

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET**

March 4, 2019

MISSION STATEMENT

The mission of the White Bear Lake Area School District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:

- **Students who design and create their own future**
- **Diversity of people and ideas**
- **Safe, nurturing and inspiring environments**
- **Exceptional staff and families committed to student success**
- **Abundant and engaged community partners**

**INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110**

To: Members of the School Board

From: Wayne A. Kazmierczak
Superintendent of Schools

Date: March 1, 2019

A student recognition will be held on Monday, March 4, 2019 at 6:30 p.m. in Community Room 112. The recognition will end prior to the start of the 7:00 p.m. Board meeting.

A meeting of the White Bear Lake Area School Board will be held on **Monday, March 4, 2019** at 7:00 p.m. in Community Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approve Agenda
5. Consent Agenda
 - a) Approval of Minutes
 - b) Payment of Invoices
 - c) Correspondence
 - d) Acceptance of Gifts
 - e) Approve Field Trips
 - f) Human Resources Items

B. PUBLIC FORUM

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures for Public Forum.

1. Public Forum will follow the Procedural Items on the agenda.
2. Public Forum will be open up to 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.
3. Those who wish to address the Board should fill out the Public Forum Speaker Card and submit the card to the School Board clerk or other district official at the meeting.
4. Questions may be asked on any topic, including those on the agenda.
5. School District policy and data privacy laws preclude the Board from publicly discussing personnel matters or data, including information, which, if discussed in a public meeting

could violate law or policy. Complaints or concerns regarding individual school district employees should be presented in writing to school administration and signed by the person submitting the complaint or concern.

6. An attempt will be made to answer questions addressed to the Board. In those cases where an answer is not provided a contact from an appropriate school district official will be made as a follow-up.
7. A handout on the purpose of school board meetings and the meeting process is available at each school board meeting.
8. Citizens may be asked to address the school board on a particular subject during the discussion of that item.
9. The School Board Chairperson will attempt to reasonably honor requests to speak, but shall also exercise discretion with regard to time constraints and therefore may limit the number of requests to speak accordingly.

C. INFORMATION ITEMS

1. Glasrud Fellowship Grants
2. Superintendent's Report

D. DISCUSSION ITEMS

1. American Indian Parent Advisory Committee Resolution of Concurrence
2. First Reading of School Board Policies:
 - a. Policy 514, Bullying Prevention Policy
 - b. Policy 615 Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and LEP Students
 - c. Policy 618, Assessment of Student Achievement
 - d. Policy 713, Student Activity Accounting
 - e. Policy 806, Crisis Management Policy

E. OPERATIONAL ITEMS

1. Action on School Board Policies:
 - a. 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (Annual Review)
 - b. 415, Mandate Reporting of Maltreatment of Vulnerable Adults (Annual Review)
 - c. 522, Student Sex Nondiscrimination (Annual Review)
 - d. 619, Staff Development for Standards

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

AGENDA ITEM: **Consent Agenda**
MEETING DATE: **March 4, 2019**
SUGGESTED DISPOSITION: **Action Items**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

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.

Consent Agenda

- a) Approval of Minutes
- b) Payment of Invoices
- c) Correspondence
- d) Acceptance of Gifts
- e) Field Trip Request(s)
- f) Human Resources Items

RECOMMENDED ACTION:

BE IT RESOLVED by the School Board of Independent School District No. 624 that Consent Agenda items, A-5a through A-5f, be approved as written, and a copy of the agenda items is attached to the minutes.

AGENDA ITEM: **School Board Minutes**
MEETING DATE: **March 4, 2019**
SUGGESTED DISPOSITION: **Action Item**
CONTACT PERSON(S): **Ellen Fahey, School Board Clerk**

BACKGROUND:

The School Board minutes from last month's meeting are being presented for approval by the School Board.

RECOMMENDED ACTION:
Approve minutes.

**INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110**

A meeting of the White Bear Lake Area School Board was held on **Monday, February 11, 2019** at 7:00 p.m. in Community Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A. PROCEDURAL ITEMS

1. Chair Mullin called the meeting to order at 7:00 p.m.
2. Roll Call: Present: Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster
Ex-officio: Kazmierczak
Cabinet: Garrison, Maurer, Mons, Ouren, Paul, Vette, Wald
3. Pledge of Allegiance
4. Wilson moved and Newmaster seconded to approve the agenda as presented. ***Voice vote: all ayes. Motion carried.***
5. Ellison moved and Chapman seconded to approve the Consent Agenda consisting of:
 - Approval of minutes for regular meeting of January 14;
 - Payment of invoices based upon a random sample, all of which met the standards and guidelines as set by the Board;
 - Passage of resolution regarding acceptance of gifts with thank you letters directed to the donors;
 - Approved fieldtrips;
 - Passage of resolution to approve Human Resources items to include:
 - **Resignation/Termination – Classified Staff**
Troy Gamboni – Bus Driver, Bus Garage
Employed by District 624 since 08/30/2018
Effective Date: 01/18/2019
 - **Retirement – Classified Staff**
Andrew Kancans – Custodian, WBLAHS – South Campus and ALC
Employed by District 624 since 05/07/1979
Effective Date: 02/28/2019
Beth Freburg – Early Childhood Assistant, Normandy Park
Employed by District 624 since 03/12/2007
Effective Date: 06/07/2019
Laurie Opitz – Pupil Support Assistant, Birch Lake Elementary
Employed by District 624 since 09/27/2019
Effective Date: 06/07/2019
 - **Retirement – Certified Staff**
Karen Bredenbeck – Science Teacher, WBLAHS – North Campus
Employed by District 624 since 08/27/1985
Effective Date: 06/10/2019
Deborah Girard – 5th Grade Teacher, Vadnais Heights Elementary
Employed by District 624 since 08/23/2001
Effective Date: 06/10/2019
Tracy Gripentrog – 3th Grade Teacher, Willow Lane Elementary
Employed by District 624 since 08/23/2001
Effective Date: 06/10/2019
Beverly Musser – .8 FTE Occupational Therapist, Normandy
Employed by District 624 since 08/23/2001
Effective Date: 06/10/2019

Diane Nikkel – Reach Teacher, Birch Lake, Matoska & Otter Lake Elementary
Employed by District 624 since 01/10/1994
Effective Date: 06/10/2019

Suzanne Wurl – Special Education Teacher, WBLAHS – North Campus
Employed by District 624 since 08/27/1990
Effective Date: 06/10/2019

➤ **Change in Assignment – Classified Staff**

Jesse Kelley – From Campus Security to Media Clerk, Central Middle School
From \$15.56 per hr., 5.25 hrs. per day, To \$17.63 per hr., 6.0 hrs. per day
Effective Date: 12/17/2018

Kimberly Miller – From Part-Time Bus Driver to Full-Time Bus Driver, Bus
Garage
From 5.75 hrs. per day, To 7.25 hrs. per day
Effective Date: 01/22/2019

Nancy Skupa – From Full Time Cook to HS Assistant Head Cook, WBLAHS –
South Campus
From \$20.60 per hr., 7.0 hrs. per day, To \$21.46 per hr., 7.0 hrs. per day

➤ **Part-Time Leave of Absence – Certified Staff**

Jana Buesing – Grade 1 Teacher, Lincoln Elementary
Position .5 (Leave .5)
Effective Date: 2019-2020 School Year

Pamela Johnstone – Grade 1 Teacher, Lincoln Elementary
Position .5 (Leave .5)
Effective Date: 2019-2020 School Year

Amanda Vernon – Mathematics Teacher, WBLAHS – North Campus
Position .8 (Leave .2)
Effective Date: 2019-2020 School Year

➤ **New Personnel – Classified Staff**

Jana Buesing – Grade 1 Teacher, Lincoln Elementary
Position .5 (Leave .5)
Effective Date: 2019-2020 School Year

Pamela Johnstone – Grade 1 Teacher, Lincoln Elementary
Position .5 (Leave .5)
Effective Date: 2019-2020 School Year

Amanda Vernon – Mathematics Teacher, WBLAHS – North Campus
Position .8 (Leave .2)
Effective Date: 2019-2020 School Year

➤ **New Personnel – Non-Affiliated**

Christopher Lawler – Campus Security, Central Middle School
\$15.25 per hr., 26.25 hrs. per week, \$6,965.43
Effective Date: 01/25/2019

➤ **Long Term Substitute – Certified Staff**

Rachel Bengtson – Social Studies Teacher, WBLAHS – North Campus
BA, Step 1, \$16,067.92
Effective Date: 01/29/2019 through 06/10/2019

Taylor Nelson – Grade 2 Teacher, Birch Lake Elementary
BA, Step 1, \$13,941.34
Effective Date: 01/07/2019 through 04/08/2019

Ryan Puncochar – Social Studies Teacher, WBLAHS – South Campus

BA, Step 6, \$16,067.92

Effective Date: 01/22/2019 through 04/26/2019

Janaye Stewart – .8 FTE Certified Nursing Assistant Teacher, WBLAHS – South Campus

BA, Step 1, \$17,431.20

Effective Date: 01/28/2019 through 06/10/2019

Roll call vote: ayes, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster.

Nays: none. Motion carried.

B. PUBLIC FORUM - No speakers.

C. INFORMATION ITEMS

1. Superintendent's Report - Before tonight's meeting, we recognized students who received state-level honors in band, orchestra, and choir. Willow Lane Elementary fifth graders are taking over Donatelli's during the lunch hour each Tuesday through March 5. The fifth Staff and Community Well-Being Series session, "The Fallacy of Perfect Parenting" will take place at 7 p.m. on Feb. 19 at the WBLAHS - North Campus Theater. **Coffee with Dr. K** - 11:30 - 12:30 February 21 at the Downtown White Bear Lake Caribou Coffee. The District Facilities Planning Committee met last week to review survey results, participate in a Learning Environments discussion, and develop parameters for potential options moving forward. Thirty of the committee members volunteered to participate in a Solutions Subcommittee that will meet in February and early March, building potential solutions to be discussed by the larger group at the March 20 meeting. It is expected that the committee will present the School Board with a Facility Planning Recommendation at the April 22 Work-Study meeting. The district implemented a 2-hour late start last week. Thank you to our families and staff members for your flexibility in working with the changed schedule for the day. As we continue to experience this snowy winter, it is important for families to remember that they should always assume schools are open and in session unless they hear differently from an official district source. Ultimately, the decision to send children to school remains with families. WBLAS supports those decisions that are made for the safety and health of students. There are no negative consequences, and schools work with families to assure that work is made up when an absence is safety-related. **Student Liaison Update** - South Student Council and NHS volunteered 8 hours of their time at the Vulcan snow sledding hill at the state fairgrounds. South campus held the annual Suburban East Music Festival where music students from all nine schools in the conference come together to perform. The high school's band and choir did an amazing job representing WBLAS. South campus had its grand opening of the Makerspace located in the library. Makerspaces are dynamic spaces with resources where everyone can make, learn, play, and discover. So far it has been a busy place with students exploring their interests and being creative which aligns perfectly with the strategic plan.
2. February Recognitions - February is Black History Month. A Black History Month Showcase will take place Feb 22 at South Campus. February 4-8 was National School Counseling Week and February 17 is National PTA Founders' Day. February 18-22 is Minnesota School Board Recognition Week - and board members were given a "Bearshey's Bar".

