

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET**

March 2, 2020

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*
- *A culture that respects diverse 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: February 24, 2020

A student recognition will be held on Monday, March 2, 2020 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 2, 2020** 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, and 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. Introduction of International Exchange Students
2. Spring and Summer Youth Enrichment Opportunities
3. Superintendent's Report

D. DISCUSSION ITEMS

1. First Reading of School Board Policies:
 - a. Policy 101, Legal Status of the School District
 - b. Policy 101.1, Name of the School District
 - c. Policy 102, Equal Educational Opportunity
 - d. Policy 103, Complaints – Students, Employees, Parents, Other Persons
 - e. Policy 524, Electronics Technologies Acceptable Use Policy
 - f. Policy 713, Student Activity Accounting
 - g. Policy 721, Uniform Grant Guidance Policy Regarding Federal Revenue Sources
 - h. Policy 802, Disposition of Obsolete Equipment and Material

E. OPERATIONAL ITEMS

1. Action on Achievement and Integration Plan
2. Action on American Indian Parent Advisory Committee Resolution of Concurrence
3. Action on Acceptance of Bid for 2020 Window Replacement Project at White Bear lake Area High School – North Campus (Phase 2) and Birch Lake Elementary
4. Action on Adding Additional Depositories
5. Action on Approving Investment Advisors

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

AGENDA ITEM: **Consent Agenda**
MEETING DATE: **March 2, 2020**
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 2, 2020**
SUGGESTED DISPOSITION: **Action Item**
CONTACT PERSON(S): **Jessica Ellison 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 10, 2020** at 7:00 p.m. in Community Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN 55110.

A. PROCEDURAL ITEMS

1. Chair Mullin called the meeting to order at 7:00 p.m.
2. Roll Call – Present: Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand
Ex-Officio: Dr. Wayne Kazmierczak
Cabinet: Asper, Maurer, Mons, Ouren, Paul, Vette, Wald
School Board Student Representative: Carroll
3. Pledge of Allegiance
4. Ellison moved and Newmaster seconded to approve the agenda as presented. ***Voice vote: All ayes. Motion carried.***
5. Chapman moved and Beloyed seconded to approve the consent agenda consisting of:
 - Approval of minutes for regular Board meeting of January 13 and work-study meeting on January 27;
 - 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;
 - Approval of field trips; and
 - Passage of resolution to approve personnel issues to include:
 - **RESIGNATION/TERMINATION/NON-RENEWAL– CLASSIFIED STAFF**
Steven Tessier– Pupil Support Assistant, WBLAHS – South Campus
Employed by District 624 since 02/24/2016
Effective Date: 01/27/2020
Kiana Williams– Instructional Assistant, Vadnais Heights Elementary
Employed by District 624 since 01/04/2016
Effective Date: 01/10/2020
Heidi Woods– Program Assistant Leader, Hugo Elementary
Employed by District 624 since 10/29/2018
Effective Date: 01/24/2020
 - **RESIGNATION/TERMINATION/NON-RENEWAL– CERTIFIED STAFF**
Kimberly Johnson– Grade 4 Teacher, Lakeaires Elementary
Employed by District 624 since 08/21/2013
Effective Date: 06/08/2020
 - **RETIREMENT– CLASSIFIED STAFF**
Barbara Lund– Head Cook, Area Learning Center
Employed by District 624 since 09/07/1993
Effective Date: 01/02/2020
Kathryn Robinson– Admin. Asst. to Asst. Super. of Finance & Bldg. Operations., District Center
Employed by District 624 since 08/24/1981
Effective Date: 06/30/2020
Mary Wallin– Bus Driver, Bus Garage
Employed by District 624 since 10/01/2007
Effective Date: 02/28/2020

➤ **RETIREMENT– CERTIFIED STAFF**

Alan Thomas Green– Grade 4 Teacher, Otter Lake Elementary
Employed by District 624 since 08/21/1986
Effective Date: 06/08/2020

Elizabeth Mustar– Media Specialist, Sunrise Park Middle School
Employed by District 624 since 01/22/1987
Effective Date: 06/08/2020

David Percival– Physical Education Teacher, Central Middle School
Employed by District 624 since 08/22/1991
Effective Date: 06/08/2020

➤ **CHANGE IN ASSIGNMENT – CLASSIFIED STAFF**

Stephanie Bloxham – From Billing Clerk Extended Day to Admin. Asst. -
Community
Services and Recreation, District Center
From Level II, \$19.09 per hr To Level IV, \$20.20 per hr.
Effective Date: 02/03/2020

Sara Cobb – From Extended Day Program Assistant, Birch Lake Elementary
To Pupil Support Assistant, WBLAHS – South Campus
\$19.15 per hr., 32.5 hrs. per week, \$9,086.67
Effective Date: 02/18/2020

Risa Knoche – Program Assistant Leader, Birch Lake and Otter Lake Elementary
Increase of hours From 4.0 hrs. per day To 7.25 hrs. per day
\$13.98 per hr., 36.25 hrs. per week
Effective Date: 01/15/2020

Christine La Pean – Instructional Assistant(ADSIS), Matoska Elementary
From 5.0 hrs. per day To 6.0 hrs. per day
Effective Date: 12/16/2019

Malanie Reaney – Program Assistant Leader, Oneka Elementary
Added Bear Fundamentals at Otter Lake Elementary
Increase of hours From 3.0 hrs. per day To 5.5 hrs. per day
\$14.55 per hr., 27.5 hrs. per week
Effective Date: 01/21/2020

Jessica Rebear – Program Assistant Leader, Hugo Elementary
Increase of hours From 4.0 hrs. per day To 5.5 hrs. per day
\$14.55 per hr., 27.5 hrs. per week
Effective Date: 01/21/2020

Brooke Sicard – Program Assistant Leader, Hugo and Oneka Elementary
Added Bear Fundamentals at Hugo Elementary
Increase of hours From 4.65 hrs. per day To 7.15 hrs. per day
\$13.98 per hr., 35.75 hrs. per week
Effective Date: 01/08/2020

➤ **PART TIME LEAVE OF ABSENSE – CERTIFIED STAFF**

Nicole Mcgarthwaite– Social Studies Teacher, WBLAHS – South Campus. Position
.8 FTE (Leave .2 FTE)
Effective Date: 2020-2021 School Year

Angela Peterson– Mathematics Teacher, WBLAHS – North Campus
Position .8 FTE (Leave .2 FTE)
Effective Date: 2020-2021 School Year

➤ **FULL TIME LEAVE OF ABSENSE – CERTIFIED STAFF**

Elizabeth Boosalis– Spanish Teacher, Willow Lane Elementary
Employed by District 624 since 08/21/2013
Effective Date: 2020-2021 School Year

Cara Cardoso– .6 FTE School Psychologist, Hugo Elementary

Employed by District 624 since 08/22/2012

Effective Date: 2020-2021 School Year

Jill Folkers– Mathematics Teacher, WBLAHS – North Campus

Employed by District 624 since 08/20/2014

Effective Date: 12/09/2019 through 06/08/2020

Odelis Garcia– Music Teacher, Sunrise and Central Middle School

Employed by District 624 since 08/21/2008

Effective Date: 12/16/2019 through 02/21/2020

Brietta Hutson– Mathematics Teacher, WBLAHS – South Campus

Employed by District 624 since 08/26/2010

Effective Date: 09/16/2019 through 12/09/2019

Sadie Johnson– FACS Teacher, WBLAHS – South Campus

Employed by District 624 since 08/21/2008

Effective Date: 11/18/2019 through 02/21/2020

Cassandra Lydon– Science Teacher, WBLAHS – South Campus

Employed by District 624 since 08/27/2009

Effective Date: 01/08/2020 through 03/16/2020

Christine Moren– Science and AVID Teacher, Central Middle School

Employed by District 624 since 08/22/2016

Effective Date: 2020-2021 School Year

Lindsay Mosso– Social Studies Teacher, Sunrise Park Middle School

Employed by District 624 since 08/22/2016

Effective Date: 11/11/2019 through 12/20/2019

Shannon Nicholas– Grade 3 Teacher, Lincoln Elementary

Employed by District 624 since 08/22/2012

Effective Date: 10/14/2019 through 01/17/2020

Melissa Wickert– Social Studies Teacher, WBLAHS – North Campus

Employed by District 624 since 08/24/2011

Effective Date: 11/11/2019 through 01/24/2020

➤ **NEW PERSONNEL – CLASSIFIED STAFF**

Katie Armstrong– Program Assistant Leader, Otter Lake Elementary

\$13.98 per hr., 25.0 hrs. per week, \$7,339.50

Effective Date: 02/05/2020

Michael Dennis– Tier 1 Field Technician, Lincoln Elementary and Central Middle School

\$22.06 per hr., 40.0 hrs. per week, \$15,353.76

Effective Date: 01/27/2020

Emma Hamlin– Pupil Support Assistant, Transition Education Center

\$19.15 per hr., 30.0 hrs. per week, \$10,455.90

Effective Date: 01/21/2020

Desmalee Hennagir– Program Assistant Leader, Oneka Elementary

\$13.98 per hr., 15.0 hrs. per week, \$4,990.86

Effective Date: 01/16/2020

Cathryn Lachenmayer– Pupil Support Assistant, Lincoln Elementary

\$19.15 per hr., 16.25 hrs. per week, \$5,539.13

Effective Date: 01/23/2020

Arianna Lucio– Program Assistant Leader, Lincoln Elementary and Central Middle School

\$13.98 per hr., 24.0 hrs. per week, \$7,448.54

Effective Date: 01/28/2020

Pamela Rude– Part-Time Bus Aide, Bus Garage

\$18.06 per hr., 25.5 hrs. per week, \$11,681.20

Effective Date: 11/11/2019

➤ **LONG TERM SUBSTITUTE – CLASSIFIED STAFF**

Elizabeth Demars– Pupil Support Assistant, WBLAHS – North Campus

\$19.15 per hr., 31.25 hrs., per week, \$1,915.00

Effective Date: 02/06/2020 through 02/28/2020

Jill Ehler– Pupil Support Assistant, Sunrise Park Middle School

\$19.15 per hr., 32.5 hrs., per week, \$1,915.00

Effective Date: 01/24/2020 through 06/08/2020

Sandra Evangelist– Nutrition Services Assistant, Sunrise Park Middle School

\$15.39 per hr., 18.57 hrs., per week, \$2,827.91

Effective Date: 02/18/2020 through 05/04/2020

➤ **LONG TERM SUBSTITUTE – CERTIFIED STAFF**

Maria Berndt – Grade 2 Teacher, Otter Lake Elementary

BA, Step 1, \$22,057.44

Effective Date: 01/22/2020 through 06/08/2020

Molly Happe – EL Teacher, Vadnais Heights Elementary

BA, Step 1, \$23,671.05

Effective Date: 01/13/2020 through 06/08/2020

Adam King – Science Teacher, WBLAHS – South Campus

BA, Step 1, \$7,441.29

Effective Date: 01/28/2020 through 03/06/2020

Hannah Kranz – Grade 5 Teacher, Matoska Elementary

BA, Step 1, \$11,914.76

Effective Date: 02/03/2020 through 04/17/2020

Denise Mortenson – Special Education Teacher, Willow Lane Elementary

MA, Step 1, \$5,880.96

Effective Date: 01/14/2020 through 02/14/2020

Roll call vote: ayes - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.

B. PUBLIC FORUM - none

C. INFORMATION ITEMS

1. Walser Foundation Grant - Jenny Moore, Career Pathways Coordinator, shared information regarding a \$975 grant received from the Walser Foundation. The grant creates the opportunity for Automotive Tech II students to gain ALLDATA Certification starting this semester. Ms. Moore also shared how this certification opportunity is valued in the automotive industry.
2. Superintendent's Report – Dr. Kazmierczak talked about the following topics: 1) Student Recognition prior to the Board meeting recognizing the state-level honors in band and choir categories; 2) Mental Well-Being Series; Willow Lane 5th Graders Donatelli's Takeover; 3) I Love to Read Month; 4) February Recognitions. Student Liaison Update: Last Friday, our varsity and JV gymnastics teams won their Senior Night meet over Roseville. A few of our Speech Team member have place in the top 3 at their most recent meets. Our Ski teams had some athletes qualify for State! Our Choir and Band participated in the Suburban East Conference Choir Festival and some of the choir and band members were chosen for the All Conference Choir and Band. The One Act Play, Lost in Sienna, received outstanding reviews from viewers.

D. DISCUSSION ITEMS

1. Bond Referendum Planning Process Update - Paul Aphkowski and Sal Bagley from Wold Architects and Engineering shared updates on the bond referendum process. The discussion included the Future of Learning Committee charge, planning process, and design process and timelines.

E. OPERATIONAL ITEMS

1. Chapman motioned and Newmaster seconded to approve the revised FY 20 budget as recommended. ***Roll call vote: ayes - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.***
2. Ellison motioned and Beloyed seconded to approve the Resolution Directing the Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore. Resolution - 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 - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.***
3. Newmaster motioned and Arcand seconded to accept the bids for the Matoska roofing project in the amount of \$142,230 and the White Bear Lake Area High School - South Campus roofing project in the amount of \$1,257,700. ***Roll call vote: ayes - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.***
4. Chapman motioned and Thompson seconded to approve the proposed 2019-2021 Master Agreement with the IUOE Local Unit #70 Custodial Employees by passing the following resolution. WHEREAS, the parties have reached a tentative agreement on the July 1, 2019 - June 30, 2021 Contract; WHEREAS, the Employees have ratified the Contract; THEN BE IT HEREBY RESOLVED that the School Board of Independent School District 624 approves the 2019 – 2021 Agreement and authorizes the Chair and Clerk to execute the Agreement on behalf of the School Board. ***Roll call vote: ayes - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.***
5. Thompson motioned and Arcand seconded to approve the proposed 2019-2021 Master Agreement with the IUOE Local Unit #70 Transportation Employees by passing the following resolution. WHEREAS, the parties have reached a tentative agreement on the July 1, 2019 - June 30, 2021 Contract; WHEREAS, the Employees have ratified the Contract; THEN BE IT HEREBY RESOLVED that the School Board of

Independent School District 624 approves the 2019 – 2021 Agreement and authorizes the Chair and Clerk to execute the Agreement on behalf of the School Board. ***Roll call vote: ayes - Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays – none. Motion carried.***

- F. BOARD FORUM** - Newmaster thanked the Head Cook of North Campus for her 25 years of service and sent her best wishes. Arcand informed the Board of his site visit at 916 and the opportunities our students have to earn college credit and learn from people in the field. Thompson mentioned that she and Newmaster attended the SEC Music Festival and how wonderful the performances were. It was hard to believe that these were high school students.
- G. ADJOURNMENT** - Arcand motioned and Mullin seconded to adjourn the meeting at 7:45 p.m.

