent plan data to date. Based on a significant increase in claims during the 2018-19 school year, the committee is recommending an overall 10% increase in the budget rates effective July 1, 2019 as follows.

NationalOne \$200-25 plan (all groups)

	2018-2019	2019-2020	
Coverage Type	Budget Rates	Budget Rates	% Change
Single Coverage	\$679.73	\$741.99	9.2%
Family Coverage	\$1,761.14	\$1,933.99	9.8%

NationalOne VEBA \$1150-100% plan (Nutrition Services)

	2018-2019	2019-2020	
Coverage Type	Budget Rates	Budget Rates	% Change
Single Coverage	\$618.40	\$678.53	9.7%
Family Coverage	\$1,591.03	\$1758.17	10.5%

NationalOne VEBA \$2000-100% plan (Teachers)

	2018-2019	2019-2020	
Coverage Type	Budget Rates	Budget Rates	% Change
Single Coverage	\$575.70	\$632.74	9.9%
Family Coverage	\$1,477.09	\$1,636.04	10.8%

NationalOne HSA \$2700-100% plan (Clerical, Custodian/Drivers, Education Assistants, Non-Units, Paraprofessional and Principals)

	2018-2019	2019-2020	
Coverage Type	Budget Rates	Budget Rates	% Change
Single Coverage	\$511.81	\$564.03	10.2%
Family Coverage	\$1,313.14	\$1,459.21	11.1%

NationalOne HDHP \$6200-100% plan (ACA plan for all groups)

<u>Coverage Type</u>	<u>2018-2019 Budget Rates</u>	<u>2019-2020 Budget Rates</u>	<u>% Change</u>
Single Coverage	\$403.62	\$446.13	10.5%
Family Coverage	\$1,024.51	\$1,144.71	11.7%

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

BE IT RESOLVED by the School Board of Independent School District No. 622 that the District approve the health insurance bid from HealthPartners for the period July 1, 2019 through June 30, 2022 and approve an overall 10% increase in the budget rates for health insurance for the period July 1, 2019 through June 30, 2020.

MOTION:

SECOND:

Proposed Policy Revisions – March 26, 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 – March 26, 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 – March 26, 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

VII. D. 1. POLICY REVISIONS

A major function of the School Board is reviewing, revising, and adopting District #622 policies. Nine policies have been proposed for revision to incorporate MSBA recommended changes due to the federal Every Student Succeeds Act and the Minnesota plan developed by the state Department of Education to implement that federal law; and due to state law changes to the bid law amount.

Therefore, the Superintendent of Schools recommends the following resolution:

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

- E-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 and Procedure)
- EM-020.28 (School District System Accountability)
- EM-020.29 (Instructional Curriculum)
- EM-020.30 (Curriculum Development)
- EM-020.33 (School District Curriculum and Instruction Goals)

MOTION:

SECOND:

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.

- c.3. Up to three career and technical education credits may fulfill a mathematics or arts ~~Section 5. A. 2.~~ **Paragraph B or G,** above.
- d.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.

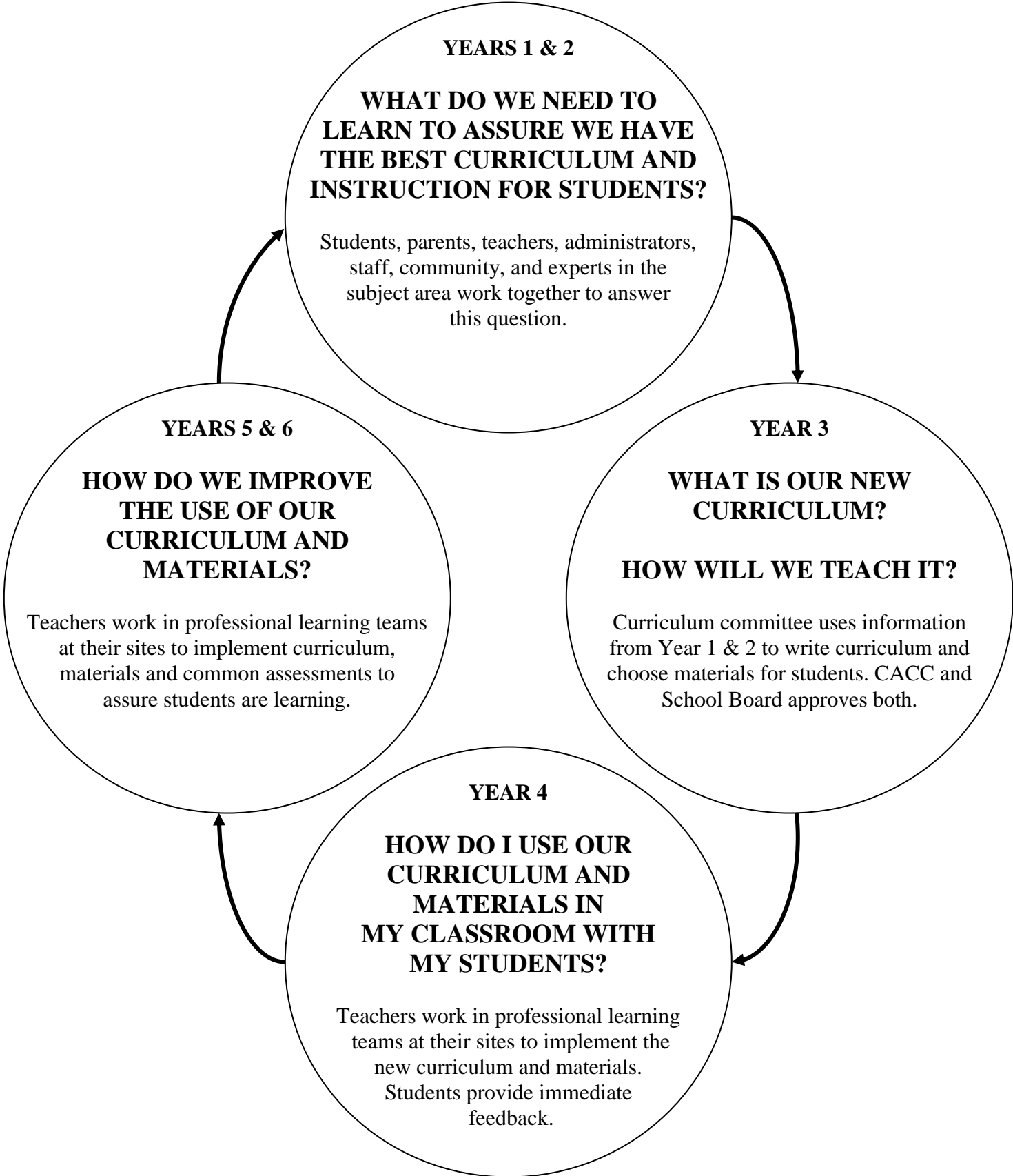
3) Establishment of Goals; Implementation; Evaluation and Reporting

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)