D. DISCUSSION ITEMS

1. First Reading of School Board Policies:
 - a. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
 - b. 415 Mandated Reporting of Maltreatment of Vulnerable Adults
 - c. 522 Student Sex Nondiscrimination
 - d. 619 Staff Development for Standards

The policies will be on the March 4, 2019 School Board meeting agenda for action.

E. OPERATIONAL ITEMS

1. Chapman moved and Wilson seconded to approve the revised fiscal year 2019 budget.
Roll call vote: ayes, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster. Nays none. Motion carried.
2. Wilson moved and Fahey seconded to confirm the understanding that the Superintendent and Assistant Superintendent for Finance and Operations have been duly authorized to lease, purchase, and contract for goods and services within the budget as approved by the Board in amounts up to \$175,000 and restatement of authorization for the same pursuant to Minnesota Statutes section 123B.52, subdivision 2. ***Roll call vote: ayes, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster. Nays: none. Motion carried.***
3. Fahey moved and Mullin seconded to approve the following resolution:

RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE
RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND
REASONS THEREFORE

WHEREAS, the financial condition of the school district and a reduction in student course enrollment dictates that the school board must reduce expenditures immediately, and

WHEREAS, this reduction in expenditure must include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

THEREFORE BE IT RESOLVED, by the School Board of Independent School District No. 624 as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economies in the school district and reduce expenditures and make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions as per the board fund balance policy.

Roll call vote: ayes, Newmater, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin. Nays: none. Motion carried.

4. Ellison moved and Wilson seconded to accept the bid for the 2019 HVAC Replacement Project - Phase 2 at Otter Lake Elementary submitted by Kraft Mechanical in the amount of \$307,835. ***Roll call vote: ayes, Newmater, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin. Nays: none. Motion carried.***

5. Chapman moved and Newmaster seconded to accept the base bid for the 2019 Window Replacement Project at White Bear Lake Area High School - North Campus submitted by S&J Glass in the amount of \$618,600. ***Roll call vote: ayes, Wilson, Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster. Nays: none. Motion carried.***

F. BOARD FORUM - Ellison reported Maggie Clark, Mary Maloy and Dawn Maple have been nominated for the 2019 MN Teacher of the Year award and Angela Bianco has been awarded the Minnesota Council For Social Studies Teacher of the Year. Wilson reported on Willow students at Donatelli's. Fahey reported on the Culturally Responsive Board Leadership sessions conducted by Equity Alliance MN and the participation of student liaison, Makena Pratt, in a session at the MSBA conference. Beloyed reported on the Read Around Lincoln event March 1. Mullin reported that the March board meeting will be held on the first Monday of the month due to spring break.

G. ADJOURNMENT - Wilson moved and Mullin seconded to adjourn at 7:44 p.m.

Submitted by clerk, Ellen Fahey

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

A work study meeting of the White Bear Lake Area School Board was held on **February 25, 2019** at **5:30 p.m.** in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A. PROCEDURAL ITEMS

1. Call to order - Mullin called the meeting to order at 5:31 p.m.
Roll Call - Present: Beloyed, Chapman, Ellison, Fahey, Mullin, Newmaster, Wilson
Student Representative: Pratt, Carroll
Ex-officio: Kazmierczak
Cabinet: Garrison, Maurer, Mons, Ouren, Paul, Vette

B. DISCUSSION ITEMS

1. Elementary Literacy Update - Assistant Superintendent Sara Paul, Professional Learning and Development Coordinator Ann Malwitz, Elementary Principals Cynthia Mueller and Dan Schmidt, and Literacy Coaches Tamara Dobbins, Amber Palony, Deb Thibault, Carla Triggs, and Lori Schouvieller provided an update on our comprehensive literacy framework, shared progress since supports were increased to improve student outcomes, and provided insights for increasing the effectiveness of literacy coaches, collaboration time and outcomes for students. The presentation is available on the district website.
2. Policy Discussion - Assistant Superintendent Sara Paul, Principals Alison Gillespie and Chris Streiff, and Dean of Students Lori Mosser were present to participate in the discussion of changes to the following policies: Policy 504 Student Dress and Appearance and Policy 506 Student Discipline.

C. ADJOURNMENT - Chair Mullin adjourned the meeting at 7:01 p.m.

Submitted by: Ellen Fahey, Clerk

AGENDA ITEM: Monthly Check Registers

MEETING DATE: March 4, 2019

SUGGESTED DISPOSITION: Action Item

CONTACT PERSON(S): Tim Wald, Assistant Superintendent of Finance and Operations
Tom Wiczorek, Director of Finance

BACKGROUND:

Enclosed in this packet are the monthly check registers for the previous period.

RECOMMENDED ACTION:

Administration recommends that the Board approve the payments itemized in the check registers.

White Bear Lake Area Schools Electronic Transfers - February

		<u>2/15/2019</u>	<u>2/28/2019</u>
Direct Deposit	542346-543896	1,904,887.23	
Direct Deposit	543897-545472		2,060,231.18

CHECK NUMBER	VENDOR	AMOUNT	CHECK DATE	CHECK TYPE
99019	SAM'S CLUB/SYNCHRONY BANK	\$ 341.17	2/5/2019	S
99020	SAM'S CLUB/SYNCHRONY BANK	\$ 289.21	2/5/2019	S
99021	SAM'S CLUB/SYNCHRONY BANK	\$ 735.78	2/5/2019	S
99037	DISTRICT 477	\$ 260.00	2/6/2019	R
99038	SAM'S CLUB/SYNCHRONY BANK	\$ 18.43	2/6/2019	R
99039	SAM'S CLUB/SYNCHRONY BANK	\$ 1,383.63	2/6/2019	R
99040	GREEN ACRES RECREATION	\$ 803.00	2/11/2019	R
99044	1000 PETALS	\$ 63.69	2/14/2019	R
99045	AARP DRIVER SAFETY PROGRAM	\$ 360.00	2/14/2019	R
99046	ACCLAIM SERVICES INC	\$ 144.00	2/14/2019	R
99051	AMERICAN MAILING MACHINES	\$ 314.30	2/14/2019	R
99052	AMERICAN MESSAGING	\$ 20.89	2/14/2019	R
99054	ANOKA COUNTY	\$ 155.95	2/14/2019	R
99057	ARRIOLA, MARK	\$ 87.00	2/14/2019	R
99059	ASL INTERPRETING SERVICES	\$ 360.00	2/14/2019	R
99061	ATC GROUP SERVICES LLC	\$ 12,686.66	2/14/2019	R
99063	BARTHOLD	\$ 1,830.51	2/14/2019	R
99066	BENNEK, JOE	\$ 68.00	2/14/2019	R
99067	BENSON, WILLIAM	\$ 118.00	2/14/2019	R
99068	BESTA, JENNIFER	\$ 4.00	2/14/2019	R
99071	BLUE TARP FINANCIAL INC	\$ 95.95	2/14/2019	R
99072	BOWMAN, DON	\$ 77.00	2/14/2019	R
99077	BURKE, RYAN	\$ 15.00	2/14/2019	R
99080	CAP ELECTRIC INC	\$ 151.00	2/14/2019	R
99081	CARBONES PIZZERIA	\$ 323.13	2/14/2019	R
99087	CHAPMAN, LISA	\$ 30.00	2/14/2019	R
99088	CHAPMAN, RONALD	\$ 83.00	2/14/2019	R
99089	CHARLES, PARNELL	\$ 83.00	2/14/2019	R
99094	CONNEY SAFETY	\$ 49.93	2/14/2019	R
99098	CORDOVA, CORRIEN	\$ 70.00	2/14/2019	R
99101	CULINEX	\$ 106.97	2/14/2019	R
99103	CUMMINS NPOWER LLC	\$ 1,829.17	2/14/2019	R
99107	DAVID BYE SERVICES	\$ 100.00	2/14/2019	R
99112	DESTACHE, DANIEL	\$ 100.00	2/14/2019	R
99120	DEFINITIVE TECHNOLOGY SOLUTIONS	\$ 239.30	2/14/2019	R
99124	ENGSTROM, MARK	\$ 87.00	2/14/2019	R
99133	FRATTALONES HARDWARE STORES	\$ 665.34	2/14/2019	R
99134	FULTON PRODUCTIONS	\$ 300.00	2/14/2019	R
99138	GOETSCH, WIL	\$ 136.00	2/14/2019	R
99142	GRAINGER	\$ 3,853.49	2/14/2019	R
99143	GRANDMA'S BAKERY INC	\$ 246.53	2/14/2019	R
99146	GROUP MEDICAREBLUE RX	\$ 51,240.00	2/14/2019	R
99148	HALO TRANSPORTATION	\$ 4,560.00	2/14/2019	R
99151	HANNAN, MICHAEL	\$ 43.00	2/14/2019	R
99158	HOVDE, DAVID	\$ 83.00	2/14/2019	R