Submitted by: Jessica Ellison, clerk

AGENDA ITEM: **Monthly Check Registers**

MEETING DATE: **March 2, 2020**

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 2020

		<u>2/14/2020</u>	<u>2/28/2020</u>
Direct Deposit	574933-576491	2,067,357.46	
Direct Deposit	576492-578026		1,988,053.09
Burnet Title	Land Purchase	2/24/2020	302,927.96

CHECK NUMBER	AMOUNT	VENDOR	CHECK DATE	CHECK TYPE
106477	\$ 318.52	GURSTEL CHARGO ATTORNEYS AT LAW	2/4/2020	R
106478	\$ 317.24	MESSERLI & KRAMER PA	2/4/2020	R
106479	\$ 262.90	SOCIAL SECURITY ADMINISTRATION	2/4/2020	R
106480	\$ 121.00	GREATER TWIN CITIES UNITED WAY	2/4/2020	R
106481	\$ 1,089.86	IUOE LOCAL 70	2/4/2020	R
106482	\$ 50.35	RAUSCH, STURM, ISRAEL,	2/4/2020	R
106484	\$ 7,678.77	SCHOOL SERVICE EMPLOYEES	2/4/2020	R
106485	\$ 211.58	US DEPT OF EDUCATION	2/4/2020	R
106486	\$ 1,575.00	WHITE BEAR LAKE FOOD SERV	2/4/2020	R
106487	\$ 629.00	WBLA EDUCATIONAL FOUNDATION	2/4/2020	R
106488	\$ 2,000.00	806 TECHNOLOGIES	2/6/2020	R
106489	\$ 5,935.00	A+ DRIVING SCHOOL	2/6/2020	R
106490	\$ 98.36	A-1 HYDRAULIC SALES & SERVICE	2/6/2020	R
106491	\$ 135.00	AARP DRIVER SAFETY PROGRAM	2/6/2020	S
106492	\$ 520.00	AARP DRIVER SAFETY PROGRAM	2/6/2020	S
106493	\$ 7,100.00	ACCLAIM SERVICES INC	2/6/2020	R
106494	\$ 1,223.07	ACER AMERICA CORP	2/6/2020	R
106495	\$ 61.00	ADAMS, PAUL	2/6/2020	R
106496	\$ 94.73	ALLSTREAM	2/6/2020	R
106509	\$ 6,515.38	AMAZON CAPITAL SERVICES	2/6/2020	R
106510	\$ 699.33	AMERICAN TIME	2/6/2020	R
106511	\$ 79.00	ANDERSON, KEVVAN	2/6/2020	R
106512	\$ 50.95	ANSLEY, CHRISTINE	2/6/2020	R
106513	\$ 300.00	ARCH LANGUAGE NETWORK	2/6/2020	R
106514	\$ 75.00	ARNOLD, ROBERT	2/6/2020	R
106515	\$ 600.00	ASSOC FOR SUPERVISION & CURRICULUM	2/6/2020	R
106516	\$ 320.00	ASL INTERPRETING SERVICES	2/6/2020	R
106517	\$ 4,582.18	ATC GROUP SERVICES LLC	2/6/2020	R
106518	\$ 303.79	AWARDSONE.COM	2/6/2020	R
106519	\$ 1,097.62	BARNETT WB CHRYSLER JEEP DODGE	2/6/2020	R
106520	\$ 4,020.00	BAYADA HOME HEALTH CARE	2/6/2020	R
106521	\$ 159.00	BEAMON, JAMES	2/6/2020	R
106522	\$ 143.10	BEHAVIORAL INSTITUTE FOR CHILDREN	2/6/2020	R
106523	\$ 1,042.84	BINSFIELD, JEANNE	2/6/2020	R
106524	\$ 79.00	BITTNER, MARK	2/6/2020	R
106525	\$ 1,908.96	BLICK ART MATERIALS	2/6/2020	R
106526	\$ 22,003.50	BLUE CROSS / BLUE SHIELD OF MN	2/6/2020	R
106527	\$ 47.99	BLUE TARP FINANCIAL INC	2/6/2020	R
106528	\$ 365.00	BSN SPORTS	2/6/2020	R
106529	\$ 39.05	THE BUG COMPANY	2/6/2020	R
106530	\$ 150.00	CAPTIVATE MEDIA & CONSULTING	2/6/2020	R
106531	\$ 197.77	CARBONES PIZZERIA	2/6/2020	R
106532	\$ 81,045.00	CARLSON WAGONLIT TRAVEL	2/6/2020	R
106533	\$ 308.63	CDW GOVERNMENT INC	2/6/2020	R
106534	\$ 275.00	CENTURY COLLEGE - BUSINESS OFFICE	2/6/2020	R

106535	\$	7,908.30	CERENITY SENIOR CARE	2/6/2020	R
106536	\$	4,970.00	CHILDREN'S PERFORMING ARTS	2/6/2020	R
106537	\$	529.62	CINTAS CORP #470	2/6/2020	R
106538	\$	6,000.00	CMRS-FP	2/6/2020	R
106539	\$	1,385.00	COL MARKETING	2/6/2020	R
106540	\$	1,035.93	COMMERCIAL KITCHEN SERVICES	2/6/2020	R
106541	\$	4,088.84	COMPASS MINERALS	2/6/2020	R
106542	\$	30.36	CONNEY SAFETY	2/6/2020	R
106543	\$	160.00	CONQUER NINJA WARRIOR WOODBURY LLC	2/6/2020	R
106544	\$	160.99	CONSTRUCTIVE PLAYTHINGS	2/6/2020	R
106545	\$	253.57	CONTINENTAL RESEARCH CORP	2/6/2020	R
106546	\$	250.00	COON RAPIDS HIGH SCHOOL	2/6/2020	R
106548	\$	560.00	CORNERSTONE OCCUPATIONAL	2/6/2020	R
106549	\$	200.00	CRYSTAL CAVE INC	2/6/2020	R
106550	\$	11,202.70	CUMMINS NPOWER LLC	2/6/2020	R
106551	\$	133.76	CUSTOM EDUCATION SOLUTIONS INC	2/6/2020	R
106552	\$	49,755.00	DAKOTA TRUCK UNDERWRITERS	2/6/2020	R
106553	\$	25,089.74	DALCO CORPORATION	2/6/2020	R
106554	\$	75.00	DANICH, EMILY	2/6/2020	R
106555	\$	159.00	DELTA EDUCATION	2/6/2020	R
106556	\$	76.68	DEMCO INC	2/6/2020	R
106557	\$	250.00	DINGA, SARAH	2/6/2020	R
106558	\$	383.59	DISCOUNT OWL PELLETS	2/6/2020	R
106559	\$	1,096.68	DOMINOS PIZZA	2/6/2020	R
106560	\$	56.00	DONATELLI'S	2/6/2020	R
106561	\$	507.00	DOOR SERVICE COMPANY	2/6/2020	R
106562	\$	7,120.83	DEFINITIVE TECHNOLOGY SOLUTIONS	2/6/2020	R
106563	\$	250.00	DURDLE, KAROL	2/6/2020	R
106565	\$	493.46	ECKROTH MUSIC	2/6/2020	R
106566	\$	79.95	ELECTRO WATCHMAN INC	2/6/2020	R
106567	\$	2,800.00	EQUAL OPPORTUNITY SCHOOLS	2/6/2020	R
106568	\$	159.00	ESSIEN, FRANK	2/6/2020	R
106569	\$	46.00	ESTR PUBLICATIONS	2/6/2020	R
106570	\$	61.00	EVANS, DANIEL	2/6/2020	R
106571	\$	4,644.64	EYE MED	2/6/2020	R
106572	\$	250.00	THE FABULOUS PHOTO BOOTH	2/6/2020	R
106573	\$	53.10	FASTENAL COMPANY	2/6/2020	R
106574	\$	68.90	FEINER SUPPLY	2/6/2020	R
106575	\$	2,401.00	FIREFLY COMPUTERS	2/6/2020	R
106576	\$	140.00	FOREST LAKE HIGH SCHOOL	2/6/2020	R
106577	\$	706.88	FRATTALONES HARDWARE STORES	2/6/2020	R
106578	\$	135.51	FRONTIER AG & TURF	2/6/2020	R
106579	\$	3,233.41	GALLAGHERS NORTHWESTERN TIRE CO INC	2/6/2020	R
106580	\$	159.00	GANSKE, JOE	2/6/2020	R
106581	\$	93.98	GARDEN OF HOPE MONTESSORI	2/6/2020	R
106582	\$	6,610.00	GEPHART TRUCKING	2/6/2020	R
106583	\$	210.24	THE GOOD ACRE	2/6/2020	R

106584	\$	50.00	GOPHER STATE ONE CALL	2/6/2020	R
106585	\$	4,612.43	GRAINGER	2/6/2020	R
106586	\$	572.00	GREEN ACRES RECREATION	2/6/2020	R
106587	\$	439.24	GROTH MUSIC CO	2/6/2020	R
106588	\$	32,860.00	GROUP MEDICAREBLUE RX	2/6/2020	R
106589	\$	142.00	GROVER, JAN	2/6/2020	R
106590	\$	69.80	HAAS MUSICAL INSTRUMENT REPAIR	2/6/2020	R
106591	\$	422.00	HANDLEBAR PERCUSSION	2/6/2020	R
106592	\$	61.00	HANSON, GENO	2/6/2020	R
106593	\$	79.00	HANSON, GORDON	2/6/2020	R
106594	\$	176.00	HARRIS, JOHN	2/6/2020	R
106595	\$	7,814.98	HEALTHPARTNERS	2/6/2020	R
106596	\$	116.00	HEATHER, BRIAN	2/6/2020	R
106597	\$	1,221.24	HEINZ DISPENSING SOLUTIONS	2/6/2020	R
106598	\$	315.33	HERITAGE FOOD SERVICE GROUP	2/6/2020	R
106599	\$	61.00	HERMES, MARK	2/6/2020	R
106600	\$	1,070.50	HOENIGSCHMIDT, KAYLEA	2/6/2020	R
106601	\$	124.00	HOFFMAN, RICHARD	2/6/2020	R
106603	\$	7,640.67	HOGLUND BUS AND TRUCK CO	2/6/2020	R
106604	\$	58.00	HOLMAN, GREGG	2/6/2020	R
106605	\$	74.79	HOME DEPOT CREDIT SERVICES	2/6/2020	R
106606	\$	2,384.08	CITY OF HUGO	2/6/2020	R
106607	\$	32.47	HUGO FEED MILL & HARDWARE	2/6/2020	R
106610	\$	1,917.78	INNOVATIVE OFFICE SOLUTIONS	2/6/2020	R
106611	\$	5,000.00	INSPEC INC	2/6/2020	R
106612	\$	558.00	INSTITUTE FOR EDUCATIONAL DEV	2/6/2020	R
106613	\$	400.00	ISD #2167 LAKEVIEW	2/6/2020	R
106614	\$	125.00	J.R.'S ADVANCED RECYCLERS	2/6/2020	R
106615	\$	800.00	JIMMY'S CONFERENCE & BANQUET CTR	2/6/2020	R
106616	\$	1,208.00	JOHNSON CONTROLS INC	2/6/2020	R
106617	\$	527.19	JOHNSON, SHARON	2/6/2020	R
106618	\$	186.00	JR WESTLING 2016	2/6/2020	R
106622	\$	3,054.78	JW PEPPER & SON INC	2/6/2020	R
106623	\$	14,116.94	KATH FUEL OIL SERVICE CO	2/6/2020	R
106624	\$	116.00	KAUFMAN, MICHAEL	2/6/2020	R
106625	\$	79.00	KELLER, DAVID	2/6/2020	R
106626	\$	0.50	KEYSTONE INTERPRETING SOLUTIONS	2/6/2020	R
106627	\$	466.46	KIMBALL MIDWEST	2/6/2020	R
106628	\$	90.00	KLAREN, LLOYD	2/6/2020	R
106629	\$	12,925.73	KONICA MINOLTA PREMIER FINANCE	2/6/2020	R
106630	\$	1,330.71	KRAFT CONTRACTING & MECHANICAL	2/6/2020	R
106631	\$	632.12	KULLY SUPPLY COMPANY	2/6/2020	R
106632	\$	48.00	LAKE ELMO PARK RESERVE	2/6/2020	R
106633	\$	79.00	LANGEVIN, JOE	2/6/2020	R
106634	\$	79.00	LARSON, CURTIS	2/6/2020	R
106635	\$	79.00	LEIGHTON, TIM	2/6/2020	R
106636	\$	80.00	LENGEMANN, NICOLE	2/6/2020	R

106637	\$	75.00	LENZ, KELLY	2/6/2020	R
106638	\$	1,855.56	LIBERTY CLASSICAL ACADEMY	2/6/2020	R
106639	\$	67.49	L T G POWER EQUIPMENT	2/6/2020	R
106640	\$	288.75	MACALESTER COLLEGE	2/6/2020	R
106641	\$	3,230.25	MACKIN EDUCATIONAL RESOURCES	2/6/2020	R
106642	\$	39,331.58	MADISON NATIONAL LIFE	2/6/2020	R
106643	\$	180.00	MN ASSOC OF SCH BUSINESS OFFICIALS	2/6/2020	R
106644	\$	180.00	MN ASSOC OF SECRETARIES TO THE PRINCIPALS	2/6/2020	R
106645	\$	125.00	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	2/6/2020	R
106646	\$	1,337.81	MCDONOUGH'S WATERJETTING AND	2/6/2020	R
106647	\$	49.50	MCKIE SPLINTS	2/6/2020	R
106648	\$	163.00	MCKINLAY, SHANE	2/6/2020	R
106649	\$	124.00	MCNERTNEY, HOWARD	2/6/2020	R
106650	\$	36.00	MEADOWOOD TOOL CO	2/6/2020	R
106651	\$	105.21	METAL DOCTOR INC	2/6/2020	R
106652	\$	65.93	MIDWEST BUS PARTS INC	2/6/2020	R
106653	\$	2,385.44	MINVALCO INC	2/6/2020	R
106654	\$	98.00	MITCHELL, DARRYL	2/6/2020	R
106655	\$	98.00	MITCHELL, TRAVIS	2/6/2020	R
106656	\$	140.00	MN MUSIC EDUCATORS ASSOC	2/6/2020	R
106657	\$	760.00	MN BOYS H.S. VOLLEYBALL ASSOC	2/6/2020	R
106658	\$	130.00	MN CHILDRENS MUSEUM	2/6/2020	R
106659	\$	367.13	MN DNR OMB	2/6/2020	R
106660	\$	432.00	MN HISTORICAL SOCIETY	2/6/2020	R
106661	\$	1,280.00	MN HUMANITIES COMMISSION	2/6/2020	R
106662	\$	920.00	MINNESOTA REVENUE	2/6/2020	R
106663	\$	1,800.00	MN SWORD PLAY	2/6/2020	R
106664	\$	1,100.00	MNAEYC-MNSACA	2/6/2020	R
106665	\$	1,236.00	MOBILE RADIO ENGINEERING INC	2/6/2020	R
106666	\$	98.00	MOE, GLEN	2/6/2020	R
106667	\$	116.00	MOHN, MONICA	2/6/2020	R
106668	\$	566.50	MOORHEAD MACHINERY & BOILER CO	2/6/2020	R
106669	\$	600.00	MUSIC CONNECTION INC	2/6/2020	R
106670	\$	113.53	NAPA AUTO PARTS	2/6/2020	R
106671	\$	144.00	NCPERS MINNESOTA	2/6/2020	R
106672	\$	8.00	NIEDZIELSKI, TAMMY	2/6/2020	R
106673	\$	49.00	NOETIC LEARNING	2/6/2020	R
106680	\$	6,425.11	NORTH CENTRAL BLUE BIRD BUS SALES	2/6/2020	R
106682	\$	2,150.00	NORTHERN LANDSCAPE & IRRIGATION INC	2/6/2020	R
106684	\$	2,635.96	O'REILLY AUTOMOTIVE INC	2/6/2020	R
106685	\$	66.25	OFFICE DEPOT	2/6/2020	R
106686	\$	400.00	OLSEN, TYLER	2/6/2020	R
106688	\$	435.30	ON SITE SANITATION INC	2/6/2020	R
106689	\$	49.20	OXYGEN SERVICE CO INC	2/6/2020	R
106690	\$	330.00	PARK HIGH SCHOOL	2/6/2020	R
106691	\$	718.09	PARTSMASTER	2/6/2020	R
106692	\$	65.00	PCS REVENUE CONTROL SYSTEMS INC	2/6/2020	R

106693	\$	163.00	PENN-MCGEE, DAVID	2/6/2020	R
106694	\$	219.99	PESI	2/6/2020	R
106695	\$	1,395.00	PETERSON COMPANIES INC	2/6/2020	R
106696	\$	158.99	PITNEY BOWES PURCHASE POWER	2/6/2020	R
106697	\$	2,024.35	POLAR CHEVROLET MAZDA	2/6/2020	R
106698	\$	3,300.00	POSTMASTER	2/6/2020	S
106699	\$	1,400.00	POSTMASTER	2/6/2020	S
106700	\$	196.98	PRESS PUBLICATIONS	2/6/2020	R
106701	\$	625.82	QUALITY EQUIPMENT ANS SERVICES, INC.	2/6/2020	R
106702	\$	1,713.55	R & R SPECIALTIES INC	2/6/2020	R
106703	\$	4,424.00	RAMSEY COUNTY	2/6/2020	R
106704	\$	5,250.00	REGENTS OF THE UNIV OF MN	2/6/2020	R
106705	\$	3,689.00	RENTAL REHAB & REPAIR	2/6/2020	R
106706	\$	9,281.63	REPUBLIC SERVICES #899	2/6/2020	R
106707	\$	389.62	THE RETROFIT COMPANIES INC	2/6/2020	R
106709	\$	3,133.81	SAM'S CLUB/SYNCHRONY BANK	2/6/2020	R
106710	\$	2,477.70	SCHINDLER ELEVATOR CORP	2/6/2020	R
106711	\$	79.00	SCHMIDT, JUSTIN	2/6/2020	R
106712	\$	125.00	SCHMIT TOWING	2/6/2020	R
106713	\$	512.71	SCHOOL FIX CATALOG	2/6/2020	R
106714	\$	421.16	SCHOOL HEALTH CORPORATION	2/6/2020	R
106715	\$	1,048.23	SCHOOL SPECIALTY	2/6/2020	R
106716	\$	79.00	SCHUMER, PAT	2/6/2020	R
106717	\$	1,064.97	SEBCO BOOKS	2/6/2020	R
106718	\$	160.00	SEEVER, GRAY	2/6/2020	R
106719	\$	1,587.00	SHORT ELLIOTT HENDRICKSON, INC	2/6/2020	R
106720	\$	990.00	SKOW, KAREN	2/6/2020	R
106721	\$	100.00	SMITLEY, SHARON	2/6/2020	R
106722	\$	686.00	SOUTH CENTRAL COLLEGE	2/6/2020	R
106723	\$	253.93	STATE CHEMICAL MANUF CO	2/6/2020	R
106724	\$	301.00	STAY TUNED PIANO SERVICES	2/6/2020	R
106725	\$	105.00	STILLWATER AREA HIGH SCHOOL	2/6/2020	R
106726	\$	163.00	STUMPF, DANIEL	2/6/2020	R
106727	\$	900.00	SUMMIT COMPANIES	2/6/2020	R
106728	\$	66.50	SUPER DUPER PUBLICATIONS	2/6/2020	R
106729	\$	400.00	SUPINSKI, MIKE	2/6/2020	R
106730	\$	7.00	SURPLUS SERVICES	2/6/2020	R
106731	\$	8,774.25	SYSCO OF WESTERN MN	2/6/2020	R
106732	\$	39.48	TEACHER SYNERGY LLC	2/6/2020	R
106733	\$	90.00	TESSIER, NEIL	2/6/2020	R
106734	\$	700.00	THE FUN LAB	2/6/2020	R
106735	\$	219.00	THE PLAZA THEATER	2/6/2020	R
106736	\$	1,655.50	THYSSENKRUPP ELEVATOR CORP	2/6/2020	R
106737	\$	475.00	TOWN AND COUNTRY APPRAISAL NETWORK	2/6/2020	R
106738	\$	1,215.00	TOWN LIFE	2/6/2020	R
106739	\$	336.00	TR ENVIRONMENTAL CONSULTING, LLC	2/6/2020	R
106740	\$	1,244.00	TRADE PRESS INC	2/6/2020	R