99159 HOYE, TOM	\$	160.00	2/14/2019 R
99161 HUGO FEED MILL & HARDWARE	\$	18.55	2/14/2019 R
99169 INNOVATIVE OFFICE SOLUTIONS	\$	131.01	2/14/2019 R
99174 JAYTECH INC	\$	361.60	2/14/2019 R
99179 JONES, TERRY	\$	13.00	2/14/2019 R
99186 KLEIN, JACKIE	\$	240.00	2/14/2019 R
99189 KONICA MINOLTA PREMIER FINANCE	\$	8,155.11	2/14/2019 R
99191 KRAFT CONTRACTING & MECHANICAL	\$	850.00	2/14/2019 R
99195 LANCETTE, ANTHONY	\$	155.00	2/14/2019 R
99199 LEHNER, KEN	\$	160.00	2/14/2019 R
99202 LIBERTY CLASSICAL ACADEMY	\$	8,540.49	2/14/2019 R
99204 LO, SISLOOB	\$	70.00	2/14/2019 R
99210 MAHTOMEDI ARCHERY	\$	190.00	2/14/2019 R
99211 MALLUEGE, SCOTT	\$	77.00	2/14/2019 R
99213 MARTIN, DUSTIN	\$	87.00	2/14/2019 R
99216 MATTSON, GRETCHEN	\$	27.00	2/14/2019 R
99217 MCAULAY, GERALD	\$	315.15	2/14/2019 R
99219 MCNERTNEY, HOWARD	\$	120.00	2/14/2019 R
99223 MIDAMERICA ADMIN & RETIREMENT	\$	1,257.08	2/14/2019 R
99225 MINVALCO INC	\$	1,322.56	2/14/2019 R
99226 MN DEPT OF HEALTH	\$	35.00	2/14/2019 R
99234 MORE THAN KITCHENS	\$	300.00	2/14/2019 R
99236 MUSCANTO, STEPHEN	\$	60.00	2/14/2019 R
99240 NELSON, TIM	\$	272.00	2/14/2019 R
99245 NORTH STAR BANK	\$	7,650.00	2/14/2019 R
99250 OLSON, KAREN	\$	24.00	2/14/2019 R
99252 OPEN WORLDARCHERY	\$	240.00	2/14/2019 R
99253 PAHL, ANDREW	\$	4.00	2/14/2019 R
99254 PAI	\$	754.29	2/14/2019 R
99257 PELCO CONSTRUCTION LLC	\$	4,850.00	2/14/2019 R
99258 PERKINS, DAVID	\$	83.00	2/14/2019 R
99259 PERRY, DWAIN	\$	77.00	2/14/2019 R
99260 PETERS, BRIAN	\$	83.00	2/14/2019 R
99261 PETERSON, LEE	\$	3.00	2/14/2019 R
99270 POSTMASTER	\$	1,300.00	2/14/2019 R
99276 PUSH PEDAL PULL	\$	100.00	2/14/2019 R
99279 RANDY SHAVER CANCER RESEARCH	\$	2,940.00	2/14/2019 R
99284 RENTAL REHAB & REPAIR	\$	80.00	2/14/2019 R
99294 SCHINDLER ELEVATOR CORP	\$	2,399.70	2/14/2019 R
99297 SCHOEBERLEIN, TATE	\$	600.00	2/14/2019 R
99298 SCHWEIGER, EMILY	\$	7.00	2/14/2019 R
99299 SCIENCE MUSEUM OF MINNESOTA	\$	372.00	2/14/2019 R
99304 SCHOOL NUTRITION ASSOC (SNA)	\$	13.00	2/14/2019 R
99314 STAR TRIBUNE NIE	\$	70.00	2/14/2019 R
99319 SUMMIT COMPANIES	\$	1,165.00	2/14/2019 R
99327 TRADE PRESS INC	\$	59.00	2/14/2019 R
99328 TREASURED TRANSPORTATION	\$	69,064.64	2/14/2019 R

99329 TREETOP PUBLISHING INC	\$	60.70	2/14/2019 R
99335 TWIN CITY TRANSPORTATION INC	\$	70,424.49	2/14/2019 R
99338 UNIVERSITY OF MINNESOTA	\$	11,165.00	2/14/2019 R
99339 US FOODS CULINARY EQUIP & SUPPLIES	\$	3,584.20	2/14/2019 R
99340 CITY OF VADNAIS HEIGHTS	\$	1,200.00	2/14/2019 R
99341 VANGUILDER, CRAIG	\$	87.00	2/14/2019 R
99342 VIAVATTINE, JOSEPH	\$	2,877.35	2/14/2019 R
99346 WALTERS REBUILDERS	\$	329.95	2/14/2019 R
99347 WARNER, GENE	\$	59.00	2/14/2019 R
99348 WHITE BEAR CENTER FOR THE ARTS	\$	11,200.00	2/14/2019 R
99362 ZOBITZ, SHANNON	\$	8.99	2/14/2019 R
99363 AMAZON	\$	46.52	2/15/2019 S
99364 AMAZON	\$	464.01	2/15/2019 S
99364 AMAZON	\$	(464.01)	2/15/2019 V
99365 AMAZON	\$	1,565.35	2/15/2019 S
99366 CUB FOODS OF WHITE BEAR TWSHP	\$	334.80	2/15/2019 R
99367 AMAZON	\$	431.49	2/15/2019 R
99368 XCEL ENERGY CENTER	\$	2,254.00	2/21/2019 R
99369 GREATER TWIN CITIES UNITED WAY	\$	135.00	2/21/2019 R
99370 IUOE LOCAL 70	\$	1,202.01	2/21/2019 R
99371 RAUSCH, STURM, ISRAEL,	\$	57.86	2/21/2019 R
99372 SCHOOL SERVICE EMPLOYEES	\$	7,044.73	2/21/2019 R
99373 US DEPT OF EDUCATION	\$	495.22	2/21/2019 R
99374 WBLA EDUCATIONAL FOUNDATION	\$	525.50	2/21/2019 R
99375 WI SCTF	\$	340.25	2/21/2019 R
99376 GURSTEL CHARGO ATTORNEYS AT LAW	\$	224.14	2/21/2019 R
99377 MESSERLI & KRAMER PA	\$	287.13	2/21/2019 R
99378 THE ROSE LAW FIRM, PLLC	\$	207.96	2/21/2019 R
99382 XCEL ENERGY	\$	68,383.61	2/22/2019 R
99383 OAK MARSH	\$	500.00	2/26/2019 R
99384 A-1 HYDRAULIC SALES & SERVICE	\$	24.68	2/28/2019 R
99385 AARP DRIVER SAFETY PROGRAM	\$	445.00	2/28/2019 S
99386 AARP DRIVER SAFETY PROGRAM	\$	210.00	2/28/2019 S
99391 AMON, LYNN	\$	5.00	2/28/2019 R
99392 ANOKA COUNTY PARKS & RECREATION	\$	111.70	2/28/2019 R
99393 APPLE COMPUTER INC	\$	299.00	2/28/2019 R
99394 ARCADE ASPHALT CO	\$	57,780.00	2/28/2019 R
99395 ARTEDUTC LLC	\$	540.00	2/28/2019 R
99396 ASL INTERPRETING SERVICES	\$	705.00	2/28/2019 R
99397 ASTLEFORD INTERNATIONAL TRUCKS	\$	44.30	2/28/2019 R
99399 AUGER, JUDITH	\$	10.00	2/28/2019 R
99400 BARNES, FRED	\$	83.00	2/28/2019 R
99401 BEHLOW, DAVID	\$	734.33	2/28/2019 R
99403 BENDER, CARMEN	\$	320.00	2/28/2019 R
99404 BENEDICT, LOIS	\$	91.40	2/28/2019 R
99406 BIG THRILL FACTORY	\$	112.50	2/28/2019 R
99407 BLICK ART MATERIALS	\$	366.73	2/28/2019 R

99408 BLUE CROSS / BLUE SHIELD OF MN	\$	44,102.50	2/28/2019 R
99409 BLUE TARP FINANCIAL INC	\$	153.94	2/28/2019 R
99410 BLUEBIRD SCREEN PRINT	\$	145.60	2/28/2019 R
99411 BOXMAN	\$	475.00	2/28/2019 R
99412 BREAKOUT INC	\$	15.00	2/28/2019 R
99413 BSN SPORTS	\$	8,278.20	2/28/2019 R
99415 CAHILL, MARY	\$	30.00	2/28/2019 R
99416 CAMERON, SUE	\$	10.00	2/28/2019 R
99417 CAPITAL ONE COMMERCIAL	\$	455.70	2/28/2019 R
99418 CARBONES PIZZERIA	\$	561.65	2/28/2019 R
99419 CARLSON, JEREMY	\$	166.00	2/28/2019 R
99420 CARLSON WAGONLIT TRAVEL	\$	43,360.00	2/28/2019 R
99422 CASCADE BAY	\$	225.00	2/28/2019 R
99423 CDW GOVERNMENT INC	\$	4,925.25	2/28/2019 R
99424 CEL PUBLIC RELATIONS, INC	\$	11,138.00	2/28/2019 R
99425 CHALLOU, PEGGY	\$	10.00	2/28/2019 R
99426 CINTAS CORP #470	\$	197.04	2/28/2019 R
99427 CMRS-FP	\$	6,000.00	2/28/2019 R
99428 COBORNS DELIVERS	\$	90.78	2/28/2019 R
99430 COMMERCIAL KITCHEN SERVICES	\$	20,795.50	2/28/2019 R
99431 COMPUTER EXPLORERS	\$	288.00	2/28/2019 R
99432 CONNEY SAFETY	\$	322.59	2/28/2019 R
99433 CONTINENTAL CLAY CO	\$	24.75	2/28/2019 R
99434 CONTINENTAL RESEARCH CORP	\$	3,802.47	2/28/2019 R
99435 COOPER, KENNETH	\$	83.00	2/28/2019 R
99438 CRYSTAL CAVE INC	\$	200.00	2/28/2019 R
99439 CUB FOODS OF WHITE BEAR TWSHP	\$	1,326.78	2/28/2019 R
99442 DAHMER, MADELINE	\$	77.00	2/28/2019 R
99443 DAKOTA TRUCK UNDERWRITERS	\$	47,829.00	2/28/2019 R
99444 DEBAKER, MATT	\$	77.00	2/28/2019 R
99445 DELTA EDUCATION	\$	29.56	2/28/2019 R
99446 DEMCO INC	\$	270.33	2/28/2019 R
99447 DERKSEN, CAROLYN	\$	77.00	2/28/2019 R
99449 DISCOUNT SCHOOL SUPPLY	\$	610.38	2/28/2019 R
99450 DITTMAN, MICKI	\$	10.00	2/28/2019 R
99452 DONATELLI'S	\$	7,227.10	2/28/2019 R
99453 DOOR SERVICE COMPANY	\$	310.00	2/28/2019 R
99454 DEFINITIVE TECHNOLOGY SOLUTIONS	\$	165.60	2/28/2019 R
99455 DEFINITIVE TECHNOLOGY SOLUTION	\$	12,744.60	2/28/2019 R
99457 DUVAL, DAVID	\$	118.00	2/28/2019 R
99459 ECKROTH MUSIC	\$	58.10	2/28/2019 R
99460 EQUITY ALLIANCE MN	\$	270.00	2/28/2019 R
99461 ESSEX, NORMA	\$	106.00	2/28/2019 R
99462 EXCEL AV GROUP	\$	1,065.00	2/28/2019 R
99463 FAIRCLOUGH, KARI	\$	820.00	2/28/2019 R
99464 FETTINGER, NICOLE	\$	10.00	2/28/2019 R
99466 FLICEK WELDING LLC	\$	1,700.00	2/28/2019 R

99467 FLINN SCIENTIFIC INC	\$	250.22	2/28/2019 R
99468 FLUENCY MATTERS	\$	313.00	2/28/2019 R
99470 FRESHWATER, ANDREW	\$	166.00	2/28/2019 R
99471 FUN EXPRESS LLC	\$	143.47	2/28/2019 R
99472 GALVIN JAMES B	\$	10.70	2/28/2019 R
99473 GAMBONI, TROY	\$	47.89	2/28/2019 R
99474 GARGARO, LAURA	\$	58.00	2/28/2019 R
99475 GEPHART TRUCKING	\$	23,122.50	2/28/2019 R
99477 GOEBEL, KATELIN	\$	72.00	2/28/2019 R
99478 GOLD MEDAL	\$	37.95	2/28/2019 R
99479 THE GOOD ACRE	\$	900.00	2/28/2019 R
99482 GRANDMA'S BAKERY INC	\$	110.16	2/28/2019 R
99483 GRAY ERIC V	\$	77.00	2/28/2019 R
99486 GROUP MEDICAREBLUE RX	\$	25,872.00	2/28/2019 R
99490 HANSON, GENO	\$	83.00	2/28/2019 R
99491 HEALTHPARTNERS	\$	177,285.05	2/28/2019 R
99492 HEIMERL, JULIE	\$	10.00	2/28/2019 R
99493 HEINEMANN	\$	1,195.00	2/28/2019 R
99494 HIAWATHA HOMECARE	\$	952.00	2/28/2019 R
99495 HINER, LINDA	\$	10.00	2/28/2019 R
99496 HOBART SERVICE	\$	60.88	2/28/2019 R
99498 HOUGHTON MIFFLIN HARCOURT	\$	796.13	2/28/2019 R
99499 HOWARD, MARY	\$	10.00	2/28/2019 R
99504 INNOVATIVE OFFICE SOLUTIONS	\$	934.35	2/28/2019 R
99505 INSTITUTE FOR MULTI SENSORY EDUCATION	\$	2,350.00	2/28/2019 R
99506 IRONDALE HIGH SCHOOL	\$	175.00	2/28/2019 R
99507 JAYTECH INC	\$	1,645.50	2/28/2019 R
99508 JENKINS, KATIE	\$	347.62	2/28/2019 R
99510 JOHNSON, KYNADI	\$	59.00	2/28/2019 R
99512 JW PEPPER & SON INC	\$	13.98	2/28/2019 R
99513 KARLSBURGER FOODS INC	\$	576.60	2/28/2019 R
99514 KATH FUEL OIL SERVICE CO	\$	17,384.56	2/28/2019 R
99515 KEYSTONE INTERPRETING SOLUTIONS	\$	268.00	2/28/2019 R
99516 KOLLASCH CHARLES	\$	83.00	2/28/2019 R
99518 KRAFT CONTRACTING & MECHANICAL	\$	9,607.38	2/28/2019 R
99519 KULLY SUPPLY COMPANY	\$	132.15	2/28/2019 R
99520 LAKE ELMO PARK RESERVE	\$	48.00	2/28/2019 R
99521 LAKES COUNTRY SERVICE COOP	\$	115.00	2/28/2019 R
99522 LARSON, BONNIE	\$	25.00	2/28/2019 R
99524 LETOURNEAU, DEBBIE	\$	10.00	2/28/2019 R
99525 LEWELLEN-CONTRERAS, AMY	\$	105.00	2/28/2019 R
99526 LIBERTY CLASSICAL ACADEMY	\$	1,548.00	2/28/2019 R
99527 LINDABAUR, JANICE	\$	10.00	2/28/2019 R
99528 LIVINGSTON, TYLER	\$	77.00	2/28/2019 R
99529 LONGFELLOW, ROBERT	\$	62.98	2/28/2019 R
99530 L T G POWER EQUIPMENT	\$	285.00	2/28/2019 R
99531 LUETH, LARRY	\$	25.00	2/28/2019 R

99532 LUTHERAN SOCIAL SERVICE/FGP	\$	300.00	2/28/2019 R
99534 MACPHAIL CENTER FOR MUSIC	\$	20,615.50	2/28/2019 R
99535 MADISON NATIONAL LIFE	\$	39,529.24	2/28/2019 R
99536 MAHTOMEDI ARCHERY	\$	200.00	2/28/2019 R
99537 MAPLE GROVE HIGH SCHOOL	\$	200.00	2/28/2019 R
99538 MARIER, MARYJANE	\$	211.78	2/28/2019 R
99539 MASA	\$	329.00	2/28/2019 R
99540 MERRY LYNNE SCREEN PRINTING	\$	560.00	2/28/2019 R
99542 MINVALCO INC	\$	1,022.16	2/28/2019 R
99544 MOBYMAX	\$	99.00	2/28/2019 R
99546 MUSIC CONNECTION INC	\$	305.00	2/28/2019 R
99548 NAPA AUTO PARTS	\$	31.96	2/28/2019 R
99549 NASSEFF MECH CONTRACTORS	\$	1,808.61	2/28/2019 R
99550 NCPERS MINNESOTA	\$	160.00	2/28/2019 R
99552 NEELS, PETER	\$	600.00	2/28/2019 R
99555 NORTHBOUND CREATIVE	\$	2,316.00	2/28/2019 R
99556 NORTHEAST METRO INTERMEDIATE DISTRICT 916	\$	139,023.50	2/28/2019 R
99557 NORTHERN LANDSCAPE & IRRIGATION INC	\$	36,671.50	2/28/2019 R
99558 O'REILLY AUTOMOTIVE INC	\$	401.43	2/28/2019 R
99560 OLSEN FIRE PROTECTION	\$	897.27	2/28/2019 R
99561 OPEN WORLDARCHERY	\$	180.00	2/28/2019 R
99562 OSTERBAUER, LINDA	\$	10.00	2/28/2019 R
99564 PARK HIGH SCHOOL	\$	160.00	2/28/2019 R
99565 PATIENT TOOLS INC	\$	141.00	2/28/2019 R
99566 PEARSON, DAVID	\$	77.00	2/28/2019 R
99567 PERRON, JERRY	\$	151.68	2/28/2019 R
99568 PICTURE THAT!	\$	189.00	2/28/2019 R
99571 PONCE TRAINED WRESTLING	\$	1,000.00	2/28/2019 R
99572 POSTMASTER	\$	2,500.00	2/28/2019 R
99574 PRESS PUBLICATIONS	\$	434.25	2/28/2019 R
99575 RAMSEY COUNTY PARKS/REC DEPT	\$	4,545.00	2/28/2019 R
99576 RAMSEY COUNTY	\$	4,261.34	2/28/2019 R
99577 READ NATURALLY INC	\$	524.70	2/28/2019 R
99579 REGENTS OF THE UNIV OF MN	\$	515.00	2/28/2019 R
99581 RENTAL REHAB & REPAIR	\$	15,850.82	2/28/2019 R
99582 RETHLAKE, DAYNA	\$	77.00	2/28/2019 R
99583 RINEHART, LINDA	\$	10.00	2/28/2019 R
99585 RM COTTON COMPANY	\$	4,528.00	2/28/2019 R
99587 ROSEMOUNT HIGH SCHOOL	\$	250.00	2/28/2019 R
99588 ROY C, INC	\$	160.00	2/28/2019 R
99590 RUPP, HENRY	\$	250.00	2/28/2019 R
99591 SAGDALEN, REBEKAH	\$	60.00	2/28/2019 R
99593 SANITI, SARA	\$	16.00	2/28/2019 R
99595 SCHAFER, KEVIN	\$	77.00	2/28/2019 R
99596 SCHELLER, SHERRY	\$	10.00	2/28/2019 R
99597 SCHMITZ, KRIS	\$	10.00	2/28/2019 R
99599 SCHOLASTIC INC	\$	45.78	2/28/2019 R

99600 SCHOOL PERCEPTIONS LLC	\$	3,200.00	2/28/2019 R
99601 SEEVER, GRAY	\$	320.00	2/28/2019 R
99602 SENTRY SYSTEMS INC	\$	155.00	2/28/2019 R
99603 SERENDIPITY ART AND DESIGN SERV	\$	1,750.00	2/28/2019 R
99605 SIMONSON, KATEY	\$	10.00	2/28/2019 R
99606 SMITH HOUSE PRESS	\$	83.40	2/28/2019 R
99607 SMITH, SALLY	\$	10.00	2/28/2019 R
99608 SCHOOL NUTRITION ASSOC (SNA)	\$	26.00	2/28/2019 R
99613 SUBURBAN EAST CONFERENCE	\$	3,652.00	2/28/2019 R
99614 SUMMIT COMPANIES	\$	550.00	2/28/2019 R
99616 SVL SERVICE CORPORATION	\$	446.76	2/28/2019 R
99617 SWANSON, STEPHEN	\$	400.00	2/28/2019 R
99618 TEACHERS DISCOVERY	\$	184.67	2/28/2019 R
99620 THEATRICAL RIGHTS, WORLDWIDE	\$	3,025.00	2/28/2019 R
99622 TRADE PRESS INC	\$	346.00	2/28/2019 R
99623 TREASURED TRANSPORTATION	\$	85,296.78	2/28/2019 R
99624 TRI-STATE BOBCAT	\$	42.39	2/28/2019 R
99625 TRIO SUPPLY COMPANY	\$	4,536.69	2/28/2019 R
99626 TWIN CITY HARDWARE	\$	820.09	2/28/2019 R
99627 TWIN CITY JANITOR SUPPLY CO	\$	363.60	2/28/2019 R
99628 TWIN PINES IMPRINTING	\$	760.70	2/28/2019 R
99630 UNRL	\$	1,530.00	2/28/2019 R
99631 US FOODS CULINARY EQUIP & SUPPLIES	\$	322.99	2/28/2019 R
99632 VAIL RESORTS MANAGEMENT CO., INC.	\$	2,262.00	2/28/2019 R
99633 VANHEEL, RANDALL	\$	83.00	2/28/2019 R
99634 VOSS, BRANDON	\$	83.00	2/28/2019 R
99635 WHITE BEAR LOCKSMITH INC	\$	39.25	2/28/2019 R
99636 CITY OF WHITE BEAR LAKE	\$	50.00	2/28/2019 R
99638 WBLA EDUCATIONAL FOUNDATION	\$	5,171.52	2/28/2019 S
99639 WBLA EDUCATIONAL FOUNDATION	\$	500.00	2/28/2019 S
99640 WELLNER LAW PLLC	\$	200.00	2/28/2019 R
99641 WHITING, BRUCE	\$	970.00	2/28/2019 R
99642 WIMPERIS, JULIE	\$	5.00	2/28/2019 R
99644 WL HALL COMPANY	\$	89.72	2/28/2019 R
99645 WOLLAN, TOM SR	\$	77.00	2/28/2019 R
99646 WOLVIN, STEVEN	\$	77.00	2/28/2019 R
99648 YANEZ, BEN	\$	155.00	2/28/2019 R
99649 YOUTH FRONTIERS	\$	750.00	2/28/2019 R
99650 ZIMNY, FRANK	\$	35.00	2/28/2019 R
181900707 ANDERSON, CHRISTINA	\$	190.00	2/14/2019 A
181900708 ANDERSON, JON	\$	65.00	2/14/2019 A
181900710 ATKINS, SARAH	\$	35.00	2/14/2019 A
181900713 BECKER, JILL	\$	52.97	2/14/2019 A
181900715 BUTTERS-LEVAHN, REBECCA	\$	38.00	2/14/2019 A
181900721 DONAHOE, TRACI	\$	40.96	2/14/2019 A
181900723 ENGSTRAN, PAUL	\$	65.00	2/14/2019 A
181900724 ERHARDT, JACLYN	\$	13.57	2/14/2019 A