106741	\$	50,323.91	TREASURED TRANSPORTATION	2/6/2020	R
106742	\$	340.63	TRI-STATE BOBCAT	2/6/2020	R
106744	\$	2,255.03	TRIO SUPPLY COMPANY	2/6/2020	R
106745	\$	521.36	TRUCK UTILITIES MFG CO	2/6/2020	R
106746	\$	940.24	TSA CONSULTING GROUP	2/6/2020	R
106747	\$	146.00	TUFT, JAMES	2/6/2020	R
106748	\$	75.00	TUSA, COLLEEN	2/6/2020	R
106749	\$	678.13	TWIN CITY HARDWARE	2/6/2020	R
106750	\$	130.74	TWIN CITY JANITOR SUPPLY CO	2/6/2020	R
106751	\$	109.75	U.S. SCHOOL SUPPLY INC	2/6/2020	R
106752	\$	250.00	UNIVERSITY OF MN - DIRECTOR TRACK & FIELD	2/6/2020	R
106754	\$	4,254.55	US FOODS CULINARY EQUIP & SUPPLIES	2/6/2020	R
106755	\$	2,189.51	CITY OF VADNAIS HEIGHTS	2/6/2020	R
106756	\$	719.72	VERBEEK KNAPP, NOELLE	2/6/2020	R
106757	\$	1,455.71	VERIZON WIRELESS	2/6/2020	R
106758	\$	4,779.03	VIKING ELECTRIC SUPPLY	2/6/2020	R
106759	\$	79.00	VRIEZE, PETE	2/6/2020	R
106760	\$	98.00	WAYNE, TODD	2/6/2020	R
106761	\$	7,650.00	WHITE BEAR CENTER FOR THE ARTS	2/6/2020	R
106762	\$	855.00	WHITE BEAR DANCE CENTER	2/6/2020	R
106763	\$	152.50	WHITE BEAR LOCKSMITH INC	2/6/2020	R
106764	\$	1,713.25	WHITE BEAR LAKE (CITY OF)	2/6/2020	R
106765	\$	118.16	WBL PIZZA MAN	2/6/2020	R
106766	\$	136.40	WESTERN PSYCHOLOGICAL SERVICES	2/6/2020	R
106767	\$	602.04	WILCOX PAPER	2/6/2020	R
106768	\$	840.00	WILD MOUNTAIN	2/6/2020	R
106769	\$	75.00	WILSON, HEIDI	2/6/2020	R
106770	\$	90.87	WINNICK SUPPLY	2/6/2020	R
106771	\$	765.00	WL HALL COMPANY	2/6/2020	R
106772	\$	6,940.00	WORLD'S FINEST CHOCOLATE INC	2/6/2020	R
106773	\$	79.00	WRAA, ARIEL	2/6/2020	R
106774	\$	98.00	ZABADAL, GEORGE	2/6/2020	R
106775	\$	1,255.20	HOUGHTON MIFFLIN HARCOURT	2/13/2020	R
106776	\$	878.00	MILACA COMMUNITY ED	2/13/2020	R
106777	\$	820.00	PRINCETON TIGERS ARCHERY	2/13/2020	R
106778	\$	475.00	AARP DRIVER SAFETY PROGRAM	2/20/2020	S
106779	\$	430.00	AARP DRIVER SAFETY PROGRAM	2/20/2020	S
106780	\$	426.00	ACCLAIM SERVICES INC	2/20/2020	R
106781	\$	378.00	ACT INC	2/20/2020	R
106782	\$	1,906.70	ALBIN AQUISITION CORP	2/20/2020	R
106783	\$	108.00	ALL STRINGS ATTACHED	2/20/2020	R
106784	\$	975.00	ALLDATA	2/20/2020	R
106785	\$	4,253.71	ALLSTREAM	2/20/2020	R
106802	\$	9,524.59	AMAZON CAPITAL SERVICES	2/20/2020	R
106803	\$	15.09	AMERICAN MESSAGING	2/20/2020	R
106804	\$	18.53	AMERIPRIDE SERVICES	2/20/2020	R
106805	\$	176.00	ANDREWSKI, DENNIS	2/20/2020	R

106806	\$	2,005.00	APPARENTLY GRAPHIC, LTD.	2/20/2020	R
106807	\$	163.00	ARRIOLA, MARK	2/20/2020	R
106808	\$	160.00	ASL INTERPRETING SERVICES	2/20/2020	R
106809	\$	21.79	ASTLEFORD INTERNATIONAL TRUCKS	2/20/2020	R
106810	\$	98.00	BARTCZAK, ANDREW	2/20/2020	R
106811	\$	1,631.85	BARTHOLD	2/20/2020	R
106812	\$	1,304.83	BATTERIES PLUS BULBS	2/20/2020	R
106814	\$	13,530.00	BAYADA HOME HEALTH CARE	2/20/2020	R
106815	\$	98.00	BELL, ROYCE	2/20/2020	R
106816	\$	1,979.86	BEST BUY BUSINESS ADVANTAGE ACCT	2/20/2020	R
106817	\$	117.64	BETMAR LANGUAGES	2/20/2020	R
106818	\$	336.65	BIO-RAD LABORATORIES	2/20/2020	R
106819	\$	98.00	BLOOD, DOUGLAS	2/20/2020	R
106820	\$	12,065.00	BLUE CROSS / BLUE SHIELD OF MN	2/20/2020	R
106821	\$	345.00	BORAH TEAMWEAR	2/20/2020	R
106822	\$	2,366.57	BOYER TRUCKS	2/20/2020	R
106823	\$	90.00	BRADSHAW, NICHOLAS	2/20/2020	R
106824	\$	1,895.00	BRAINPOP LLC	2/20/2020	R
106825	\$	1,741.25	BRIH DESIGN	2/20/2020	R
106826	\$	94.00	BRODIN, HEATHER	2/20/2020	R
106827	\$	8,233.44	BSN SPORTS	2/20/2020	R
106828	\$	146.00	BUHL, COLE	2/20/2020	R
106829	\$	1,277.60	CAPITAL ONE COMMERCIAL	2/20/2020	R
106830	\$	542.50	CAPTIVATE MEDIA & CONSULTING	2/20/2020	R
106831	\$	19.55	CARDINAL, KATHLEEN	2/20/2020	R
106832	\$	677.30	CARLSON, BRUCE	2/20/2020	R
106833	\$	196.00	CARLSON, KEATON	2/20/2020	R
106834	\$	9,030.00	CARLSON WAGONLIT TRAVEL	2/20/2020	R
106835	\$	324.00	CARMENS ENTERPRISE LLC	2/20/2020	R
106836	\$	146.95	CARROLL, JENNIFER	2/20/2020	R
106837	\$	196.00	CARTER, KENNETH	2/20/2020	R
106838	\$	562.50	CATHOLIC CHARITIES OF ST PAUL & MINNEAPOLIS	2/20/2020	R
106839	\$	1,530.00	CDW GOVERNMENT INC	2/20/2020	R
106840	\$	240.00	CENTENNIAL EARLY CHILDHOOD	2/20/2020	R
106841	\$	762.00	CHAMPIONSHIP PRODUCTS UNLTD	2/20/2020	R
106842	\$	20.00	CHISAGO LAKES SCHOOL DISTRICT	2/20/2020	R
106843	\$	262.90	CINTAS CORP #470	2/20/2020	R
106844	\$	294.67	COMCAST	2/20/2020	R
106845	\$	61.86	CONNEY SAFETY	2/20/2020	R
106846	\$	79.00	CONNOR, JOSEPH	2/20/2020	R
106847	\$	236.44	CONTINENTAL CLAY CO	2/20/2020	R
106848	\$	2,719.14	CONTINENTAL RESEARCH CORP	2/20/2020	R
106849	\$	905.76	COUNTRY VIDEO BARN	2/20/2020	R
106850	\$	79.00	CURRY, DAVID	2/20/2020	R
106851	\$	49,755.00	DAKOTA TRUCK UNDERWRITERS	2/20/2020	R
106852	\$	12.50	DANIELS, DIANE	2/20/2020	R
106853	\$	20.19	DEJARLAIS, MARILYN	2/20/2020	R

106854	\$	439.34	DELEGARD TOOL OF TEXAS INC	2/20/2020	R
106855	\$	3,875.33	DELLWOOD COUNTRY CLUB	2/20/2020	R
106856	\$	600.00	DETROIT LAKES GOLF	2/20/2020	R
106857	\$	125.00	DITTER, JACK	2/20/2020	R
106858	\$	5,792.07	DIVERSIFIED SNACK DISTRIBUTION	2/20/2020	R
106859	\$	195.20	DOMINOS PIZZA	2/20/2020	R
106860	\$	200.00	DOUGLAS, SANDRA	2/20/2020	R
106861	\$	146.00	DOYLE, GREG	2/20/2020	R
106862	\$	930.00	DREAMBOX LEARNING	2/20/2020	R
106863	\$	193.95	DEFINITIVE TECHNOLOGY SOLUTIONS	2/20/2020	R
106864	\$	12,994.00	DEFINITIVE TECHNOLOGY SOLUTION	2/20/2020	R
106865	\$	230.12	ECKROTH MUSIC	2/20/2020	R
106866	\$	1,350.00	EDUCATIONAL ASSOCIATES, INC.	2/20/2020	R
106867	\$	3,789.48	ELECTRO WATCHMAN INC	2/20/2020	R
106868	\$	90.00	ENGSTROM, MARK	2/20/2020	R
106869	\$	700.99	ENVIROBATE	2/20/2020	R
106870	\$	54.90	ERICKSON, JENNIFER	2/20/2020	R
106871	\$	3,533.33	ETS CONSULTING, LLC	2/20/2020	R
106872	\$	98.00	EVANS, DANIEL	2/20/2020	R
106873	\$	17,471.60	EVERGREEN PRESS	2/20/2020	R
106874	\$	83.65	FELDKAMP, LYNN	2/20/2020	R
106875	\$	80.00	FENWAY INNOVATION CENTER	2/20/2020	R
106876	\$	335.15	FESTIVAL FOODS-KNOWLAN'S	2/20/2020	R
106877	\$	94.40	FINN SISU	2/20/2020	R
106878	\$	798.00	FLAHERTY'S ARDEN BOWL	2/20/2020	R
106879	\$	85.12	FLINN SCIENTIFIC INC	2/20/2020	R
106880	\$	52.24	FOLLMER, MELONY	2/20/2020	R
106881	\$	440.00	FAIRVIEW SPORTS & ORTHOPEDIC CARE	2/20/2020	R
106882	\$	1,072.48	GALLAGHERS NORTHWESTERN TIRE CO INC	2/20/2020	R
106883	\$	158.00	GALLAGHER, MATTHEW	2/20/2020	R
106884	\$	255.27	GARDEN OF HOPE MONTESSORI	2/20/2020	R
106885	\$	79.00	GARDNER, TRAVIS	2/20/2020	R
106886	\$	1,028.80	GOLDCOM INC	2/20/2020	R
106887	\$	30,000.00	GOOD NEWS TOUR & TRAVEL	2/20/2020	R
106888	\$	76.95	GOPHER STATE ONE CALL	2/20/2020	R
106889	\$	400.33	GREAT RIVER OFFICE PRODUCTS	2/20/2020	R
106890	\$	334.85	GREATAMERICA FINANCIAL SERVICES	2/20/2020	R
106891	\$	44.00	GROTH MUSIC CO	2/20/2020	R
106892	\$	83.94	HAAS MUSICAL INSTRUMENT REPAIR	2/20/2020	R
106893	\$	36,382.00	HALO TRANSPORTATION	2/20/2020	R
106894	\$	3,960.55	HEALTHPARTNERS	2/20/2020	R
106895	\$	550.00	HEARTCERTCPR	2/20/2020	R
106896	\$	11.92	HEINEMANN	2/20/2020	R
106897	\$	153.79	HERC-U-LIFT	2/20/2020	R
106898	\$	63.00	HISDAHL INC	2/20/2020	R
106899	\$	270.00	HOBART SERVICE	2/20/2020	R
106900	\$	2,386.25	HOENIGSCHMIDT, KAYLEA	2/20/2020	R

106901	\$	79.00	HOERNING, CODY	2/20/2020	R
106903	\$	842.25	HOGLUND BUS AND TRUCK CO	2/20/2020	R
106904	\$	116.00	HOLMAN, GREGG	2/20/2020	R
106905	\$	98.00	HOOKE, RAYNARD	2/20/2020	R
106906	\$	200.00	HUDSON HIGH SCHOOL	2/20/2020	R
106909	\$	137,581.05	IFD	2/20/2020	R
106910	\$	440.57	INNOVATIVE OFFICE SOLUTIONS	2/20/2020	R
106911	\$	320.00	INTERMIX BEVERAGE	2/20/2020	R
106912	\$	94.00	ISACKSON-ROD, NEVAEH	2/20/2020	R
106913	\$	3,685.38	ISD #622 NO ST PAUL/MAPLEWOOD	2/20/2020	R
106914	\$	240.00	IXL LEARNING	2/20/2020	R
106915	\$	176.00	JACKSON, ERIC	2/20/2020	R
106916	\$	2,070.00	JAYTECH INC	2/20/2020	R
106917	\$	903.00	JOHNSON, KATHY	2/20/2020	R
106918	\$	154.49	JW PEPPER & SON INC	2/20/2020	R
106919	\$	15.30	KAISER, PHYLLIS	2/20/2020	R
106920	\$	158.00	KARNAS, MIKE	2/20/2020	R
106921	\$	18,393.68	KATH FUEL OIL SERVICE CO	2/20/2020	R
106922	\$	98.00	KATZMARK, WILLIAM	2/20/2020	R
106923	\$	116.00	KAUFMAN, MICHAEL	2/20/2020	R
106924	\$	2,000.00	KELLERMANS EVENT CENTER	2/20/2020	R
106925	\$	268.00	KEYSTONE INTERPRETING SOLUTIONS	2/20/2020	R
106926	\$	89.60	KIMBALL MIDWEST	2/20/2020	R
106927	\$	90.00	KLAREN, LLOYD	2/20/2020	R
106928	\$	176.00	KNOBLE, PETE	2/20/2020	R
106929	\$	146.00	KOEMPTGEN, CODY	2/20/2020	R
106930	\$	57.80	KOREEN, GLORIA	2/20/2020	R
106932	\$	15,949.68	KRAFT CONTRACTING & MECHANICAL	2/20/2020	R
106933	\$	309.53	KULLY SUPPLY COMPANY	2/20/2020	R
106934	\$	343.50	LAKESHORE LEARNING MATERIALS	2/20/2020	R
106935	\$	26.44	LANGUAGE LINE SERVICES	2/20/2020	R
106936	\$	188.55	LEARNING OPPORTUNITIES INC	2/20/2020	R
106937	\$	268.00	LEARNING FORWARD	2/20/2020	R
106938	\$	109.95	LEARNING A-Z	2/20/2020	R
106939	\$	1,354.50	LECLAIRE, BARBARA	2/20/2020	R
106940	\$	220.00	LENGEMANN, NICOLE	2/20/2020	R
106941	\$	75.00	LENZ, KELLY	2/20/2020	R
106942	\$	2,895.55	THE LEUKEMIA & LYMPHOMA SOCIETY	2/20/2020	S
106943	\$	1,684.92	THE LEUKEMIA & LYMPHOMA SOCIETY	2/20/2020	S
106944	\$	1,296.00	LIBERTY CLASSICAL ACADEMY	2/20/2020	R
106945	\$	615.00	LIGHT SWITCH	2/20/2020	R
106946	\$	91.99	LITERARY RESOURCES, LLC	2/20/2020	R
106947	\$	249.09	L T G POWER EQUIPMENT	2/20/2020	R
106948	\$	31.45	LUNDGREN, JOANNE	2/20/2020	R
106949	\$	300.00	LUTHERAN SOCIAL SERVICE/FGP	2/20/2020	R
106950	\$	320.00	MN ASSOC OF ALTERNATIVE PROGRAMS	2/20/2020	R
106951	\$	37.40	MAC RUNNEL, MINDY	2/20/2020	R