181900725 FUHRMAN, SARAH	\$	36.78	2/14/2019 A
181900729 GUTHRIE, ASHLEY	\$	110.90	2/14/2019 A
181900735 KAISER, JODI	\$	90.00	2/14/2019 A
181900738 KOECKERITZ, JEANNE	\$	140.00	2/14/2019 A
181900739 LAMWERS, LINDSAY	\$	656.71	2/14/2019 A
181900743 MALONEY, JESSE	\$	190.53	2/14/2019 A
181900747 MCCANN, ALLISON	\$	27.91	2/14/2019 A
181900749 MENIER, MATTHEW	\$	1,412.99	2/14/2019 A
181900750 MILLER, MOLLY	\$	30.46	2/14/2019 A
181900759 PAULSON, THOMAS	\$	386.03	2/14/2019 A
181900763 RUOHOMAKI, TERESA	\$	48.00	2/14/2019 A
181900764 RYAN, SUSAN	\$	699.93	2/14/2019 A
181900766 SCHUEBEL, ANGELA	\$	46.40	2/14/2019 A
181900768 SYNAN, ERIN	\$	96.31	2/14/2019 A
181900769 TARNOWSKI, ERIN	\$	20.97	2/14/2019 A
181900776 YOUNKER, KATHRYN	\$	18.87	2/14/2019 A
181900778 ANDERSON, CHRISTINA	\$	312.43	2/28/2019 A
181900779 ANDERSON, SHANNON	\$	235.66	2/28/2019 A
181900780 ANZEL, ASHLIE	\$	12.00	2/28/2019 A
181900781 ATKINS, SARAH	\$	152.06	2/28/2019 A
181900782 AYD, RHONDA	\$	19.95	2/28/2019 A
181900783 BARTH, CARRIE	\$	43.78	2/28/2019 A
181900784 COOK, TRACY	\$	937.17	2/28/2019 A
181900785 CRAIG, BEN II	\$	45.06	2/28/2019 A
181900789 ELLIOTT, JANET	\$	50.00	2/28/2019 A
181900793 GRAY, DONALD	\$	24.00	2/28/2019 A
181900794 HAGESTUEN, FAITH	\$	9.60	2/28/2019 A
181900795 HOCKING, SHAUN	\$	180.00	2/28/2019 A
181900796 HOGEN, KARIN	\$	83.85	2/28/2019 A
181900798 JORGENSON, AMY	\$	231.19	2/28/2019 A
181900799 KEESE, MATTHEW	\$	90.00	2/28/2019 A
181900800 KUEMMEL, JANEEN	\$	55.00	2/28/2019 A
181900802 LARSON, BOBBIE	\$	107.10	2/28/2019 A
181900806 MALONE, FRANK	\$	71.48	2/28/2019 A
181900808 MCCANN, ALLISON	\$	90.89	2/28/2019 A
181900810 NADEAU, MARGARET	\$	260.00	2/28/2019 A
181900812 O'LEARY, CHADRICK	\$	158.51	2/28/2019 A
181900813 OLSON, NICOLETTE	\$	109.00	2/28/2019 A
181900814 POKORNY, MARY	\$	75.00	2/28/2019 A
181900817 RUSTAND, AMBER	\$	21.94	2/28/2019 A
181900818 SALENGER, SETH	\$	386.04	2/28/2019 A
181900820 SKOGEN, MATTHEW	\$	24.66	2/28/2019 A
181900821 SLETTEN, LEAH	\$	520.52	2/28/2019 A
181900824 SVIR, SARA	\$	409.47	2/28/2019 A
181900825 THOMAS, DAVID	\$	107.30	2/28/2019 A
181900826 VIAVATTINE, JOSEPH	\$	347.41	2/28/2019 A
	\$	1,343,991.03	

RESOLUTION FOR ACCEPTANCE OF GIFTS

WHEREAS, the School Board believes it necessary and appropriate to accept the gifts that are reflected upon the following pages; and

WHEREAS, these gifts are consistent with State laws, School Board policy, and administrative practices; and

WHEREAS, acceptance of these gifts are consistent with the mission and educational programs of the White Bear Lake Area Schools; and

THEREFORE BE IT RESOLVED, that the School Board authorizes the acceptance and use of the following gifts:

AGENDA ITEM: **Acceptance of Gifts**
MEETING DATE: **March 4, 2019**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations and Tom Wieczorek, Director of Finance**

Donation	Donor	Recipient
\$500 for Prairie School	GHD Services	Otter Lake Elementary School
\$100 for Prairie School	James and Sarah MacGillis	Otter Lake Elementary School

RECOMMENDED ACTION: Accept donation.

RESOLUTION FOR HUMAN RESOURCES ITEMS

WHEREAS, the School Board believes it necessary and appropriate to approve the human resources items that are reflected upon the following pages; and

WHEREAS, that human resources items, A-5(f), as revised be approved on the premise that they conform to previously Board approved actions or contractual agreements.

THEREFORE BE IT RESOLVED, that the School Board authorizes the approval of the human resources items listed in Consent Agenda Items A-5(f).

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

RESIGNATION/TERMINATION – CLASSIFIED STAFF

HEATHER KATZ– Pupil Support Assistant, Matoska Elementary
Employed by District 624 since 09/03/2013
Effective Date: 02/22/2019

DANIELLE MCCARTY– Regular Part Time Cook, WBLAHS – North Campus
Employed by District 624 since 03/22/2018
Effective Date: 03/08/2019

RESIGNATION/TERMINATION – NON-AFFILIATED STAFF

ASHLEY RAND– Bear Fundamentals Lead Instructor, Hugo Elementary
Employed by District 624 since 11/24/2014
Effective Date: 06/10/2019

RAQUEL STRAND– Marketing Specialist, District Center
Employed by District 624 since 10/08/2018
Effective Date: 03/01/2019

RETIREMENT – CLASSIFIED STAFF

JOHN LARSON – Facility and Equipment Maintenance Tech, District Wide
Employed by District 624 since 01/16/1978
Effective Date: 03/22/2019

CONNIE LECLAIRE – Early Childhood Assistant, Normandy Park
Employed by District 624 since 01/03/2005
Effective Date: 06/07/2019

RETIREMENT – CERTIFIED STAFF

MARI GETZ – Speech/Language Pathologist, Normandy Park
Employed by District 624 since 08/21/1986
Effective Date: 06/10/2019

RETIREMENT – PROFESSIONAL

TERESA DAHLEM – Elementary Principal, Oneka Elementary
Employed by District 624 since 07/01/2000
Effective Date: 11/14/2019

CHANGE IN ASSIGNMENT – NON-AFFILIATED

MITCHELL RIEBOW – Out of School Site Supervisor, Sunrise Park Middle School

From 7.0 hours per day, To 8.0 hrs. per day

Effective Date: 02/18/2019

FULL TIME LEAVE OF ABSENCE – CERTIFIED STAFF

DANIELLE FRISSORA – Grade 3 Teacher, Vadnais Heights Elementary

Employed by District since 08/20/2014

Effective Date: 2019-2020 School Year

MARY PHILLIPS – Grade 3 Teacher, Otter Lake Elementary

Employed by District since 09/18/2014

Effective Date: 2019-2020 School Year

NEW PERSONNEL – CLASSIFIED STAFF

SAMANTHA OSBERG – Program Assistant Leader, Lincoln Elementary

\$13.98/hr., 12.5 hrs. per week, \$3,844.50

Effective Date: 01/28/2019

MEAGAN THOMPSON – Pupil Support Assistant, Willow Lane Elementary

\$18.77/hr., 32.5 hrs. per week, \$9,394.38

Effective Date: 02/11/2019

LONG TERM SUBSTITUTE – CERTIFIED STAFF

RACHEL BENGTON – Social Studies Teacher, WBLAHS – North Campus

BA, Step 1, \$20,315.51

Effective Date: 01/29/2019 through 06/10/2019

B. PUBLIC FORUM

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures.

1. Public Forum will follow the Procedural Items on the agenda.
2. Public Forum will be open up to 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.
3. Those wishing to address the Board should fill out the Public Forum Speaker Card and submit the card to the School Board clerk or other district officials at the meeting.
4. Questions may be asked on any topic, including those on the agenda.
5. School District policy and data privacy laws preclude the Board from publicly discussing personnel matters or data, including information, which, if discussed in a public meeting could violate law or policy. Under School Board Policy 206, complaints or concerns regarding individual school district employees should be presented in writing to school administration and signed by the person submitting the complaint or concern.
6. An attempt will be made to answer questions addressed to the Board. In those cases where an answer is not provided, a phone call from an appropriate school district official will be made as a follow-up.
7. A handout on the purpose of School Board meetings and the meeting process is available at each School Board meeting.
8. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.
9. The School Board chairperson will attempt to reasonably honor requests to speak, but shall also exercise discretion with regard to time constraints and therefore may limit the number of requests to speak accordingly.

C. INFORMATION ITEMS

AGENDA ITEM: 2019 WBLAEF Glasrud Fellowship Grants

MEETING DATE: March 4, 2019

SUGGESTED DISPOSITION: Informational Item

CONTACT PERSON(S): Dr. Wayne Kazmierczak, Superintendent

BACKGROUND:

The White Bear Lake Area Educational Foundation has approved twelve 2019 Glasrud Fellowship Grants, totaling \$24,984.10. Mary Dahle, Glasrud Fellowship Grants committee chair, will be present at the School Board meeting to provide information about the Glasrud Fellowship Grants and answer questions.

1. **“Bring Me Hope”** *Lai Lau - Vadnais Heights Elementary Chinese*

Lai Lau will be going on a volunteer trip to China to work in 2 one-week summer camps organized by an American organization called “Bring Me Hope”, to deliver hope and encouragement to orphans and at risk children in China.

As a Chinese teacher she feels she needs to hone her skills as she has been living in Minnesota since 1998 and this would combine service with continued learning. She also hopes to establish pen pals for students here. She will also collect artifacts and authentic materials to be used in the classroom upon her return.

2. **“The Creation of Our Nation: Exploring Boston”** *Brenda Shea and Beth Englund - Oneka Elementary grades 2 and 3*

Brenda and Beth will be traveling to Boston June 23 - 28. This is a Road Scholar trip to learn how American Independence was born. They will retrace the steps of Samuel Adams, John Hancock, and Paul Revere. They will explore the Freedom Trail, Faneuil Hall and Bunker Hill.

Teachers are required to teach the US Constitution and the Revolutionary War. This will help them to develop a more current curriculum to meet the state standards in Social Studies for 2nd and 3rd graders.

3. **“A Moving Child is a Learning Child”** *Laura Krueger – Normandy Park*

Laura is a pediatric physical therapist and will be traveling to New Zealand to continue her studies with Gill Connell and see what is being done with the importance of movement for young children. She will explore and better understand early brain development and the importance of integrating movement and play in our preschool classrooms. Laura first heard Gill speak when she was on tour in the US. She will tour sites with Gill Connell where this theory is being used and continue a dialog with Gill from March 5-17. Upon her return, Laura will help to integrate these practices into the Early Childhood Program in WBL.

4. **“From Allies to Enemies: How Did We Work with Them to Fight Against the Soviet Union?”** *Melissa Wickert - North Campus 10th Grade American History*

Melissa will travel to Germany, Poland and the Czech Republic from June 20 - July 1st. Melissa hopes to gain a better understanding of the transition from WWII to the Cold War and how this changed American History so that she can relay that to her students in the classroom and make sure the State Standards are being met.

5. **“Science in the Rockies with Steve Spangler”** *Dana Eckton - Sunrise, 6th grade*

Dana will be attending a workshop from July 9-11 featuring Steve Spangler, a well know science teacher. Teachers from around the US will collaborate and engage in over 75 activities and demonstrations that can be used in the classroom next fall.

6. **“South African Adventure: Aligning Teaching with Student Perspectives”** *Josh Lane - South Campus, Language Arts 11/12*

Josh will travel to Johannesburg, South Africa July 6 - 21. He will explore many towns in southern South Africa including Cape Town, The Wild Coast, Port Elizabeth and the Garden Route. In teaching World Literature, Josh hopes to gain first-hand knowledge that he can connect to the curriculum when students study works by Zakes Mda, J.M. Coetzee, Nelson Mandela, and Kopano Matlwa.

7. **“History Alive: A Tour of Italian Historical Sites”** *Alex Carlson - South Campus, Social Studies*

Alex will be traveling through Spain and Italy from July 1 - 10. He will be traveling to Rome, Florence, Tuscany, Cinque Terre, and Venice. This trip will

allow Alex to enhance his teaching of world history and government to his students. Alex says this grant will provide him with an opportunity to experience history first hand. He will be able to add first-hand knowledge to the curriculum he teaches and its' rigor.

8. **“Discovery Leadership Master Graduate Leadership Program”** *Jennifer Latuff - South Campus, Art 11 – 12*

Jennifer will be attending this leadership training at the Runnin Cougar Ranch near Houston Texas, from July 25 - 28. They will discuss motivation, buy-in, productivity, positivity, communication, responsibility and pride in the work we do. All of these teach leadership skills are needed as a teacher, mentor, advisor, and building leader.

9. **“Authentic Teaching and Innovative Problem Solving through Project Based Learning”** *Ann St. Martin - Vadnais and Hugo, Media Specialist K-5*

Ann will be attending the PBL World 20129 Conference in California from June 17-20. She will be learning the process for Project Based Learning, how to lead with driving questions, how to effectively incorporate formative and summative assessments, how to use online tools, and how to manage projects through collaboration and hands-on experiences.

10. **“Intermediate Orton Gillingham Training”** *Jen LaFrinier - Lakeaires, District RTI Lead/Intervention Teacher/Internal Mand and Readings Corps Internal Coach*

This grant will allow Jan additional training at the intermediate level to gain the knowledge and strategies to offer a strong literacy program for struggling readers in 4th and 5th grade, including those with dyslexia. It is a unique program that involves students using all 5 senses. Jan will be attending the conference March 25 - 29 in Wilmington, NC. This includes sub pay.

11. **“Travel is the Best Teacher”** *Deb Thibault and Elizabeth Ulmer - Oneka and Hugo, K-5*

Deb and Elizabeth will be traveling to Finland from June 20 - July 3 with Bookbag Tours, LLC - Connecting Teacher Around the World. They will be studying Finland’s educational system to bring back ideas to use in the classroom. Finland is highly ranked with excellence scores in literacy and math and has maintained these scores for years. Deb and Elizabeth will be able to observe this first hand.

12. **“The Ron Clark Academy”** *Alleks Kombaum - Lincoln, 1st grade*

Alleks will travel to Atlanta, GA for training on March, 15th. Alleks will be looking at the three pillars acclaimed by the academy: student engagement, academic rigor, and a climate and culture that leads to success for all. Alleks hopes to bring these strategies back to share with those at Lincoln.

TOTAL: \$24,984.10

AGENDA ITEM: **Superintendent's Report**
MEETING DATE: **March 4, 2019**
SUGGESTED DISPOSITION: **Information Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

Dr. Kazmierczak will provide information on current issues and events pertaining to the White Bear Lake Area Schools.

D. DISCUSSION ITEMS

AGENDA ITEM: **American Indian Parent Advisory Committee Resolution of Concurrence**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**
Jordan Zickermann, Cultural Liaison

BACKGROUND:

In accordance with Minnesota Statutes, section 124D.78, districts are required to complete, submit, and present to the School Board the American Indian Parent Advisory Committee Resolution of Concurrence.

Cultural Liaison Jordan Zickermann will be joined by the American Indian Parent Advisory Committee members (AIPAC) to provide an update regarding the Resolution Vote of Concurrence that was issued on February 27, 2019.

Annual Compliance Documentation

District/School Name and Number: White Bear Lake Area Schools #624

AIPAC Resolution Vote

**Please indicate with a checkmark how the AIPAC voted by choosing Option 1 or Option 2.*

Option 1: A vote of Concurrence

The American Indian Parent Advisory Committee issued a vote of Concurrence:

Date of Concurrence vote: 2/27/2019

Date the AIPAC presented the resolution to the school board: 3/4/2019

OPTION 2: A vote of Non-Concurrence

The American Indian Parent Advisory Committee issued a vote of Non-Concurrence: _____

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

Date of Non-Concurrence vote: _____

Date the AIPAC presented the resolution and recommendations to the school board: _____

Date the school board response is due: _____

THE DISTRICT/SCHOOL DOES NOT HAVE AN AIPAC

Our District/School does not have an AIPAC (indicate with checkmark)

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

Required signatures

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

School Board Chairperson

Date

Superintendent or Charter/Tribal School Director

Date

Raymond L. Cermak Jr. / Ray Cermak
AIPAC Chairperson

2/27/2019
Date

American Indian Parent Advisory Committee Resolution

Due annually on March 1

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

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

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

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

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

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

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

Raymond L. Cermak Jr. / Ray Cermak
AIPAC Chairperson Printed Name and Signature

2/27/2019
Date

AGENDA ITEM: **Policy 514, Bullying Prevention Policy**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

School Board Policy 514, Bullying Prevention Policy, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There are changes in sections VI. Retaliation or Reprisal, VII. Training and Education - E, and Legal References.

The purpose of this policy A safe and civil environment is desired for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor or eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent bullying behavior affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, remediate, and, when appropriate, issue discipline for acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation and other similar disruptive and detrimental behavior.

Recommended Action:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 8 School Board meeting agenda or a subsequent meeting for action.

Adopted: November 14, 2005
Revised: November 8, 2007
Revised: May 9, 2011
Revised: October 13, 2014

*White Bear Lake Area
School District Policy 514*

514 BULLYING PREVENTION POLICY

I. PURPOSE

A safe and civil environment is desired for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor or eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent bullying behavior affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, remediate, and, when appropriate, issue discipline for acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but may also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying behavior or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and/or substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No school personnel, student, visitor or contractor of the school district shall permit, condone, or tolerate bullying.
- C. Apparent or perceived permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a bully or victim, good faith reporter, or a witness of bullying

is prohibited.

- E. False accusations or reports of bullying against a student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and details of the behavior;
 - 3. Past incidences and/or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent/guardian and community participation.

Consequences for school district personnel who permit, condone, or tolerate bullying or engage in an act of reprisal, retaliation or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any person who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as reasonably possible.

- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. “On school premises, on school district property, at school functions or activities,

or on school transportation” means: all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “School District Personnel” means School Board members, school employees, agents, volunteers and contractors subject to the supervision and control of the School District.
- I. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to any school employee. It is the responsibility of that employee to document the concern and forward it to a school administrator. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to submit a written complaint to school administration, but oral reports shall be considered official complaints as well.
- C. The building administrator, supervisor or designee is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Bullying or other prohibited conduct may also be reported directly to a school district human rights officer or to the superintendent. If the complaint involves the building administrator, supervisor or designee, the complaint may be made or filed directly with the superintendent or designee, or to the school district human rights officer by the reporting party or complainant.