106952	\$	1,858.59	MACKIN EDUCATIONAL RESOURCES	2/20/2020	R
106953	\$	20,783.90	MACPHAIL CENTER FOR MUSIC	2/20/2020	R
106954	\$	38,764.28	MADISON NATIONAL LIFE	2/20/2020	R
106955	\$	62.00	MALLEY, DAVID	2/20/2020	R
106956	\$	150.00	MALONEY, JESSE	2/20/2020	R
106957	\$	1,175.92	MARCO, INC	2/20/2020	R
106958	\$	158.00	MAUER, BRIAN	2/20/2020	R
106959	\$	2,115.25	MCDONOUGH'S WATERJETTING AND	2/20/2020	R
106960	\$	62.00	MCNERTNEY, HOWARD	2/20/2020	R
106961	\$	17.99	MEDTOX LABORATORIES	2/20/2020	R
106962	\$	12,877.48	METRO DEAF SCHOOL	2/20/2020	R
106963	\$	5,406.00	METRO MEALS ON WHEELS INC	2/20/2020	R
106964	\$	2,085.70	METRO SOUND AND LIGHTING	2/20/2020	R
106965	\$	613.00	MHS	2/20/2020	R
106966	\$	2,072.60	MID CITY SERVICES - INDUSTRIAL LAUNDRY	2/20/2020	R
106967	\$	69.50	MILLIGAN, THERESA	2/20/2020	R
106968	\$	10,350.00	MLA	2/20/2020	R
106969	\$	450.00	MN APPRAISAL SERVICES, INC.	2/20/2020	R
106970	\$	18.00	MN GAME & FISH	2/20/2020	R
106971	\$	526.00	MN ZOO	2/20/2020	R
106972	\$	177.19	MUSIC THEATER INTL	2/20/2020	R
106973	\$	35.70	NAPA AUTO PARTS	2/20/2020	R
106974	\$	64.00	NASCO	2/20/2020	R
106975	\$	696.00	NASP INC	2/20/2020	R
106976	\$	163.00	NELSON, RICK	2/20/2020	R
106977	\$	85.03	NEOFUNDS BY NEOPOST	2/20/2020	R
106978	\$	146.00	NEUBECK, TRAVIS	2/20/2020	R
106979	\$	40.00	NEW PRAGUE ARCHERY CLUB	2/20/2020	R
106980	\$	299.50	NORCOSTCO	2/20/2020	R
106982	\$	1,277.70	NORTH CENTRAL BLUE BIRD BUS SALES	2/20/2020	R
106983	\$	144,947.95	NORTHEAST METRO INTERMEDIATE DISTRICT 916	2/20/2020	R
106984	\$	14.45	O'NEIL, LOIS	2/20/2020	R
106985	\$	81.71	O'REILLY AUTOMOTIVE INC	2/20/2020	R
106986	\$	82.99	OFFICE DEPOT	2/20/2020	R
106987	\$	14.45	OLSON, SUZANNE	2/20/2020	R
106988	\$	650.00	OPEN WORLDARCHERY	2/20/2020	R
106989	\$	864.00	ORDWAY CENTER FOR PERFORMING	2/20/2020	R
106990	\$	360.00	PAI	2/20/2020	R
106991	\$	1,529.48	PAR INC	2/20/2020	R
106992	\$	219.97	PESI	2/20/2020	R
106993	\$	1,155.85	PETERSON BROS ROOFING & CONST	2/20/2020	R
106994	\$	189.00	PICTURE THAT!	2/20/2020	R
106995	\$	189.26	POLAR CHEVROLET MAZDA	2/20/2020	R
106996	\$	597.00	PONCE TRAINED WRESTLING	2/20/2020	R
106997	\$	35.01	PRAXAIR DISTRIBUTION INC	2/20/2020	R
106998	\$	282.67	PROFESSIONAL WIRELESS COMM	2/20/2020	R
106999	\$	37.50	R & R SPECIALTIES INC	2/20/2020	R

107000	\$	25.00	RAMSEY COUNTY MASTER GARDENERS	2/20/2020	R
107001	\$	374.00	RATWIK ROSZAK & MALONEY PA	2/20/2020	R
107002	\$	140.00	REGION 4AA	2/20/2020	R
107003	\$	21,902.40	REHBEIN TRANSIT CO	2/20/2020	R
107004	\$	480.00	REMINDERBAND INC	2/20/2020	R
107005	\$	498.00	REV.COM	2/20/2020	R
107006	\$	384.00	REVOLUTION SPORTING GOODS	2/20/2020	R
107007	\$	223.76	RIVERSIDE INSIGHT	2/20/2020	R
107008	\$	79.00	ROCK, KEITH	2/20/2020	R
107009	\$	505.00	ROE, ERIN	2/20/2020	R
107010	\$	51.00	ROETTGER, DEBRA	2/20/2020	R
107011	\$	47.50	ROETTGER, DORIS	2/20/2020	R
107012	\$	990.00	ROLLERBLADE SKATE IN SCHOOL	2/20/2020	R
107013	\$	24,200.00	ROOF SPEC INC	2/20/2020	R
107014	\$	60.00	SAGDALEN, REBEKAH	2/20/2020	R
107015	\$	2,940.00	SAMACO SUPPLY	2/20/2020	R
107016	\$	94.00	SAMUELSON, SUSAN	2/20/2020	R
107017	\$	175.69	SCANTRON SERVICE GROUP	2/20/2020	R
107018	\$	94.00	SCHMIDT, AMY	2/20/2020	R
107019	\$	3,680.00	SCHOOL CHECK IN	2/20/2020	R
107020	\$	376.96	SCHOOL FIX CATALOG	2/20/2020	R
107021	\$	924.00	SCOTT ELECTRIC	2/20/2020	R
107022	\$	624.00	SCPA NASP ARCHERY TOURNAMENT	2/20/2020	R
107023	\$	160.00	SEEVER, GRAY	2/20/2020	R
107024	\$	1,750.00	SERENDIPITY ART AND DESIGN SERV	2/20/2020	R
107025	\$	758.00	SEW EASY DESIGNS	2/20/2020	R
107026	\$	406.89	SHRED-IT USA - MINNEAPOLIS	2/20/2020	R
107027	\$	98.00	SINDBERG, JACOB	2/20/2020	R
107028	\$	792.00	SKOW, KAREN	2/20/2020	R
107029	\$	538.00	SOURCEWELL TECHNOLOGY	2/20/2020	R
107030	\$	5,092.16	SOUTHWEST METRO EDUC COOP	2/20/2020	R
107031	\$	1,034.00	ST PAUL PARKS AND RECREATION	2/20/2020	R
107037	\$	3,369.66	STAPLES ADVANTAGE	2/20/2020	R
107038	\$	270.00	STARFALL EDUC FOUNDATION	2/20/2020	R
107039	\$	569.91	STATE SUPPLY CO	2/20/2020	R
107040	\$	236.23	STATE CHEMICAL MANUF CO	2/20/2020	R
107041	\$	23.28	STEINER, EILEEN	2/20/2020	R
107042	\$	30,104.25	STRATEGIC STAFFING SOLUTIONS	2/20/2020	R
107043	\$	163.00	STUMPF, DANIEL	2/20/2020	R
107044	\$	1,002.00	SUBURBAN EAST CONFERENCE	2/20/2020	R
107045	\$	3,265.88	SUMMIT COMPANIES	2/20/2020	R
107046	\$	67.10	SWANTEK, RENEE	2/20/2020	R
107047	\$	65.92	SYNCHRONY BANK	2/20/2020	R
107048	\$	1,551.40	SYNOVIA SOLUTIONS	2/20/2020	R
107049	\$	9,289.59	SYSCO OF WESTERN MN	2/20/2020	R
107050	\$	1,100.00	TAMARACK NATURE CENTER	2/20/2020	R
107051	\$	38.04	TEACHER SYNERGY LLC	2/20/2020	R

107052	\$	99.00	TOBII DYNAVON	2/20/2020	R
107053	\$	269.74	TODAYS CLASSROOM LLC	2/20/2020	R
107054	\$	550.00	TOWN AND COUNTRY APPRAISAL NETWORK	2/20/2020	R
107055	\$	1,902.00	TRADE PRESS INC	2/20/2020	R
107056	\$	286.16	TRAN, TAMARA	2/20/2020	R
107057	\$	43,612.29	TREASURED TRANSPORTATION	2/20/2020	R
107060	\$	3,396.28	TRIO SUPPLY COMPANY	2/20/2020	R
107061	\$	100.00	TUSA, COLLEEN	2/20/2020	R
107062	\$	589.69	TWIN CITY HARDWARE	2/20/2020	R
107063	\$	45,427.99	TWIN CITY TRANSPORTATION INC	2/20/2020	R
107064	\$	375.83	US FOODS CULINARY EQUIP & SUPPLIES	2/20/2020	R
107065	\$	1,748.00	USIC LOCATING SERVICES, LLC	2/20/2020	R
107066	\$	624.00	VAIL RESORTS MANAGEMENT CO., INC.	2/20/2020	R
107067	\$	176.00	VANDERVEREN, BRADLEY	2/20/2020	R
107068	\$	129.95	WALTERS REBUILDERS	2/20/2020	R
107069	\$	125.00	WHITE BEAR LOCKSMITH INC	2/20/2020	R
107071	\$	7,203.51	WHITE BEAR LAKE (CITY OF)	2/20/2020	R
107072	\$	2,195.75	WHITE BEAR LAKE (CITY OF)	2/20/2020	R
107073	\$	20.50	WHITE BEAR LAKE (CITY OF)	2/20/2020	S
107074	\$	625.00	WHITE BEAR LAKE SPORTS CENTER	2/20/2020	R
107075	\$	8,206.00	WENGER CORP	2/20/2020	R
107076	\$	1,979.00	WEVIDEO, INC.	2/20/2020	R
107077	\$	90.00	WHISLER, ERIC	2/20/2020	R
107078	\$	578.40	WILLCOXON, PETER SR	2/20/2020	R
107079	\$	4,126.36	WINDSTREAM	2/20/2020	R
107080	\$	269.00	WINNICK SUPPLY	2/20/2020	R
107081	\$	118,215.05	WOLD ARCHITECTS AND ENGINEERS	2/20/2020	R
107082	\$	390.00	WOODBURY HIGH SCHOOL	2/20/2020	R
107083	\$	94.00	WOODRICH, WARD III	2/20/2020	R
107084	\$	3,095.00	WORLD'S FINEST CHOCOLATE INC	2/20/2020	R
107085	\$	70,512.79	XCEL ENERGY	2/20/2020	S
107086	\$	86,759.70	XCEL ENERGY	2/20/2020	S
107088	\$	22,114.15	BEVSO	2/21/2020	R
107089	\$	638.84	CUB FOODS OF WHITE BEAR TWSHP	2/21/2020	R
107090	\$	293.59	GURSTEL CHARGO ATTORNEYS AT LAW	2/21/2020	R
107091	\$	289.82	MESSERLI & KRAMER PA	2/21/2020	R
107092	\$	237.18	SOCIAL SECURITY ADMINISTRATION	2/21/2020	R
107093	\$	121.00	GREATER TWIN CITIES UNITED WAY	2/21/2020	R
107094	\$	1,204.50	IUOE LOCAL 70	2/21/2020	R
107095	\$	7,047.42	SCHOOL SERVICE EMPLOYEES	2/21/2020	R
107096	\$	218.87	US DEPT OF EDUCATION	2/21/2020	R
107097	\$	629.00	WBLA EDUCATIONAL FOUNDATION	2/21/2020	R
192000728	\$	65.00	ANDERSON, JON	2/6/2020	A
192000729	\$	471.10	ANDERSON, MARGARET	2/6/2020	A
192000730	\$	82.54	ATKINS, SARAH	2/6/2020	A
192000731	\$	65.00	BEACH, RODNEY	2/6/2020	A
192000732	\$	86.68	BECKER, JILL	2/6/2020	A

192000733	\$	18.27	BOEKE, ALISON	2/6/2020	A
192000734	\$	94.95	BRUSKI, JERRILYN	2/6/2020	A
192000735	\$	50.00	BUTTERS-LEVAHN, REBECCA	2/6/2020	A
192000736	\$	68.00	DEFOREST, TIANA	2/6/2020	A
192000737	\$	20.00	DENUCCI, KRISTINA	2/6/2020	A
192000738	\$	414.81	DONAHOE, TRACI	2/6/2020	A
192000739	\$	148.16	EGEMO, PATRICIA	2/6/2020	A
192000740	\$	65.00	ENGSTRAN, PAUL	2/6/2020	A
192000741	\$	416.24	FERNANDEZ, KEVIN	2/6/2020	A
192000742	\$	19.43	FILIPEK, KAREN A	2/6/2020	A
192000743	\$	24.91	FINKE, CARLA	2/6/2020	A
192000744	\$	10.00	FLEMING, MARY	2/6/2020	A
192000745	\$	158.88	FROST, MEGAN	2/6/2020	A
192000746	\$	23.00	FULTON, JULIE	2/6/2020	A
192000747	\$	107.78	GARCIA, RACHEL	2/6/2020	A
192000748	\$	10.00	GRAMBUSH, TINA	2/6/2020	A
192000749	\$	65.24	HANNIGAN, TAMMIE	2/6/2020	A
192000750	\$	8.05	HOEG, SCOTT	2/6/2020	A
192000751	\$	67.28	HOLMAN, DUSTIN	2/6/2020	A
192000752	\$	200.21	HORAZDOVSKY, LEILA	2/6/2020	A
192000753	\$	48.44	JOHNSON, KIRK	2/6/2020	A
192000754	\$	580.29	KAZMIERCZAK, WAYNE	2/6/2020	A
192000755	\$	18.87	KRAMLINGER, TRACEY	2/6/2020	A
192000756	\$	112.85	LANDBY, MARGARET	2/6/2020	A
192000757	\$	36.56	LILLIE, KRISTEN	2/6/2020	A
192000758	\$	113.54	LUNDBLAD, ANGELA	2/6/2020	A
192000759	\$	35.75	MARKUSON, RACHAEL	2/6/2020	A
192000760	\$	120.00	MAURER, TIMOTHY	2/6/2020	A
192000761	\$	35.99	MELDE, REBECCA	2/6/2020	A
192000762	\$	82.29	MIRON, ARIANA	2/6/2020	A
192000763	\$	195.00	MONS, MATTHEW	2/6/2020	A
192000764	\$	51.84	MOORE, JENNIFER	2/6/2020	A
192000765	\$	504.26	MORRIS, BRIAN	2/6/2020	A
192000766	\$	64.69	MOSSER, LORI	2/6/2020	A
192000767	\$	40.79	MULLEN, NANCY	2/6/2020	A
192000768	\$	14.72	ORBELL, KELLI	2/6/2020	A
192000769	\$	213.54	OTTAVIANI, AMY	2/6/2020	A
192000770	\$	160.14	PAUL, SARA	2/6/2020	A
192000771	\$	120.35	RAU, EMILY	2/6/2020	A
192000772	\$	900.00	RIEBOW, MATTHEW	2/6/2020	A
192000773	\$	406.99	ROESER, DANIEL	2/6/2020	A
192000774	\$	115.55	ROSSITER, DANIEL	2/6/2020	A
192000775	\$	1,354.56	SCHMIDT, DANIEL	2/6/2020	A
192000776	\$	404.84	SCHMID, NICOLE	2/6/2020	A
192000777	\$	10.00	SELBY, MARY	2/6/2020	A
192000778	\$	47.98	SKOGEN, MATTHEW	2/6/2020	A
192000779	\$	24.36	STRAND, TROY	2/6/2020	A

192000780	\$	487.80	STREIFF OJI, CHRISTINA	2/6/2020	A
192000781	\$	95.48	SUOJA, WENDY	2/6/2020	A
192000782	\$	778.90	SVIR, SARA	2/6/2020	A
192000783	\$	269.70	VAIL, ANNE	2/6/2020	A
192000784	\$	50.00	WAGNER, JEFFREY	2/6/2020	A
192000785	\$	46.58	ANDERSON, MELISSA	2/20/2020	A
192000786	\$	390.00	BARTH, CARRIE	2/20/2020	A
192000787	\$	344.05	BATENHORST, LYNSEY	2/20/2020	A
192000788	\$	49.90	BUTTERS-LEVAHN, REBECCA	2/20/2020	A
192000789	\$	421.46	CARLINSCHAUER, KYLE	2/20/2020	A
192000790	\$	101.78	DEEN, DENISE	2/20/2020	A
192000791	\$	139.79	DEFOREST, TIANA	2/20/2020	A
192000792	\$	953.71	DERBY, SARA	2/20/2020	A
192000793	\$	55.60	DONAHOE, TRACI	2/20/2020	A
192000794	\$	160.79	DRANGE, ANGELA	2/20/2020	A
192000795	\$	125.87	ELLISON, JESSICA	2/20/2020	A
192000796	\$	52.90	FULTON, JULIE	2/20/2020	A
192000797	\$	91.43	GALYON, AMY	2/20/2020	A
192000798	\$	64.00	GROSSMAN, THOMAS	2/20/2020	A
192000799	\$	27.90	HARDACRE, CALEB	2/20/2020	A
192000800	\$	232.83	HOEG, SCOTT	2/20/2020	A
192000801	\$	90.88	HUBBARD, MICHELLE	2/20/2020	A
192000802	\$	379.00	HUFFMAN, NATALIE	2/20/2020	A
192000803	\$	29.99	JOHNSEN, RUTH	2/20/2020	A
192000804	\$	49.99	JOYCE, DEBORAH	2/20/2020	A
192000805	\$	80.50	KAZMIERCZAK, CLARE	2/20/2020	A
192000806	\$	92.57	KAZMIERCZAK, WAYNE	2/20/2020	A
192000807	\$	41.40	KENTFIELD, KELLY	2/20/2020	A
192000808	\$	150.91	KLECKER, KEVIN	2/20/2020	A
192000809	\$	168.67	LANGER, CARLY	2/20/2020	A
192000810	\$	138.60	LEHN, BRIDGET	2/20/2020	A
192000811	\$	100.38	LI, MICHELLE	2/20/2020	A
192000812	\$	55.92	MALONEY, JESSE	2/20/2020	A
192000813	\$	36.80	MANLEY, KATHLEEN	2/20/2020	A
192000814	\$	18.96	MARTINSON, KARA	2/20/2020	A
192000815	\$	78.43	MCGARTHWAITE, MICHAEL	2/20/2020	A
192000816	\$	215.38	MILES, MARY	2/20/2020	A
192000817	\$	288.95	MISGEN, MARK	2/20/2020	A
192000818	\$	193.85	MOSSER, LORI	2/20/2020	A
192000819	\$	25.67	MULLEN, NANCY	2/20/2020	A
192000820	\$	349.72	MUNDELL, GERALD	2/20/2020	A
192000821	\$	133.40	NACHTSHEIM, JOHN	2/20/2020	A
192000822	\$	176.34	NASVIK, CRAIG	2/20/2020	A
192000823	\$	222.98	OGNE, TAYLOR	2/20/2020	A
192000824	\$	364.94	OLSON, ABIGAYIL	2/20/2020	A
192000825	\$	279.00	OROURKE, JULIE	2/20/2020	A
192000826	\$	124.41	PAUL, SARA	2/20/2020	A