The building administrator, supervisor or designee shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The administrator, supervisor or designee shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. School district personnel shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building administrator, supervisor or designee immediately. School district personnel who fail to inform the building administrator, supervisor or designee of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner (preferably within one (1) school day) may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building administrator, supervisor or designee, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building administrator, supervisor or designee or a third party designated by the school district.
- B. The building administrator, supervisor or designee or other appropriate school district officials may take immediate steps, at their discretion, to protect the target

or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, including the perpetrator, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. School district action will be taken to deter violations and to prevent future incidents of bullying. School district action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Public Fair Dismissal Act; school district policies; and regulations.
 - 1. For students such action may include, but is not limited to, a warning, education, counseling, remediation, loss of privileges, detention, exclusion, restorative measures, mediation, referral to outside agencies, (including, but not limited to, law enforcement), suspension, expulsion, or transfer. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F. of this policy.
 - 2. For staff such action may include, but is not limited to a warning, education, restorative measures, mediation, suspension, exclusion, expulsion, or transfer. remediation, termination, or discharge. Action against staff will be also be consistent with the requirements of applicable collective bargaining agreements.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. In most cases, school officials will notify parents or guardians of students who are targets of bullying or other prohibited conduct and the parents or guardians of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student or school district personnel who commits an act of reprisal or ~~who~~ retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct; ~~who~~ provides information about bullying or prohibited conduct; ~~who~~ testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct; ~~or against any person who~~ testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. School district action will be taken to deter violations and to prevent future incidents of bullying. School district action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Public Fair Dismissal Act, school district policies, and regulations. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct; to value diversity in school and society; to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct; and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive

school climate.

- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. (See School District Policy 515)

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook and on the school district website.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the School Board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § ~~124D.10~~ **Ch. 124E** (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
WBLASB Policy 423 (Employee-Student Relationships)
WBLASB Policy 501 (School Weapons Policy)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 507 (Corporal Punishment)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Student Sex Nondiscrimination)
WBLASB Policy 524 (Electronic Technologies Acceptable Use Policy)
WBLASB Policy 525 (Violence Prevention)
WBLASB Policy 526 (Hazing Prohibition)
WBLASB Policy 529 (Staff Notification of Violent Behavior by Students)
WBLASB Policy 709 (Student Transportation Safety Policy)
WBLASB Policy 711 (Videotaping on School Buses)
WBLASB Policy 712 (Video Surveillance Other Than on Buses)

AGENDA ITEM: **Policy 615, Testing Accommodations, Modifications, and Exemptions for IEPS, 504 Plans, and EL Students**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

Background:

School Board Policy 615, Testing Accommodations, Modifications, and Exemptions for IEPS, 504 Plans, and EL Students, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There are changes in the following sections: purpose of policy, general statement of policy, definition of terms, granting and documenting accommodations, modifications, or exemptions for testing, and legal references.

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § accommodation plan (504 plan) or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

Recommended Action:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 8 School Board meeting agenda or a subsequent meeting for action.

Adopted: September 8, 1997
Revised: August 27, 2001
Revised: January 10, 2005
Revised: April 12, 2010
Revised: November 8, 2010
Revised: March 12, 2012

*White Bear Lake Area
School Board Policy 615*

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS AND LEP EL STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. ~~The school district will utilize the existing annual review of IEPs or Section 504 plans to review, on a case-by-case basis, the extent of student participation in GRAD testing. For students subject to GRAD testing, the student's IEP or Section 504 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 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 subject to GRAD testing are required to pass the GRAD if they 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 Assessing Comprehension and Communication in English State-to-State assessment for ELs (ACCESS)

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 the Minnesota Automated Reporting Student System (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).

III. 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](http://www.pearsonaccess.com). ~~can be found on the Minnesota Department of Education's (MDE's) website at: http://www.mnstateassessments.org/resources/Manuals/2011-12_Procedures_Manual.pdf~~

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR GRAD TESTING

See the current “Procedures Manual for the Minnesota Assessments” which can be found on MDE’s website at: http://mnstateassessments.org/resources/Manuals/2011-12_Procedure_Manual.pdf.

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/GuidelinesforAccommodationsLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the District Assessment Coordinator (DAC) or designee. The DAC shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually in accordance with state guidelines. Testing results will be documented and reported.

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. Rule Parts 3501.0010 – 3501.0180 (Graduation Standards – Mathematics and Reading)~~
~~Minn. Rule Parts 3501.0200 – 3501.0290 (Graduation Standards – Written Composition)~~
~~Minn. Rule Parts 3501.0505 – 3501.0550 (Graduation Standards – Language Arts)~~
~~Minn. Rule Parts 3501.0700 – 3501.0745 (Graduation Standards – Mathematics)~~
~~Minn. Rule Parts 3501.0800 – 3501.0815 (Graduation Standards – Arts)~~
~~Minn. Rules Parts 3501.0900 – 3501.0955 (Graduation Standards – Science)~~
~~Minn. Rules Parts 3501.1000 – 3501.1190 (Graduation – Required Assessment for Diploma)~~

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) 615-6

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:

WBLASB Policy 104 (School District Mission Statement)

WBLASB Policy 601 (School District Curriculum and Instruction Goals)

WBLASB Policy 613 (Graduation Requirements)

WBLASB Policy 614 (School District Testing Plan and Procedure)

WBLASB Policy 616 (School District System Accountability)

AGENDA ITEM: **Policy 618, Assessment of Student Achievement**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

School Board Policy 618, Assessment of Student Achievement, was reviewed by the School Board Policy Committee and Cabinet and is being recommended for a first reading. Changes are in sections: Purpose, Statewide Academic Standards Testing, and Career Exploration Assessment.

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

Recommended Action:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 8 School Board meeting agenda or a subsequent meeting for action.

Adopted: May 26, 1998
Revised: August 27, 2001
Revised: July 18, 2005
Revised: January 11, 2010
Revised: December 12, 2011
Revised: March 14, 2016

*White Bear Lake
School District #624 Policy 618*

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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 Minnesota Academic 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.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the Minnesota K-12 Academic Standards. . This procedure includes the adoption of assessment methods to be used in measuring student learning performance. The school district continually strives to continually enhance student achievement of the Minnesota K-12 Academic Standards.

III. 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 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 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” means computer-based tests that adapt, during the test administration, to the examinee’s ability level.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, whose primary language is different than one’s own, and/or who are from different socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Fully adaptive assessments” feature on-grade level test items and items that may be above or below a student’s grade level.
- J. “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.
- K. “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The Assessment Coordinator shall establish criteria by which student performance of the Minnesota K-12 Academic Standards **is 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 or processes by which the Minnesota K-12 Academic Standards will be assessed.

- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the assessments under the Minnesota K-12 Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. 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 state constructed tests 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 the MDE 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. annual reading language arts and mathematics assessments in grades three through eight and at the high school level;
 - b. annual science assessments in one grade in the grades three through five span, the grades six through eight span, and a life science assessment in the grades nine through twelve span.
3. The school district will develop and administer locally constructed assessments 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. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program (IEP) team, or students with limited English proficiency, shall be exempt from the tests or provided appropriate, technically sound

accommodations or alternate assessments for statewide and local testing with the approval of the student's parent or guardian.

5. 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.
6. For students in grade eight 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.
7. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, will be informed (per Minnesota statute 120B.125) that admission to a public school is free and will be guided towards supports available to reach graduation requirements.

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 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 postsecondary 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 postsecondary 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 postsecondary education program.
2. The School Board 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 postsecondary enrollment options course or program or an Advanced Placement or College in the Schools course is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. On an annual basis, the school district must use career exploration assessments, beginning no later than grade nine, 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.
- B. Though not a high school graduation requirement, students are encouraged to participate in a nationally recognized college entrance exam. **To the extent that state funding for college entrance fees is available** the district shall pay the cost, one time, for an interested student in grade 11 or 12 to take a nationally recognized college entrance exam before graduating. A student must be able to take the exam under this paragraph at the student's high school during the school day - or at any site available to students in the district. A student who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on high school assessments under subdivision 1a is academically ready for career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades. **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.

- C. 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.
- D. In developing, supporting, and improving students' academic readiness for a career or college, the school district 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 need for postsecondary remediation.

Legal Reference: 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.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment)
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
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: WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, And Exemptions for IEPs, Section 504 Plans and LEP Students)
WBLASB Policy 616 (School District System Accountability)

AGENDA ITEM: **Policy 713, Student Activity Accounting**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

Background:

School Board Policy 713, Student Activity Accounting, is a new policy recommended by MSBA. This policy was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading.

The School Board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to, and obligation for, assuring maximum accountability for public funds and student activity funds. For these reasons, the School Board will assume control over and/or oversee funds for student activities as set forth in this policy.

Recommended Action:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 8 School Board meeting agenda or a subsequent meeting for action.

NEW POLICY

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The School Board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to, and obligation for, assuring maximum accountability for public funds and student activity funds. For these reasons, the School Board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The School Board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

B. Extracurricular Activities

The School Board shall take charge of, control over, and account for all student activity accounting that relates to extracurricular activities.

C. Non-Student Activities

In overseeing student activity accounts under this policy, the School Board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A “cocurricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, clubs, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the School Board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An “extracurricular (noncurricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. **MANAGEMENT AND CONTROL OF ACTIVITY FUNDS**

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the district finance office, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the

activities, or otherwise, by the School Board upon properly allowed itemized claims.

2. The district finance office shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), the Manual for Activity Fund Accounting (MAFA) to the extent applicable, and school district policies and procedures.

B. Extracurricular Activities

1. Extracurricular Activities Under School Board Control

- a. Any and all costs of extracurricular activities under School Board control may be provided from school revenues.
- b. All money received or expended for extracurricular activities under School Board control shall be turned over to the district finance office, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the School Board upon properly allowed itemized claims.
- c. The district finance office shall account for all revenues and expenditures related to extracurricular activities under School Board control in accordance with UFARS and MAFA and school district policies and procedures.

V. **DEMONSTRATION OF ACCOUNTABILITY**

A. Annual External Audit

The School Board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
Manual for Activity Fund Accounting (MAFA)
WBLASD Policy 510 (School Activities)
WBLASD Policy 511 (Student Fundraising)
WBLASD Policy 701 (Establishment and Adoption of School District Budget)
WBLASD Policy 701.1 (Modification of School District Budget)
WBLASD Policy 702 (Accounting)
WBLASD Policy 703 (Annual Audit)
WBLASD Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
WBLASD Policy 706 (Acceptance of Gifts)

AGENDA ITEM: **Policy 806, Crisis Management Policy**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

Background:

School Board Policy 806, Crisis Management Policy, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There were changes in the following sections: General Information, Preparation Before an Emergency, and Crisis Areas Covered by the District Emergency Response Plan.