192000827	\$	262.89	PINNOW, PAIGE	2/20/2020	A
192000828	\$	83.72	RIVERS, KELLY	2/20/2020	A
192000829	\$	17.99	ROBINSON, KATHRYN	2/20/2020	A
192000830	\$	212.54	RYAN, DENISE	2/20/2020	A
192000831	\$	284.99	RYAN, SUSAN	2/20/2020	A
192000832	\$	30.74	SCHUEBEL, ANGELA	2/20/2020	A
192000833	\$	112.80	SIMMONS, CARRIE	2/20/2020	A
192000834	\$	5.58	STEADLAND, KEITH	2/20/2020	A
192000835	\$	26.31	STOFFEL, JAMES	2/20/2020	A
192000836	\$	5.22	TATRO, KRISTEN	2/20/2020	A
192000837	\$	83.80	TOLONEN, CLAY	2/20/2020	A
192000838	\$	516.22	TROSKE, CARRIE	2/20/2020	A
192000839	\$	279.00	VAIL, ANNE	2/20/2020	A
192000840	\$	680.39	VAN AKKEREN, AMY	2/20/2020	A
192000841	\$	1,000.00	WALD, TIMOTHY	2/20/2020	A
192000842	\$	57.30	XU, HUI	2/20/2020	A
	\$	1,931,463.31			

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 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

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

Donation	Donor	Recipient
\$100 for unpaid lunch accounts at Central Middle School	Christina Nguyen	Central Middle School
\$100 for School Grounds Coffee Shop	Scott and Colleen Louder	White Bear Lake Area High School – South Campus
\$500 for Gymnastics Team	Woody’s Rebar Co, Inc.	White Bear Lake Area High School – South Campus
\$189	Jennifer Kohnen Employer match by US Bank	White Bear Lake Area School District
\$350 Amazon Gift Card	Lice Project	Otter Lake Elementary School
43 Thesauruses for 5 th grade students	White Bear Lake Lions Club	Birch Lake Elementary School
105 Thesauruses for 5 th grade students 75 Dictionaries for 3 rd grade students	White Bear Lake Lions Club	Otter Lake Elementary School
175 Dictionaries for 3 rd grade students 175 Thesauruses for 5 th grade students	White Bear Lake Lions Club	Oneka Elementary School
\$935 for Trap and Skeet Club Money for Scholarships	Bald Eagle Sportsmen’s Association	White Bear Lake Area High School – South Campus
\$2,000 for School Grounds Coffee Shop	The Slpka Foundation – Leadership/3M-Open	White Bear Lake Area High School – South Campus
\$49.50	Anonymous	White Bear Lake Area School District
\$49.50	Anonymous	White Bear Lake Area School District
\$100 for Black Excellence Showcase	White Bear Area Chamber of Commerce	White Bear Lake Area High School – South Campus

RECOMMENDED ACTION: Approve

AGENDA ITEM: **Field Trip Request**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Consent Agenda**
CONTACT PERSON(S): **Sara Paul, Assistant Superintendent**

BACKGROUND:

School Board Policy #610 – Field Trips requires School Board approval of any overnight field trip. The following field trips are being presented by the administration to the School Board for approval.

Date of Trip and Destination	Requesting Staff Member	Grade/ Team	Number of School Days Missed	Number of Students Attending	Total Cost per Student and Source of Revenue	Means of Transportation	Purpose of Field Trip
March 26 – 28, 2020	Craig Nasvik	Boys' Golf	1 day	14	\$130 per golfer Parents and fundraiser	School vans	Team building trip to Tournament of Iowa. CC
April 21 – 23, 2020 Sheboygan, WI	Craig Nasvik	Boys' Golf	2 days	6	\$120 per golfer Parents and fundraiser	School van	To compete in a great tournament of WI and MN schools at Whistling Straits.
May 7 - 9, 2020 Webster City, Iowa – Briggs Woods Golf Course and Campground	Sue Ryan	Girls' Golf	1 day	12 students 2 coaches 1 parent	\$40 per student (there is a possibility of \$0 based on fundraising) Total cost of trip: \$2,500, which includes cabin for two nights, meals, green fees, activity.	1 school van 1 coach vehicle 1 parent vehicle	Team building, social Interaction skills, and competitive golf in a rewarding social atmosphere.

Date of Trip and Destination	Requesting Staff Member	Grade/ Team	Number of School Days Missed	Number of Students Attending	Total Cost per Student and Source of Revenue	Means of Transportation	Purpose of Field Trip
May 7 – 9, 2020 Detroit Lakes	Craig Nasvik	Boys' Golf	1 day	12 students	\$120 per student (fundraising and parents)	2 school vans	To compete on a good golf course with strong competition.
April 18-20, 2020 MASC State Leadership Convention Sartell, MN	Joshua Lane, Stephanie Kerbage & Alli McCann	Student Council	1 day	10	\$65 per student Total cost of trip - \$2,600 Sources of Revenue: Student Council budget (North and South) and contributions.	Self-transport (students or parents drive)	To develop student leadership and provide opportunities for collaboration and networking at state-wide level.

RECOMMENDED ACTION: The administration recommends the School Board to approve these field trips.

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/NON-RENEWAL– CLASSIFIED STAFF

STEVEN HENRY– Pupil Support Assistant, Sunrise Park Middle School

Employed by District 624 since 11/04/2019

Effective Date: 03/04/2020

MARK PLASTER– Custodian, Area Learning Center

Employed by District 624 since 08/23/1988

Effective Date: 02/27/2020

KATHERINE RALEIGH– Pupil Support Assistant, TEC at Gillette Children’s Hospital

Employed by District 624 since 02/17/2015

Effective Date: 01/16/2020

RESIGNATION/TERMINATION/NON-RENEWAL– NON-AFFILIATED

KATHRYN ANDERSEN– Early Childhood coordinator, Normandy Park Education Center

Employed by District 624 since 07/18/2016

Effective Date: 03/20/2020

RETIREMENT– CLASSIFIED STAFF

RHONDA AYD– Behavior Management Para, Birch Lake Elementary

Employed by District 624 since 09/01/1999

Effective Date: 06/05/2020

CHRISTINE BROECKER– Nurse Para, WBLAHS – South Campus

Employed by District 624 since 03/14/2006

Effective Date: 06/05/2020

MARY KASS– Pupil Support Assistant, Central Middle School

Employed by District 624 since 09/06/2011

Effective Date: 06/05/2020

JOHN LOHMANN– Head Custodial Engineer, WBLAHS – South Campus

Employed by District 624 since 02/11/2002

Effective Date: 05/31/2020

LINDA ST. MARTIN– Paraeducator, Central Middle School

Employed by District 624 since 01/02/2002

Effective Date: 06/05/2020

MARYCLARE THILL– Paraeducator, Hugo Elementary
Employed by District 624 since 09/07/2000
Effective Date: 05/29/2020

CHANGE IN ASSIGNMENT – CLASSIFIED STAFF
--

JACLYN ERHARDT – From Student Supervisor, WBLAHS – North Campus
To Admin. Assistant Associate Principal and Attendance
\$19.45 per hr., 40 hrs. per week, \$12,914.79
Effective Date: 02/03/2020

JENNIFER GRISER – From Pupil Support Assistant, 32.5 hrs. per week, WBLAHS – North Campus
To Student Supervisor, 40.0 hrs. per week
Effective Date: 02/11/2020

MICHAEL NAGLE – From Part-Time Bus Driver, 28.75 hrs. per week, Bus Garage
To Full-Time Bus Driver, 31.0 hrs. per week
Effective Date: 01/06/2020

LAURA POORE – Assistant Program Leader, Lakeaires Elementary & Sunrise Park Middle School
From 28.75 hrs. per week to 37.0 hrs. per week
Effective Date: 02/06/2020

KELLY RIVERS – From Admin. Assist. Attend./Assoc. Principal, WBLAHS – North Campus
To Admin. Assist. Assist. Principal/Scheduling
Effective Date: 01/13/2020

FULL TIME LEAVE OF ABSENCE – CERTIFIED STAFF

HEIDI LILLA– Grade 5 Teacher, Matoska Elementary
Employed by District 624 since 08/24/2015
Effective Date: 02/18/2020 through 05/08/2020

BRITTANY MORELL– Special Education Teacher, Willow Lane Elementary
Employed by District 624 since 08/19/2019
Effective Date: 01/06/2020 through 02/28/2020

SARAH TREANOR– Grade 5 Teacher, Matoska Elementary
Employed by District 624 since 08/23/2007
Effective Date: 02/03/2020 through 04/22/2020

NEW PERSONNEL – CLASSIFIED STAFF

CODY BRAEGER– Pupil Support Assistant, Sunrise Park Middle School
\$19.15 per hr., 32.5 hrs., per week, \$8,588.77
Effective Date: 02/24/2020

IAN CARR– Pupil Support Assistant, WBLAHS – North Campus
\$19.15 per hr., 32.5 hrs., per week, \$7,966.40
Effective Date: 03/02/2020

NANCY CHRISTENSON– Nutrition Services Assistant, Central Middle School
\$15.39 per hr., 18.75 hrs. per week, \$4,790.13
Effective Date: 02/03/2020

JOHN DOUGAN – Pupil Support Assistant, WBLAHS – North Campus
\$19.15 per hr., 32.5 hrs. per week, \$7,966.40
Effective Date: 03/02/2020

FREDDIE PERTEET-BECKER – Pupil Support Assistant, Willow Lane Elementary
\$19.15 per hr., 32.5 hrs. per week, \$8,837.72
Effective Date: 02/20/2020

LAUREN PETERS – Program Assistant Leader, Lincoln Elementary
\$13.98 per hr., 16.25 hrs. per week, \$5,315.89
Effective Date: 01/21/2020

KAILEE SNYDER – Program Assistant Leader & BEAR Fundamentals Assistant, Hugo, Lincoln,
& Vadnais Heights Elementary
\$13.98 per hr., 26.5 hrs. per week, \$7,113.05
Effective Date: 02/18/2020

TERRY TOSKEY– Nutrition Services Assistant, District Wide Float
\$15.39 per hr., 15.0 hrs. per week, \$4,339.98
Effective Date: 01/13/2020

NEW PERSONNEL – NON-AFFILIATED

KRISTEN JOHNSON – Assist. Director of Student Support Services, District Center
\$43,593.67 (Prorated on \$119,309.00)
Effective Date: 02/19/2020

LONG TERM SUBSTITUTE – CLASSIFIED STAFF
--

IAN CARR– Pupil Support Assistant, WBLAHS – North Campus
\$19.15 per hr., 32.5 hrs., per week, \$2,116.07
Effective Date: 02/06/2020 through 03/02/2020

JAZMIN GONZALEZ– Instructional Assistant, Willow Lane Elementary
\$18.70 per hr., 32.5 hrs., per week, \$7,779.20
Effective Date: 02/26/2020 through 05/31/2020

KATHLEEN HAAPALA– Nutrition Services Assistant, Matoska Elementary
\$15.39 per hr., 18.75 hrs., per week, \$3,982.16
Effective Date: 02/24/2020 through 06/05/2020

JESSE REYNOLDS– Student Supervisor, WBLAHS – North Campus
\$19.15 per hr., 22.5 hrs., per week, \$6,985.92
Effective Date: 02/12/2020 through 06/05/2020

LONG TERM SUBSTITUTE – CERTIFIED STAFF

JAYSA DERMODY – .5 FTE Intervention Teacher, Otter Lake Elementary
MA, Step 1, \$7,668.99
Effective Date: 01/28/2020 through 04/24/2020

KAREN POPPA – Grade 5 Teacher, Matoska Elementary
MA, Step 1, \$14,074.29
Effective Date: 02/18/2020 through 005/08/2020

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: **Introduction of International Exchange Students**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

Each year, high schools across Minnesota host nearly 700 international exchange students. Exchange students are permitted to study for a period of one year, must be vetted and hosted by an exchange program approved by the Minnesota Secretary of State, and can participate for one school year.

White Bear Lake Area High School has hosted inbound students for many years and supports students who wish to exchange outbound through sponsoring exchange students. The high school community benefits from the presence of international students as they add global perspective and insights to classroom discussions that leads to increased global perspective.

Tonight, the board will be introduced to the current inbound students and an outbound student for 2020-2021 school year.

AGENDA ITEM: **Spring and Summer Youth Enrichment Opportunities**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Maurer, Director of Community Services and Recreation**

BACKGROUND:

Each year the Community Services & Recreation Department continues to offer opportunities for our students and community to stay engaged throughout the summer months. Tim Maurer will share an overview of our new Youth Summer Catalog as well as our upcoming Spring/Summer Adult Catalog to highlight where students, parents and community can search and find classes, activities, camps, and events that meet their interests.

AGENDA ITEM: **Superintendent's Report**
MEETING DATE: **March 2, 2020**
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: **Policy 101, Legal Status of the School District**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 101, Legal Status of the School District, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There are no recommended changes by the Policy Committee, Cabinet, or Minnesota School Boards Association.

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

Adopted: November 13, 1995
Revised: January 10, 2005
Revised: October 8, 2012
Revised: April 11, 2016

White Bear Lake Area School Board Policy #101

101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school district's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the counties in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds
 - 1. The school district, through its School Board, has authority to raise funds for the operation and maintenance of its schools, and authority to manage and expend such funds, subject to applicable law.

2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other

acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its School Board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: WBLASB Policy 201 (Legal Status of School Board)
WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 606 (Textbooks and Instructional Materials)
WBLASB Policy 705 (Investments)
WBLASB Policy 706 (Acceptance of Gifts)
WBLASB Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

AGENDA ITEM: **Policy 101.1, Name of School District.1**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 101.1, Name of the School District, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There are two recommended changes in section II, capitalize School Board and section III, the name of the school district shall be White Bear Lake Area Schools.

The purpose of this policy is to clarify the name of the school district.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

Adopted: December 10, 2001
Revised: April 11, 2016

White Bear Lake Area School Board Policy #101.1

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is ***Independent School District No. 624***. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the School Board intends to establish a uniform name for the school district.

III. UNIFORM NAME

- A. The name of the school district shall be ~~White Bear Lake Area Public Schools.~~
White Bear Lake Area Schools.
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 624 White Bear Lake Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. §122.02 (Classes, Number)

Cross References:

AGENDA ITEM: **Policy 102, Equal Educational Opportunity**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 102, Equal Educational Opportunities, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. There are no recommended changes.

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

Adopted: November 13, 1995

White Bear Lake Area School Board Policy #102

Revised: December 10, 2001

Revised: April 11, 2016

Revised: July 11, 2016

*Revised: **October 8, 2018***

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual based on any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, and other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the District Human Rights Officer or the Superintendent.

Legal References: Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. § 127.46 (Sexual, Religious, and Racial Harassment and Violence Policy)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References: WBLASB Policy 402 (Disability Nondiscrimination)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Student Sex Nondiscrimination)

AGENDA ITEM: **Policy 103, Complaints – Students, Employees, Parents, Other Persons**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 103, Complaints – Students, Employees, Parents, Other Persons, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The recommended changes are in section II, General Statement of Policy in B.

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that must be used.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

103 COMPLAINTS - STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that must be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or ~~s~~School ~~b~~Board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. If the complaint involves allegations regarding the superintendent, the matter shall promptly be referred to the School Board Chair and Director of Human Resources who shall determine whether an internal or external investigation should be conducted, the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) and other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: WBLASB Policy 206 (Public Participation in School Board Meetings/
Complaints about Persons at School Board Meetings and Privacy
Considerations
WBLASB Policy 403 (Discipline, Suspension and Dismissal of School
District Employees)
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School
Records-Privacy-Access to Data)

AGENDA ITEM: **Policy 524, Electronic Technologies Acceptable Use Policy**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Steve Asper, Director of Technology and Innovation**

BACKGROUND:

School Board Policy 524, Electronic Technologies Acceptable Use Policy, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. This policy requires an annual review. The recommended changes are in sections I - Purpose; section II – Definitions, which is new; section III – General Statement of Policy; section VI – Unacceptable Uses; and section VII – Filter.

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the internet, including electronic communications.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

Adopted: **September 8, 1997**

Revised: February 28, 2000

December 10, 2001

May 9, 2011

January 13, 2014

February 8, 2016

March 5, 2018 – Annual Review

White Bear Lake Area
School Board Policy 524

524 ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the internet, including electronic communications. ~~acceptable and safe use of the Internet and the District's Electronic Technologies. District Electronic Technologies include but are not limited to electronic communications, computers and peripherals, network, printers, phones and the applications they support and/or access.~~

II. DEFINITIONS

A. The term “users” refers to any person using the district’s electronic technologies.

B. The term “internet” refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

C. The term “network” refers to the district’s intranet or servers, which restricts access to authorized users, which may include students, staff, parents, contractors, vendors and volunteers.

D. The term “electronic technologies” refers to, but is not limited to, computers and peripherals, printers, telephones, and the applications they support and/or access.

E. The term “learning management system (LMS)” refers to a software application for the administration, documentation, tracking, reporting and delivery of e-learning education supporting any courses or training programs.

III. GENERAL STATEMENT OF POLICY

In making decisions regarding ~~all users’~~ student and employee access to the school district ~~Electronic Technologies~~ computer system and the internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. The goal in providing these resources is to facilitate resource sharing, innovation and communication and to support the mission of the District in ensuring that

our students develop a love of learning, excel academically, are inspired to realize their dreams and become engaged citizens with a global understanding. The school district expects that faculty will blend thoughtful use of the school district ~~Electronic Technologies~~ computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III.IV. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district electronic technologies, which includes internet access. It is not the purpose of district electronic technologies to provide students and employees with unlimited access to the internet or to create a limited public forum for the discussion of issues. Access to district electronic technologies is limited to educational purposes, which includes use of district electronic technologies for classroom activities, educational research, professional or career development activities, and for school administration. Users are expected to use district electronic technologies to further educational and professional goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV.V. USE OF DISTRICT ELECTRONIC TECHNOLOGIES AND THE INTERNET IS A PRIVILEGE

The use of the district electronic technologies and access to use of the internet is a privilege, not a right. Acceptable use of the district's electronic technologies is the responsibility of the user. The school district has the right to monitor its district electronic technologies and enforce this policy. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district electronic technologies or the internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V.VI. UNACCEPTABLE USES

- A. Users are responsible for anything set on the network with their name or IP address on it. Users shall not engage in any activity that disrupts or hinders the performance of the district's electronic technologies. Specifically, the following uses of the district's electronic technologies are considered unacceptable:
 - 1. Users will not use the district electronic technologies to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are deemed by the district to be inappropriate and/or otherwise harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Personal use of district electronic technologies must be appropriately limited, consistent with provisions in this and other district policies, and shall not interfere with school duties or responsibilities.
3. Users will not use the district electronic technologies to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, use language that is abusive, hostile, demeaning, disrespectful or threatening toward another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
4. Users will not use the district electronic technologies to engage in any illegal act or violate any local, state, or federal statute or law.
5. Users will not use the district electronic technologies to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or district electronic technologies performance by spreading computer viruses or by any other means; will not tamper with, modify, or change the district electronic technologies software, hardware, or wiring or take any action to violate the school district's security system; and will not use the district electronic technologies in such a way as to disrupt the use of district electronic technologies by other users.
6. Users will not district electronic technologies to gain unauthorized access to information resources or to access another person's materials, information, or files without permission.

7. Users will not use the district's electronic technologies to post private information about themselves or another person. This prohibition shall not prevent private information from being posted in the ordinary course of business by school personnel. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, address, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district web pages or communications between employees and other individuals when such communications are made for education-related purposes (e.g., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related web pages may include personal contact information about themselves on a web page. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to,

social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” and “Reddit,” and similar websites or applications.

8. Users will not attempt to gain unauthorized access to district electronic technologies or any other system through district electronic technologies, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the district electronic technologies may not be encrypted without the permission of appropriate school authorities.
 9. Users will not use district electronic technologies to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works on the internet.
 10. Users will not use district electronic technologies for conducting business, for unauthorized commercial purposes, for promotion of political views or social agendas, including political campaigning, or for financial gain unrelated to the mission of the school district. Users will not use district electronic technologies to offer or provide goods or services or for product advertisement. Users will not use district electronic technologies to purchase goods or services for personal use without authorization from the appropriate school district official.
 11. Students in the course of completing assignments, projects, and exams for class, including assignments, projects, and exams involving the use of collaborative and social networking tools on the Internet, are expected to abide by the Electronic Technologies Acceptable Use Policy and policies and procedures regarding student discipline, student code of conduct, bullying prevention, copyright and plagiarism.
- B. Users engaging in the foregoing unacceptable uses of the internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where district electronic technologies is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district electronic technologies and the internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. In certain rare instances, a user may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

~~VI.~~VII. FILTER

- A. With respect to any of its computers with internet access, the school district will monitor the online activities of minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to visual depictions that are obscene, child pornography, violent or harmful to minors:
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D.** Access to chat rooms, discussion boards, school-issued email and other forms of direct electronic communications are limited to applications approved by the district and/or hosted within the district domain for the safety and security of minors.
- D.E.** An administrator, supervisor, or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

- ~~E.~~**F.** The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

~~VII.~~**VIII.** **CONSISTENCY WITH OTHER SCHOOL POLICIES**

- A. Use of the school district electronic technologies and use of the internet shall be consistent with school district policies and the mission of the school district.
- B. Students who are permitted to bring their own electronic devices to school will comply with school-specific guidelines for the use of personal electronic devices in school.

~~VIII.~~**IX.** **NO EXPECTATION OF PRIVACY**

- A. By authorizing use of district electronic technologies, the school district does not relinquish control over materials stored or transmitted on district electronic technologies files. Users should expect no privacy in the contents of files on district electronic technologies.
- B. Routine maintenance and monitoring of district electronic technologies may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and email files. Parents/guardians have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees should be aware that data and other materials in files maintained on the district electronic technologies may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through district electronic technologies.

~~IX.~~ X. ELECTRONIC TECHNOLOGIES ACCEPTABLE USE AGREEMENT

- A. The proper use of district electronic technologies and internet, and the educational value to be gained from proper use of electronic technologies and the internet, is the joint responsibility of students, parents/guardians and employees of the school district.
- B. The Electronic Technologies Acceptable Use Policy will be referenced in the student handbook and employee handbook, and will be posted on the district website. Paper copies will be available to parents upon request. Supervising teachers will provide guidance and instruction on acceptable use of the internet. Parents may request that their child not use the internet by notifying the school.
- C. All users shall be responsible for the protection and security of their passwords. Users shall have the ability to change passwords and maintain the confidentiality of logon codes.

~~X.~~ XI. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of district electronic technologies is at the user's own risk. District electronic technologies are provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on district electronic technologies. The school district will not be responsible for financial obligations arising through unauthorized use of district electronic technologies or the internet.

~~XI.~~ XII. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to electronic technologies acceptable use.
- B. This notification shall include the following:
 - 1. Notification that electronic technologies acceptable use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers, CD, DVD, jump drives, memory sticks, or any other storage device.

- b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the internet.
3. A description of the privacy rights and limitations of school sponsored/managed internet accounts.
 4. Notification that, even though the school district may use technical means to limit student internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a user through the internet is the sole responsibility of the user.
 6. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 7. Notification that all provisions of the Acceptable Use policy are subordinate to local, state and federal laws.
 8. Notification that student email addresses may be provided to District-approved third-party providers for access to educational tools and content.

~~XII.~~ XIII. PARENT/GUARDIAN RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the district electronic technologies and of the internet if the student is accessing district electronic technologies from home or a remote location.

- B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the internet and that the school district will provide parents the option to request alternative activities not requiring internet access. This notification should include:
1. A copy of the user notification form provided to the student user
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents/guardians have the option to request alternative educational activities not requiring internet access and the material to exercise this option.
 4. A statement that the electronic technologies acceptable use agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's electronic technologies acceptable use policy is available for parental/guardian review.

~~XIII.~~ **XIV. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.
- B. The administration shall revise the student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district's internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. The School Board shall conduct an annual review of this policy.

Legal References: 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6701 *et seq.* (Enhancing Education Through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. §54.520 (FCC regulations implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. American Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012) 524-11
Kowalski v. Berkeley County Sch., 652 F.3d ~~656~~ **565** (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
~~*J.S. v. Bethlehem Area Sch. Dist.*, 807 A.2d 847 (Pa. 2002)~~

Cross References: MSBA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA Model policy 406 (Public and Private Personnel Data)
 MSBA Model Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)
 WBLASB Policy 506 (Student Discipline)
 WBLASB Policy 514 (Bullying Prohibition Policy)
 WBLASB Policy 515 (Protection and Privacy of Pupil Records)
 WBLASB Policy 519 (Interviews of Students by Outside Agencies)
 WBLASB Policy 521 (Student Disability Nondiscrimination)
 WBLASB Policy 522 (Student Sex Nondiscrimination)
 WBLASB Policy 603 (Curriculum Development)
 WBLASB Policy 604 (Instructional Curriculum)
 WBLASB Policy 606 (Textbooks and Instructional Material)
~~WBLASB Policy 804 (Bomb Threats)~~
WBLASB Policy 806 (Crisis Management Policy)
 WBLASB Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

AGENDA ITEM: **Policy 713, Student Activity Accounting**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations**

BACKGROUND:

School Board Policy 713, Student Activity Accounting, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The recommended changes are in sections II- General Statement of Policy; section IV - Management and Control of Activity Funds; and section V – Demonstration of Accountability.

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 13 School Board meeting agenda or a subsequent meeting for action.

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 and control over ~~review~~ 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. Co-curricular Activity

A “co-curricular 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, band, theater, etc.). Co-curricular 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 Co-curricular Activities

1. All money received on account of co-curricular activities shall be turned over to the Director of Finance, 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 Director of Finance shall account for all revenues and expenditures related to curricular and co-curricular 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.1.~~ Any and all costs of extracurricular activities under School Board control may be provided from school revenues.
- ~~b.2.~~ All money received or expended for extracurricular activities ~~under School Board control~~ shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the Director of Finance, 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.
- ~~e.3.~~ The Director of Finance 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.
4. All student activity funds will be collected and expended:
 - a) in compliance with school district policies and procedures;
 - b) under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;
 - c) in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
 - d) for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
 - e) in a manner which meets a public purpose.
5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

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.

B. Fundraiser Report

The administration will prepare a fundraising report semi-annually, which will be reviewed by the School Board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

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)~~
WBLASB Policy 510 (School Activities)
WBLASB Policy 511 (Student Fundraising)
WBLASB Policy 701 (Establishment and Adoption of School District Budget)
WBLASB Policy 701.1 (Modification of School District Budget)
WBLASB Policy 702 (Accounting)
WBLASB Policy 703 (Annual Audit)
WBLASB Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
WBLASB Policy 706 (Acceptance of Gifts)

AGENDA ITEM: **Policy 721, Uniform Grant Guidance Policy
Regarding
Federal Revenue Sources**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 721, Uniform Grant Guidance Policy Regarding Federal Revenue Sources, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The recommended changes are in sections II-Definitions and section VI – Financial Management Requirements.

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

- B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

- C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1.
 - a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under

the federal Acquisition Regulations.

3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

E. Procurement Methods

1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000 except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$175,000~~ **\$250,000** (periodically adjusted for inflation).
3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.

F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.

G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).

- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures

are used, price or rate quotations must be obtained from an adequate number of qualified sources.

3. Procurement by sealed bids (formal advertising).
4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
 - a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.

- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash

requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and the School Board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allow ability and their conformity with federal cost principles to determine the allow ability of costs.

- B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the

administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal awarding agency or pass-through entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;

15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;

12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allow Ability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

- c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
- d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
- e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

- 1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
- 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
- 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program

funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to non-participating students.

4. These presumptions apply differently in different federal programs and also in school-wide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and

practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and workers' compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case,

severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
 - 1. Critical and necessary for the conduct of the project;
 - 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 - 3. Consistent with the school district's cost accounting practices and school district policy; and
 - 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

- 1. Participation of the individual is necessary to the federal award; and
- 2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References: 2 C.F.R. § 200.12 (Capital Assets)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
2 C.F.R. § 200.212 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
2 C.F.R. § 200.338 (Remedies for Noncompliance)

2 C.F.R. § 200.403(c) (Factors Affecting Allow Ability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.473 (Transportation Costs)
2 C.F.R. § 200.474 (Travel Costs)

Cross References: WBLASB Policy 208 (Development, Adoption, and Implementation of Policies)
WBLASB Policy 210 (Conflict of Interest – School Board Members)
WBLASB Policy 412 (Expense Reimbursement)
WBLASB Policy 701 (Establishment and Adoption of School District Budget)
WBLASB Policy 701.1 (Modification of School District Budget)
WBLASB Policy 702 (Accounting)
WBLASB Policy 703 (Annual Audit)

AGENDA ITEM: **Policy 802, Disposition of Obsolete Equipment and Material**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**
Steve Asper, Director of Technology and Innovation

BACKGROUND:

School Board Policy 802, Disposition of Obsolete Equipment and Material, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The recommended changes by MSBA are in sections IV – Manner of Disposition.

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

RECOMMENDED ACTION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 13 School Board meeting agenda or a subsequent meeting for action.

Adopted: August 18, 1997

Revised: August 27, 2001

Revised: March 9, 2009

Revised: May 11, 2015

Revised: July 15, 2019

*White Bear Lake Area
School District #624 Policy 802*

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of students, staff, and visitors will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

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

IV. MANNER OF DISPOSITION

- A. Authorization.

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

- B. Contracts over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the lowest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not go below the original bid. If no satisfactory bid is received, the board may re-advertise.
5. All bids obtained shall be kept on file for a period of at least one year after receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

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

D. Contracts \$25,000 or Less

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

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

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

F. Notice of Quotation.

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

G. Sales to Employees.

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction, or by the quotation procedures specified above. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

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

- 1.a. another school district;

- 2.b. the State Department of Corrections;

3. ~~c.~~ the Board of Trustees of Minnesota State Colleges and Universities; or
 4. ~~d.~~ the family of a student residing in the district whose total family income meets the federal definition of poverty.
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph IV, H.1., upon adoption of a written resolution of the School Board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the School Board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

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

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

E. OPERATIONAL ITEMS

AGENDA ITEM: **Action on Achievement and Integration Plan**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Principal on Special Assignment**

BACKGROUND:

Dr. Alison Gillespie, Principal on Special Assignment, and Chris Streiff Oji, Principal at Willow Lane Elementary, presented the 2020-23 Achievement and Integration Plan and Budget on February 24, 2020 at a School Board Work Session meeting. This plan is updated every three years and includes goals around increasing WBLAS graduation rate, ensuring culturally proficient teachers, and ensuring that student participation and success in concurrent enrollment classes are representative of our district demographics. Additionally, goals were shared for Willow Lane Elementary. These goals included ensuring all Willow Lane students are reading at grade level, ensuring culturally proficient teachers, and increasing opportunities for integrated learning experiences for our students.

RECOMMENDED ACTION: Approve the 2020-23 Achievement and Integration Plan and FY 21 budget as recommended by administration.



Achievement and Integration 2020-2023 Plan

Dr. Alison Gillespie

Purpose

“The purpose of the Achievement and Integration (A & I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds in Minnesota Public School.”

- Minnesota Department of Education website

Goals

Three types:

1. Reduce the disparities in academic achievement
2. Reduce the disparities in equitable access to effective and more diverse teachers
3. Increasing racial and economic integration

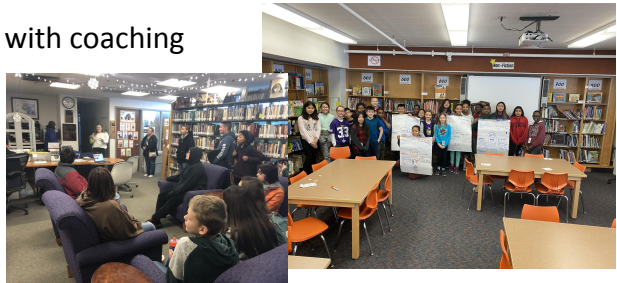
Goal #1: The graduation rate for all WBLAHS students will increase to 96% while disparity gaps between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

- Building Assets Reducing Risks (BARR)
- MN Alliance with Youth- Promise Fellows
- Advancement Via Individual Determination (AVID)
- Family engagement
- Cultural Liaisons
- Professional Development



Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students on FRP, and white students who are enrolled and earning a grade of “C” or higher in rigorous coursework by the 2022-23 school year.

- Summer immersion experience
- Proactive student supports throughout the year
 - Collaborative study groups
- Teacher professional development with coaching
 - AVID strategies
 - Cohort model
- Student experiences



Goal #3: 100% of WBLAS educators will receive professional development in culturally responsive teaching pedagogy so that students have greater access to culturally responsive staff by the 2022-23 school year.