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, School Board members, and community members as to how to address a wide range of potential crisis situations in the school district. This policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Pursuant to this policy, tailored crisis management plans will be developed for each school building in the school district and sections or procedures may be added or deleted in those crisis management plans based on building needs.

Recommended Action:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 8 School Board meeting agenda or a subsequent meeting for action.

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, School Board members, and community members as to how to address a wide range of potential crisis situations in the school district. This policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Pursuant to this policy, tailored crisis management plans will be developed for each school building in the school district and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to the district's crisis management plan, heretofore referred to as the "Emergency Response Plan," and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy and Emergency Response Plan has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor a crisis management plan to meet that building's specific situation and needs.

The school district administration shall present the district's Emergency Response Plan to the School Board for review and approval. This district Emergency Response Plan and resultant building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the School Board, the Emergency Response Plan and the Crisis Management Policy, will be maintained on an annual basis.

B. Elements of the District Crisis Management Plan

1. General Crisis Procedures. The district's Emergency Response Plan includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating the building-specific crisis management plans. A communication system will be in place to enable the designated individual(s) to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual(s), the provision of designee(s) when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Finally, all crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lockdown Procedures. Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Each building administrator will submit lock-down procedures for their building as part of their building-specific crisis management plan.
 - b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. Building plans should include specific evacuation procedures for individuals with special needs including those with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
 - c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the specific emergency. Each building administrator will submit sheltering procedures as part of

their building-specific crisis management plan.

2. Crisis-Specific Procedures. The Emergency Response Plan includes crisis-specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a Building Emergency Response Team (BERT) trained to respond in an emergency. Team members will **have access to** receive ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For the purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members and update it annually. A copy of the list will be kept on file in the school district office.
 - b. Leaders. The building administrator or designee serves as the leader (**Incident Commander**) of the crisis response team and the principal contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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

receive periodic training on plan implementation.

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

B. Planning and Preparing for Fire

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

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

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

D. Emergency Telephone Numbers

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

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

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school district buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is

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

F. Early School Closure Procedures

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

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.
3. Escort siblings and class friends of any victim as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to student and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. CRISIS AREAS COVERED BY THE DISTRICT EMERGENCY RESPONSE PLAN

The district Emergency Response Plan provides procedures including, ~~for addressing~~ but not limited to:

- A. Abduction or Kidnapping
- B. Assault
- C. Bomb Threat
- D. Burglary/Vandalism
- E. Civil Disturbance/Demonstration
- F. Community Emergency/Warning
- G. Dangerous Weapons
- H. Death of a Student/Staff **Member**
- I. Fire Emergency
- J. Hazardous Materials
- K. Hostage Situation
- L. Intruder
- M. Medical Emergency
- N. Shooting

- O. Suicide of Student/Staff Member
- P. Terrorist Threat
- Q. Utility Emergency
- R. Vehicle/Bus Accident
- S. Weather Emergency

Building-specific crisis management plans will include such procedures and any other appropriate procedures.

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

B. Visitors

The school district shall implement procedures that regulate visitors and mandate visitor sign-in in school buildings. See District Policy 903 (Visitors to School District Buildings and Sites).

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

Legal References: 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance) Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 299F.391 (Health Care, Education, or Lodging Facility) Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property) Minn. Rules Part 7510 (Fire Safety)
Title IX, Part E, Subpart 2, Section 9532 Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
40 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency

Assistance)

Cross References: WBLASB Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 501 (School Weapons Policy) WBLASB Policy 506 (Student Discipline)
WBLASB Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
WBLASB Policy 903 (Visitors to School District Buildings and Sites)

E. OPERATIONAL ITEMS

AGENDA ITEM: **Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

Background:

School Board Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February, and is being recommended for an annual review. There were no changes recommended for this policy.

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

Recommended Action:

The School Board approve the annual review of Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

Adopted: April 29, 1996
Revised: September 9, 2002
Revised: January 10, 2005
Revised: May 12, 2008
Revised: January 11, 2010

*White Bear Lake Area
School District #624 Policy 414*
Revised: October 11, 2010
Revised: November 14, 2011

Annual Review: September 10, 2012
Annual Review: December 9, 2013
Annual Review: December 8, 2014

Annual Review: July 11, 2016
Annual Review: January 8, 2018

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence of an event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. is occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of the event.
- B. “Child” means a person under the age of 18, and, for purposes of Minn. Stat. Ch.260C (Child Protection) and Minn. Stat. Ch 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible, but in no circumstance longer than 24 hours.

- D. “Mandated reporter” means any school personnel, as defined in this policy, who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Mental Injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health, when reasonably able to do so;
 3. failure to provide for necessary supervision or appropriate child care arrangements after considering factors such as the child’s age, mental ability and physical condition; the length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance;
 6. medical neglect as defined by Minn. Stat. § 260C.007, subd. 4, Clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
 8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional

response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

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

- G. "Non-maltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat §125A.0942_ or § 245.825.

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

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury;

(9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. State § 121A.58.

Neither physical abuse nor neglect includes a nonmaltreatment mistake.

- J. "Report" means any communication received by the local welfare agency, police 414-4 department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- K. "School personnel" means professional employee or a professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Sub. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse, which includes the status of a parent or household member who has committed a violation which requires registration under Minn Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders.)
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the building principal or appropriate

administrator and the local welfare agency, police department or county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.

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

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons

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

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

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a

reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district shall have a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

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

Cross References: WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

AGENDA ITEM: **Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Lisa Ouren, Director of Student Support Services**

Background:

School Board Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February, and is recommended for approval of annual review. There was a grammar correction in IV, paragraph B.

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

Recommended Action:

To approve School Board Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, with recommended change.

Adopted: April 29, 1996

White Bear Lake Area School District #624 Policy 415

Revised: August 25, 2003

Revised: January 11, 2010

Annual Review: August 8, 2011

Annual Review: September 10, 2012

Annual Review: December 9, 2013

Annual Review: October 13, 2014

Annual Review: November 9, 2015

Annual Review: January 8, 2018

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or who has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be

disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- D. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
- E. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- F. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- G. "Neglect" means failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence

or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

- H. "School Personnel" means professional employees or their delegates engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.
- I. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2) ; (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received, possesses a physical or mental infirmity or other physical, mental or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individuals self from maltreatment.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point (as defined under Minn. Stat. § 626.5572) responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible, identify the vulnerable adult; the caretaker; the nature and extent of the suspected maltreatment; any evidence of previous maltreatment; the name and address of the reporter; the time, date, and location of the incident; and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *no public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.

- D. A person mandated to report suspected neglect or abuse of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident is guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report, is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation procedures; Licensed Facilities and Services)
Minn. Stat. § 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: WBLASB Policy 103 (Complaints-Students, Employees, Parents, Other Persons)
WBLASB Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
WBLASB Policy 403 (Discipline Suspension and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

AGENDA ITEM: **Policy 522, Student Sex Nondiscrimination**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

School Board Policy 522, Student Sex Nondiscrimination, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February, and is being recommended for a second reading. There was a change in II. General Statement of Policy, under C; and III, Grievance Reporting Procedures, under E.

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

Recommended Action:

To approve School Board Policy 522, Student Sex Nondiscrimination, as recommended by the Policy Committee and Cabinet.

Adopted: September 8, 1997
Revised: June 11, 2001
Revised: January 13, 2014
Revised: May 9, 2016
Revised: November 14, 2016

*White Bear Lake Area
School Board Policy 522*

522 STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. Every school district employee shall be responsible for complying with this policy.
- C. The School Board hereby designates the ~~Director of Human Resources, 4855 Bloom Avenue, White Bear Lake, 651-407-7550,~~ Assistant Superintendent for Teaching and Learning, 4855 Bloom Avenue, White Bear Lake, 651-407-7539, as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent, guardian, or community member having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. GRIEVANCE REPORTING PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to

use the report form available from the principal/supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. **Building Level Reporting.** The building principal/supervisor is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal/supervisor immediately.
- C. Upon receipt of a report or grievance, the principal/supervisor must immediately notify the school district human rights officer, without screening or investigating the report. The responsible person may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the responsible person to the human rights officer. If the report was given verbally, the responsible person shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the responsible person. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The School Board hereby designates the Director of Human Resources, 4855 Bloom Avenue, White Bear Lake, 651-407-7550, as the school district human rights officer to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the names of the Title IX coordinator and human rights officer, including office address and telephone numbers and work e-mail addresses.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and review of documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES.

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available publicly on the district website.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; sex discrimination)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing regulations of Title IX)

Cross Reference: WBLASB Policy 102 (Equal Educational Opportunity)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 528 (Student Parental, Family, and marital Status Nondiscrimination)

AGENDA ITEM: **Policy 619, Staff Development for Standards**

MEETING DATE: **March 4, 2019**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

School Board Policy 619, Staff Development for Standards, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February, and is being recommended for second reading. There was a change in II. General Statement of Policy; III. Standards for Staff Development, IV. Training and Professional Development addition to A and deletion in B.

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of those Minnesota Academic Standards and meet the requirements of federal law.

Recommended Action:

To approve School Board Policy 619, Staff Development for Standards, as recommended by the School Board Policy Committee and Cabinet.

Adopted: May 26, 1998
Revised: June 11, 2001
Revised: May 9, 2005
Revised: January 11, 2010
Revised: April 9, 2012

White Bear Lake
School District #624 Policy 619

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of those Minnesota Academic Standards and meet the requirements of federal law, ~~the No Child Left Behind Act~~.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The district Staff Development Committee, using input from building principals and the Teaching and Learning team, shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ federal law at all levels. The School Board will be advised on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Minnesota Academic Standards implementation throughout all levels of the school district programs.
- D. In-service, staff meeting, and district and building-level staff development plans and programs shall focus on improving implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality,

vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teacher/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. ~~The school district will assign an administrator to serve as a highly objective uniform state standard or evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
- Minn. Stat. § 122A.16 (Qualified Teacher Defined)
- Minn. Stat. § 122A.60 (Staff Development 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.* (No Child Left Behind Act Every Student Succeeds Act)

Cross References: WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 616 (School District System Accountability)