- Educators of Color Network
- Co-creation of professional development
- Professional development
 - Educators
 - Leadership



Willow Lane Elementary School



Goal #1: 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple assessments (aReading, instructional reading level, FAST fluency assessment). Disparities in achievement will be eliminated between students of color, American Indian students, students on FRP, and white students.

- Student Success Coordinator
- Miss Kendra Program



Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

- **Strategies:**
 - Recruit and retention of racially and ethnically diverse teachers and administrators
 - Professional development opportunities focused on achievement for all students

Actions align with Goal #3 of our District A and I plan

Goal #3: Integrated learning experiences will increase from one school partnership to two school partnerships through student leadership, academic and social interaction opportunities.

- **Strategies:**
 - Integrated experiential learning
- **Actions:**
 - Otter Lake and Willow Lane- Tamarack Nature Center
 - Oneka Elementary and Willow Lane- Culturally Responsive School Leadership for 5th Grade

Progress Measurement



Key Indicators of Progress

- Academic Measures
- Student attendance and behavior
- Student and Family surveys
- Professional development attendance
- Participation in engagement activities

Thank you to the following groups for input, guidance, suggestions, and revisions to our 2020-2023 Achievement and Integration plan:

- American Indian Parent Advisory Committee
- District Equity and Achievement Team
- Willow Lane PTO and Leadership Team
- PK-12+ Building and Site administration



Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 624- White Bear Lake
Area Schools

District Integration Status: Racially Identifiable
School (RIS)

Superintendent: Dr. Wayne Kamierczak
Phone: 651-407-7563

Email: wayne.kazmierczak@isd624.org

Plan submitted by: Dr. Alison Gillespie

Title: Principal on Special Assignment

Phone: 651-407-7689

Email: alison.gillespie@isd624.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- | | |
|----------------------------------|---------------------|
| 1. Willow Lane Elementary School | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Equity Alliance Minnesota.

- | | |
|---|---|
| 1. Roseville Area Schools RI - Racially Isolated | 3. Forest Lake Area Schools V - Voluntary |
| 2. South St. Paul Public Schools A - Adjoining | 4. Inver Grove Heights Community Schools V - Voluntary |

School Board Approval

☒ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

☒ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Wayne Kazmierczak

Signature:

Date Signed: 3/2/2020

School Board Chair: Don Mullin, School Board Chair

Signature:

Date Signed: 3/2/2020

Plan Input

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

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Dr. Alison Gillespie serves as the District Representative on the American Indian Parent Advisory Council (AIPAC). Initial planning, goals, strategies, and measurements were shared at an AIPAC meeting on January 15, 2020. Additionally, ideas and discussions were brought to multiple District stakeholder meetings including the District Equity and Achievement Team (Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom), PK-12+ Leadership, and Cultural Liaisons throughout the month of January and early February. The final plan was shared with AIPAC committee members on February 19. At this meeting, AIPAC voted to approve this plan. The final plan and budget were presented to our School Board on February 24 at a Work Study session and approved by the School Board on March 2.

Additionally, plan details were discussed with Equity Alliance and our partnership districts.

Community Collaboration Council for Racially Identifiable School(s): Willow Lane Leadership Team and PTO members were included in discussions around the goals, strategies and key indicators of progress for this plan. These groups include: Stephanie Minor, Erin Schmidt, Laura Linder, Leigh Anderson, Nick Marty, Kelly De Smet, Julie Law, Deb Hibbard, Sandy Peters, Anne Schwalbe, Beth Lilja, Lubna Abu-Sharkh, Jennifer McPherson, and Brandon Johnson. Our District Equity and Achievement Team were also included Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom.

Dr. Alison Gillespie serves as the District Representative on the American Indian Parent Advisory Council (AIPAC). Initial planning, goals, strategies, and measurements were shared at an AIPAC meeting on January 15, 2020. Additionally, ideas and discussions were brought to multiple District stakeholder meetings including the District Equity and Achievement Team (Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom), PK-12+ Leadership, and Cultural Liaisons throughout the month of January and early February. The final plan was shared with AIPAC committee members on February 19. At this meeting, AIPAC voted to approve this plan. The final plan and budget were presented to our School Board on February 24 at a Work Study session and approved by the School Board on March 2.

Additionally, plan details were discussed with Equity Alliance and our partnership districts.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The graduation rate for all White Bear Lake Area High School students will increase to 96% while the disparity gaps that exist between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

Aligns with WBWF area: All students graduate from high school. **Goal type:** Achievement Disparity

Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students eligible for FRP, and white students enrolled and earning a grade of "C" or higher in rigorous coursework by the 2022-23 school year.

Aligns with WBWF area: All students are ready for career and college. **Goal type:** Integration

Goal #3: 100% of WBLAS teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers by the 2022-23 school year.

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Goal #1: The graduation rate for all White Bear Lake Area High School students will increase to 96% while the disparity gaps that exist between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

Aligns with WBWF area: All students graduate from high school. **Goal type:** Achievement Disparity

Strategy Name and # 1: Assisting students in further developing their academic identity

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As we look toward increasing graduation rates for all students while simultaneously closing the disparity gaps that exist between our students of color, American Indian students, students eligible for FRP, and our white students including those enrolled in our Alternative Learning Center, we will implement three distinct student support programs (Building Assets Reducing Risks, MN Alliance with Youth Promise Fellow, and Advancement Via Individual Determination). These programs will provide students in grades 6-12 opportunities to either create or build upon their academic identity. Academic identity is developed by assisting students in realizing they can continue to bring their unique selves to school while building academic habits, mindsets, and skills that will help them succeed in school and beyond. This begins with teachers and school staff establishing strong relationships and structures to develop personal relationships with students especially our students who have been underserved by our schools.

Building Assets Reducing Risks (BARR) will be implemented in our 9th grade with the possibility of growing to our 10th grade students in subsequent years. BARR requires that all 9th grade students are scheduled in cohorts with a team of teachers who follow a protocol for ensuring student success. Teachers and students work together with the Student Success Dean to examine student grades, attendance, behavior, etc. in weekly team meetings. Student interventions are discussed amongst the team and implemented with either the teacher and/or Student Success Dean. As teams progress through this protocol, students who aren't yet responding to interventions are discussed in a risk review meeting so that other school resources can become involved. Additionally, teachers teach mini-lessons on school success habits and strategies. BARR has been implemented nationally with research from the American Institute of Research showing the skills students learn in 9th grade impact their trajectory in high school with an increase in high school graduation rate, a decrease in disparity gaps, more students enrolling in rigorous courses, and significant reduction of failing grades in 9th grade. Student and teacher perceptions of the program and skills being developed along with data around passing and failing grades are collected yearly to determine how we are successfully meeting the goals of BARR.

We will support our students in grades 6-12 who face challenges with attendance and behavior by partnering with MN Alliance with Youth to host up to 10 Promise Fellows a year to provide direct student support and contact to students who struggle with regular attendance. Promise Fellows will go through training and receive regular professional development from the alliance to learn to use an array of research-based approaches and develop innovative ways to deliver the fundamental resources that young people need to be successful. Serving at least of 30 youth in grades 6-12, each Promise Fellow helps young people overcome challenges with attendance, behavior and core academics (the ABC's).

- Attendance
 - Provide attendance coaching, call home if students miss class, organize field trips or other special events to make learning and being at school more engaging and relevant.
- Behavior
 - Coordinate a lunchtime mentoring program, promote youth leadership development through a student-led peer mediation program, connect youth with community and civic opportunities, provide avenues for increased youth engagement in school and the broader community.
- Course Performance
 - Provide before, during and after school academic support for individuals and small groups, connect after-school service-learning projects with classroom instruction, connect students with a mentor or tutor, incorporate math/reading games into after-school programming.

Survey data is utilized to identify the 30 youth. Attendance, behavior, and course performance data is tracked and utilized to measure not only student success, but programmatic impact.

Each of our secondary schools utilize the Advancement Via Individual Determination (AVID) school wide framework as a way to examine systems and structures that are in place to best create a culture of post-secondary success for students. Along with our school wide efforts, the AVID elective at each site will support students in the academic middle who have not yet found success in school to develop their academic identity, develop positive student habits, and to stretch themselves in choosing rigorous courses. AVID teachers provide family engagement events as a way to ensure AVID student success. Student supplies and testing fees are also included as a way to remove barriers to student success. College field trips along with AVID tutors provide much needed inspiration and support as students navigate their stretch academic classes and future goals.

Additionally, each one of our secondary school campuses will create student academic wrap-around supports and interventions that provide academic assistance in an integrated environment to ensure that students who are not yet meeting academic expectations are being helped to reduce barriers and improve outcomes. These programs occur before, after, and/or during student choice time in school to offer a multitude of direct student service and support. In order to ensure progress toward Goal #1 and our whole achievement and integration plan, a Director of Equity and Engagement will be hired as a Cabinet level position to support equity and progress toward our goals within our district. This is new position and was intentionally constructed to support student, family and community engagement while overseeing the achievement and integration plan and collaborating with district departments, buildings and sites in supporting and ensuring progress in our equity goals.

Location of services: School Buildings

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students in grades 6-12 considered chronically absent will decrease by approximately 5% each year. The number of chronically absent students in 2018-19 was 17.8%.	12%	7%	2%
The percentage of 6-12 students who are suspended one or more days from school will decrease by 5% each year while disparity gaps between students of color, American Indian students, students on FRP and white students are eliminated by 2022-23. For the 2018-19 school year, 9.81% of all students were suspended one or more days from school while 24.26% of Black students, 13.02% of Hispanic/Latino	7%	5%	35%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
students, 22.73% of American Indian students, 14.52% of multiracial students, 18.53% of FRP, and 8.19% of white students were suspended one or more days.			
The percentage of 9th grade Black, Hispanic/Latino, American Indian, FRP, and two or more races with 1 or more F will decrease by 5% each year. The percentage of 9th grade Black (45%), Hispanic/Latino (33%), FRP (37%), and two or more races (36%) students who had 1 or more F for the 2018-19 school year is detailed in parenthesis after each group.	< 5%	<5%	<5%

Strategy Name and # 2: Amplifying student voice

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Amplifying student voice is a way in which underserved and school dependent students can influence our school system while simultaneously linking social and academic development. These experiences that youth participate also create an opportunity for students to see themselves in our schools in ways that they have not yet seen from past practice. Additionally, these experiences help build confidence and the academic identity to take academic risks successfully.

Students will have the opportunity to participate in Youth Participatory Action Research (YPAR). YPAR is a rigorous research process that elevates student voice to a level that many districts haven't experienced. The goal is to change the experience youth have had where they don't feel heard or that actions come from their voice. Participating in YPAR is an opportunity for civic engagement, community engagement, and to develop a stronger understanding of our students' own experience and story as a young person. The student group to be selected will be a diverse representative group of our student body. YPAR will be utilized by district, school, and site administrators (K-12+) as a way to authentically engage student voice.

Through our partnership with Equity Alliance Minnesota, students will have the opportunity to participate in two opportunities to authentically engage student voice: Culturally Responsive School Leadership for 5th grade students and the Student Ethnic Studies Research Experience (SESRE). Students at Willow Lane Elementary Schools (our RIS) and one of our non-racially identifiable schools will participate in an integrated learning experience around building Culturally Responsive Leadership skills. After they learn together, additional opportunities for leadership and collaboration will be provided. High School students will have the opportunity to participate in SESRE which is rigorous research experience where students work together and learn critical theory prior to engaging in an immersion experience throughout the United States around Civil Rights and the Black/Latinx/American Indian/Asian history. After the immersion experience, students work together to create artifacts that they bring back to their districts to be shared and utilized in an intercultural ethnic studies course.

Location of services: School Buildings and SESRE immersion experience sites

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who indicate that school and district are responsive to their needs will increase by 5% each year. If disparity gaps between students of color and American Indian students, students on FRP, and white students exist, they will be closed.	Baseline	>5%	>10%
100% of 5 th grade students at Willow Lane and its partner elementary school will report that their experience with Culturally Responsive School Leadership increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
The number of students participating in SESRE will increase each year by 50%.	10	15	23

Strategy Name and # 3: Authentic Family and Community Engagement

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Family is an essential component to the education of their children and their engagement is vital to leading students to a path of success in education. Research overwhelmingly shows that without family members being involved, a child's chance of academic success decreases dramatically. Partnership with families and communities is another way to ensure that their student(s) graduate from high school. WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services through the work of cultural liaisons. Cultural liaisons will play a key role connecting our understanding of students needs and interests to ensure all students are served according to their unique needs and interest. Cultural liaisons partner with students and family in bridging school resources and opportunities through strong authentic relationships.

In partnership with Equity Alliance MN, we will train our Cultural Liaisons on parent engagement strategies to learn how to create authentic programming to increase parent involvement in their child's education. This work has been elevated in our district through our latest Strategic plan where family engagement is foundational. The liaisons will work to engage and empower students, parents, and educators by facilitating family engagement activities such as ISI (intentional social interaction) or other culturally responsive ways of engagement. These events create a space for students, parents, community members and staff to engage and build understanding of student needs, and create a more welcoming environment for families in our schools while building intercultural relationships.

Location of services: School Buildings

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
All PK-12+ sites will host a culturally responsive family engagement event at least annually by 2022-23.	6	10	15
Family engagement will increase yearly by 10% at each site and be representative of the demographics each school serves.	Baseline	>10%	>10%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Teachers from six of our school sites will attend AVID Summer Institute as a way to continue to enhance the work of our AVID school wide implementation as we look toward raising the achievement for all students while closing the disparity gaps that exist in our system. AVID professional development features a rigorous curriculum that promotes student achievement at the highest levels; it lays out a pathway to student success. Based on the teacher-developed, classroom-proven AVID Program, the Summer Institute offers guides and materials for teachers, administrators, academic counselors, career center advisors, and anyone else who wants to help students fulfill their potential and successfully prepare for college. Teams from each school, along with their administrators, will attend this invaluable training to learn together and enhance their skills for the upcoming school year. Each member chooses a strand for learning from a variety of options: critical reading, academic language, culturally relevant pedagogy, AVID implementation for specific content areas, and AVID Elementary.

In addition, district staff will attend professional development trainings through the Urban Leadership Academy to deepen system change in the area of cultural responsiveness. In alignment with our strategic plan, we will include students in these trainings to authentically amplify their voices and engage student as the primary agents in their learning. Our partnership with Equity Alliance will also include customized professional development for our District and Site Leaders to further deepen learning that has occurred around Culturally Responsive School Leadership. They will also partner with us to develop culturally responsive training for district staff.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
70% percent of teachers at our AVID school-wide sites will be trained in AVID by 2022-23.	Baseline		70%
100% of District and Site leadership will receive Culturally Responsive Leadership training by the 2022-23	70%	85%	100%
100% of WBLAS teachers will receive professional development in culturally relevant teaching.	Baseline		100%

Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students eligible for FRP, and white students enrolled and earning a grade of “C” or higher in rigorous coursework by the 2022-23 school year.

Aligns with WBWF area: All students are ready for career and college. **Goal type:** Integration

Strategy Name and # 5: Student Academic Skills support

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Summer camps and career readiness opportunities are critical to our work to decrease racial and economic enrollment disparities. In partnership with Equity Alliance MN, students taking college level courses will have the opportunity to get an early start on preparing for the rigors of college level classes by participating in a week long summer immersion experience. The goal is to give students a jump start learning key skills and procedures, introduce them to their course material and the exams, and practice the habits needed to be successful in their early college course. This opportunity will be provided to students taking college level courses for the first time and will be offered at no-cost. The students will receive high level overview of the keys to a successful experience. The focus of workshop sessions will be to strengthen students’ academic foundations and refine their advance learning skills in general. In addition, specific supports such as collaborative study groups and study sessions will be implemented throughout the year to ensure student success in these classes. High school administration, teachers, and district staff will collaborate together to develop these supports in partnership with students proactively so that student supports aren’t only provided when and if a student encounters difficulty.

Through our partnership with Equity Alliance MN, students will have the opportunity to participate in the Student Ethnic Studies Research Experience (SESRE). SESRE is a rigorous research experience where students work together and learn critical theory prior to engaging in an immersion experience throughout the United States around Civil Rights and the Black/Latinx/American Indian/Asian history. After the immersion experience, students work together to create artifacts that they bring back to their districts to be shared and utilized in an intercultural ethnic studies course. Experiences like these are life changing in the ways in which students find greater confidence and understanding in their ability to complete complex and difficult research. It is often experiences like these that can help with some of the internal struggles that students have when attempting concurrent enrollment courses for the first time. A renewed sense of self and confidence emerge.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students participating in summer learning for concurrent enrollment courses will increase each year by 10%.	Baseline	>10%	>10%
The number of students participating in SESRE will increase each year by 50%.	10	15	22
100% of students who are enrolled in a concurrent enrollment course for the first time earn a grade “C” or better.	Baseline		100%

Strategy Name and # 6: Culturally Responsive Teaching professional development for Concurrent Enrollment Teachers

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As we continue to reach our goal of equitable enrollment and student success in concurrent enrollment classes, teachers need to develop strong skills in working with students who come into class with differing skills and mindset traits than perhaps they have encountered in the past. In order to ensure that the experience of our students who are taking the academic risk of a college credit bearing course for the first time is supportive, teachers need professional development and coaching teaching strategies to meet students where they are in terms of academics, but also understanding some of the protective factors that can be put into place so that students' mindsets and mental health are supported. A cohort of teachers will experience multi-full day PD in ways to support best our students in their instruction, teacher-student relationship, and through support structures that are utilized. A coaching support structure will also be developed so that teachers are able to utilize new strategies and refine them while collaborating with colleagues.

Location: High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% of teachers who teach a concurrent enrollment course or advanced course have participated in specific cohort PD by 2022-23.	Baseline		100%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

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

Goal #3: 100% of WBLAS teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to teachers

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

Strategy Name and # 7: Recruit and retain staff of color and American Indian staff

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As our district continues to make progress toward our goal of increasing staff that represent the demographics of our district, retention of our new staff of color and American Indian staff is a high priority. While our staff of color and American Indian staff engage in PD with all of their white peers, we know that there is time needed to provide learning

specific to the needs of staff of color. Culturally relevant training needs to be co-constructed through the various racial and ethnic lenses that exist within our staff. Equity Alliance MN will partner with us in delivering and creating this PD. Additionally, we are partnering with our teachers association, WBLAS Human Resources, and Equity Alliance MN to put support structures in place to ensure staff have access to supportive peers, administration, and a clear path to resolution of issues that may arise.

Additional opportunities and recruitment strategies will be utilized in partnership with our parent and family affinity groups, our education career pathway, college and university partnership, and other unique ideas that emerge from collaborative work around this important strategy.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% of WBLAS teachers of color participate in co-created culturally responsive PD by 2022-23.	Baseline		100%
The percentage of teachers of color increases each year by 2%. The percentage of teachers of color in WBLAS for the 2018-19 school year was 6%.	8%	10%	12%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

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

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 2: Amplifying student voice

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

Creating Efficiencies and Eliminating Duplicative Programs

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

Through our partnership with Equity Alliance MN and its partnership districts, we are able to save significant costs per year as we utilize the consulting, teaching, professional development, and coaching skills of their highly qualified staff at a significant reduction than would occur if we weren't a member district. Additionally, Equity Alliance MN collaborates with different outside agencies that would be much more expensive to work with if we weren't a part of a collaborative group and able to partner with the other member districts. Additionally, the professional network support that is provided for our Cultural Liaisons, staff of color, and AVID leadership is invaluable as we learn from the expertise of our area districts and the consultants at Equity Alliance MN. These programs would need to exist in each of our districts, but through our partnership are able to exist in a collective fashion thus reducing duplicative programs. Equity Alliance also provides logistical support and extremely rigorous content for student programming that we would not be equipped to replicate with fidelity. The experiences for our students with SESRE, summer immersion experience for college credit classes, and Culturally Responsive School Leadership for 5th graders could not occur as efficiently or

effectively without this partnership.

Our partnership with the BARR program includes support as part of a network of school improvement. This network will allow us to receive coaching for our BARR program implementation, teachers, and Student Success Dean in reaching the student outcomes. Additionally, high school staff and administration will participate in a network to examine other structures and initiatives included in this plan and outside of this plan for effectiveness in achieving desired student success outcomes. These services are given to us as part of our commitment to BARR at no cost. We would not be able to participate in this network nor receive the supports if we weren't utilizing BARR which equals a significant cost savings.

Continuing our partnership with the Minnesota Alliance with Youth allows us to utilize their expertise and serve students with challenges in attendance, behavior, and course completion. This has been an effective partnership for us as our students, teachers, and have enjoyed having added support in the building for students who have had struggles in these areas. Additionally, we have measured positive impacts in student success data. In the past have had struggles aligning our interventions across our secondary school. By focusing on one partnership with the Minnesota Alliance with Youth, through the work of our Promise Fellows, we are able to ensure that consistent best practices are shared throughout our school sites by creating one team that works districtwide. If we didn't partner with Minnesota Alliance with Youth, we would have a significant increase in personnel costs to replicate the number of Promise Fellows who work with our students.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students on FRP, and white students.

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

Goal type: Achievement Disparity

RIS Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

RIS Goal #3: Integrated learning experiences will increase from one school partnership to two school partnerships through student leadership, academic and social interaction opportunities.

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

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students of FRP, and white students.

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

Goal type: Achievement Disparity

RIS Strategy Name and #1 Increase classroom engagement by reducing the number of students who receive disciplinary action that warrants extended time out of class

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane will have a designated Student Success Coordinator to support student engagement efforts. Time throughout the school day includes supports provided to both students individually and in small groups by using and teaching positive behavior supports, check-in/check-out, Youth Empowerment Groups and Restorative dialogue.

Additionally, our student success coordinator supports our students in after school academic programs and provides important activity supports through coaching.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Major referral will decrease by 5% each year. In 2019, Willow saw a reduction of Major referrals by 17%. “Major” is defined as part of the positive behavior support program.	<5%	<5%	<5%
Suspension rates at Willow Lane will continue to decrease by at least 5% annually. In 2019, Willow Lane suspensions decreased by 40%. Disparity gaps will be eliminated.	<5%	<5%	<5%

RIS Strategy Name and #2 Trauma-informed student supports

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane will utilize the Miss Kendra Program as a school wide structure of supporting students who have experienced trauma. Research supports that when students social/emotional and mental health needs are being met, students academically achieve higher and are able to engage in academic instruction in class at higher level and more consistently. The Miss Kendra program proactively addresses childhood trauma by developing a whole-school environment that welcomes open conversations about students’ stressful experiences. An onsite counselor will conduct student stress reduction sessions after students have been taught Miss Kendra’s curriculum and lessons by their classroom teachers. The Miss Kendra program has shown improved academic achievement, reduced office referrals, and greater teacher job satisfaction.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Major referral will decrease by 5% each year. In 2019, Willow saw a reduction of Major referrals by 17%. “Major” is defined as part of the positive behavior support program.	<5%	<5%	<5%
Suspension rates at Willow Lane will continue to decrease by at least 5% annually. In 2019, Willow Lane suspensions decreased by 40%. Disparity gaps will be eliminated.	<5%	<5%	<5%
100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students of FRP, and white students. In the Fall of 2019, 56% of all Willow Lane Elementary students were at or above grade level in reading.	76%	90%	100%

RIS Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

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

RIS Strategy Name and # 3: Recruit and retain staff of color and American Indian staff

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

As our district continues to make progress toward our goal of increasing staff that represent the demographics of our district, retention of our new staff of color and American Indian staff is a high priority. While our staff of color and American Indian staff engage in PD with all of their white peers, we know that there is time needed to provide learning specific to the needs of staff of color. Culturally relevant training needs to be co-constructed through the various racial and ethnic lenses that exist within our staff. Equity Alliance MN will partner with us in delivering and creating this PD. Additionally, we are partnering with our teacher’s association, WBLAS Human Resources, and Equity Alliance MN to put support structures in place to ensure staff have access to supportive peers, administration, and a clear path to resolution of issues that may arise.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
100% of Willow Lane teachers of color participate in co-created culturally responsive PD by 2022-23.	Baseline		100%
The percentage of Willow Lane teachers and staff of color increases each year by 2%	Baseline	>2%	>2%
The retention rate of Willow Lane teachers and staff of color increases each year.	Baseline		

RIS Strategy Name and # 4 : Culturally Responsive School Leadership and Teaching Professional Development

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Willow Lane administrative staff will attend professional development trainings through the Urban Leadership Academy to deepen system change in the area of cultural responsiveness. In alignment with our strategic plan, we will include students in these trainings to authentically amplify their voices and engage student as the primary agents in their learning. Our partnership with Equity Alliance will also include customized professional development for our District and Site Leaders to further deepen learning that has occurred around Culturally Responsive School Leadership. They will also partner with us to develop culturally responsive training for district staff. Willow Lane staff will have specific sessions of this PD reserved for their learning together as a school community.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% Site leadership will receive Culturally Responsive Leadership training by the 2022-23	70%	85%	100%
100% of Willow Lane teachers will receive professional development in culturally relevant teaching.	Baseline		100%

RIS Goal #3: Increase integrated learning experiences from one school partnership to two school partnership through extended year targeted academic, social, and student leadership interactions.

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

RIS Strategy # 5 Integrated Experiential Learning

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane Elementary School students will seek integrated experiential learning experiences with two of our non-racially isolated elementary schools. The schools will partner intentionally through activities such as Culturally Responsive Leadership for 5th grade students, nature center experiential learning, etc. Each partnership will include staff development around the purpose of the partnership and how to make this authentic learning experience a truly impactful integrative experience for our students through our partnership with Equity Alliance MN. Additionally, multiple opportunities for students to connect prior to and after their learning experiences will be included through the school year. Some examples include: letter writing, buddies and google hangout sessions with their students. Each visit begins with a social interaction to get the students reacquainted as they will be with the same students throughout the school year.

Location of services: School sites and/or experiential learning location

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
100% of 5th grade students at Willow Lane and its partner elementary school will report that their experience with Culturally Responsive School Leadership increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
100% of students at Willow Lane Elementary school and its partner elementary school will report their experiential learning experience increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
The percentage of teachers indicating that more support is needed in ensuring the integrated experiential learning experiences are authentic and meeting intended goals will decrease by 10% each year.	Baseline	<10%	<10%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Through our partnership with Equity Alliance MN and its partnership districts, we are able to save significant costs per year as we utilize the consulting, teaching, professional development, and coaching skills of their highly qualified staff at a significant reduction than would occur if we weren't a member district. Additionally, Equity Alliance MN collaborates with different outside agencies that would be much more expensive to work with if we weren't a part of a collaborative group and able to partner with the other member districts. Additionally, the professional network support that is

provided for our Cultural Liaisons, staff of color, and AVID leadership is invaluable as we learn from the expertise of our area districts and the consultants at Equity Alliance MN. These programs would need to exist in each of our districts, but through our partnership are able to exist in a collective fashion thus reducing duplicative programs. Equity Alliance also provides logistical support and extremely rigorous content for student programming that we would not be equipped to replicate with fidelity. The experiences for our students with Culturally Responsive School Leadership for 5th graders could not occur as efficiently or effectively without this partnership.



Achievement and Integration Revenue FY 2021 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2021 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: White Bear Lake Area Schools
District ISD Number: 624
Superintendent: _____
Partnering Districts: South St. Paul, Roseville Area Schools, Forest Lake Area Schools, and Inver Grove Heights

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

Program Staff: <u>Dr. Alison Gillespie</u>	Fiscal Staff: _____
Phone: <u>651-407-7689</u>	Phone: _____
E-mail: <u>alison.gillespie@isd624.org</u>	Email: _____

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

Total Initial Revenue (FIN 313)	\$ 964,916.28
Total Incentive Revenue (FIN 318)	\$ 98,572.00
TOTAL A&I REVENUE	\$ 1,063,488.28

CERTIFICATION STATEMENT

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

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____



FY 2021 Achievement and Integration Budget

District Number:

624

District Name:

White Bear Lake Area Schools

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$878,785.65	82.63%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$90,041.29	8.47%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$94,661.34	8.90%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$1,063,488.28		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$964,916.28
Total Amount Proposed FIN 318	\$98,572.00

Improvement Planning Expenditures

0%

#VALUE!

Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments :

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

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Principal on Special
Assignment**
Jordan Zickerman, 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 (AIPAC) Resolution of Concurrence. AIPAC annually considers a resolution which results in either a vote of concurrence or nonconcurrence as to whether or not the School Board and School District are meeting the needs of American Indian students.

Cultural Liaison Jordan Zickermann will be joined by the AIPAC chairperson, Mr. Andrew Adams III to provide an update regarding the Resolution Vote of Concurrence that was issued on February 19, 2020

RECOMMENDED ACTION: Accept the resolution vote of concurrence as recommended by AIPAC.

Annual Compliance Overview

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

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

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

Submission checklist

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

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

Submission remittance

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

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

Tips for a successful submission

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

Annual Compliance Documentation

District/School Name and Number: 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: _____

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

OPTION 2: A VOTE OF NON-CONCURRENCE

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

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 Date

AIPAC Chairperson Date

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.

AIPAC Chairperson Printed Name and Signature

Date

AGENDA ITEM: **Action on Acceptance of Bid for 2020 Window Replacement Project at White Bear Lake Area High School – North Campus (Phase 2) and Birch Lake Elementary**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**
Dan Roeser, Director of Building Operations

BACKGROUND:

Attached please find bid tabulation sheets for work related to window replacement at White Bear Lake Area High School- North Campus, and Birch Lake Elementary. These projects are included in the District's Long Term Facilities Maintenance Plan and will be funded using proceeds from Long Term Facilities Maintenance Bonds that were issued in March 2018.

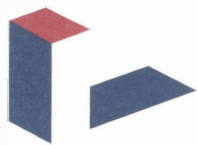
After reviewing the information on the North Campus Phase 2 Window Replacement Project with our project engineer; Inspec, it is recommended we award the project to the low bidder, Capital City Glass, Inc. for the work associated with the base bid of \$195,500. The highest bid for the project was \$228,507.

Contractor	Bid Security	Resp Contractor Affidavit	Base Bid
Capital City Glass, Inc.	✓	✓	\$195,500
S & J Glass, Inc.	✓	✓	\$195,600
W.L. Hall Co.	✓	✓	\$197, 366
National Window Associates	✓	✓	\$228,507

After reviewing the information on the Birch Lake Elementary 2020 Window Replacement Project with our project engineer; Inspec, it is recommended we award the project to the low bidder Murphy Window and Door Commercial for the work associated with the base bid of \$214,139. The highest bid for the project was \$250,500.

Contractor	Bid Security	Resp Contractor Affidavit	Base Bid
Murphy Window and Door Commercial	✓	✓	\$214,139
National Window	✓	✓	\$230,882
WL Hall	✓	✓	\$230,906
Capital City	✓	✓	\$237,400
S & J Glass	✓	✓	\$250,500

RECOMMENDED ACTION: Move to accept the bids for the 2020 Window Replacement Projects at White Bear Lake Area High School- North Campus submitted by *Capital City Glass, Inc.* in the amount of \$195,500, and the bid submitted by *Murphy Window and Door* for the 2020 Window Replacement Project at Birch Lake Elementary in the amount of \$214,139.



INSPEC

Smart engineering of

roofs, walls, windows,

pavements

and waterproofing

February 25, 2020

Mr. Dan Roeser
White Bear Lake Area Schools
4855 Bloom Avenue
White Bear Lake, MN 55110

RE: Letter of Recommendation for 2020 Window Replacement- Phase 2 at White
Bear Lake High School – North Campus
Inspec Project No.: 214943

Dear Mr. Roeser:

On February 25, 2020, bids were received for the above-referenced project. Capital City Glass submitted the lowest bid for the work at White Bear Lake High School – North Campus in the base bid amount of \$195,500.00. Capital City Glass was given an opportunity to review their bid, and, they have confirmed their understanding of the project scope and indicated that they would be able to perform the work for the specified bid amount.

Inspec has experience working with Capital City Glass on several projects over the years including window replacement of similar sized projects. Inspec has found both their workmanship and communication during the projects to be high quality.

Therefore, we recommend that the 2020 Window Replacement – Phase 2 at White Bear Lake High School – North Campus be awarded to Capital City Glass.

Please do not hesitate to call if you have any questions.

Sincerely,

INSPEC

Gavin Grady, EIT
Project Manager

GG/nmm

Enclosure: Bid Tab Results

cc: File

5801 Duluth Street
Minneapolis, MN 55422
Ph. 763-546-3434
Fax 763-546-8669

Minneapolis

Rochester

Milwaukee

Chicago

www.inspec.com

BID TABULATION		<i>Preliminary Bid Tabulation - Bids are Contingent Upon Further Review</i>	
OWNER:	White Bear Lake Area Schools - ISD 624		
PROJECT:	2020 Window Replacement - Phase 2 at White Bear Lake High School - North Campus		
BID DATE / TIME:	February 25, 2020 at 10:00 AM	PROJECT #	214943

*Preliminary Bid Tabulation - Bids are
Contingent Upon Further Review*



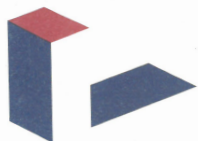
OWNER: White Bear Lake Area Schools - ISD 624

PROJECT: 2020 Window Replacement - Phase 2 at White Bear Lake High School - North Campus

BID DATE / TIME:	February 25, 2020 at 10:00 AM
------------------	-------------------------------

PROJECT # 214943

[illegible]



INSPEC

Smart engineering of

roofs, walls, windows,

pavements

and waterproofing

February 25, 2020

Mr. Dan Roeser
White Bear Lake Area Schools
4855 Bloom Avenue
White Bear Lake, MN 55110

RE: Letter of Recommendation for 2020 Window Replacement at Birch Lake
Elementary School
Inspec Project No.: 214942

Dear Mr. Roeser:

On February 25, 2020, bids were received for the above-referenced project. Murphy Window and Door submitted the lowest bid for the work at Birch Lake Elementary School in the bid amount of \$214,139.00. Murphy Window and Door was given an opportunity to review their bid, and, they have confirmed their understanding of the project scope and indicated that they would be able to perform the work for the specified bid amount.

Inspec has experience working with Murphy Window and Door on several projects over the past several years including window repairs, re-glazing and entire window system replacement. Each of these projects were at other school districts in the Metro area. Inspec has found both their workmanship and communication with the design team and Owner to be high quality.

Therefore, we recommend that the 2020 Window Replacement at Birch Lake Elementary School be awarded to Murphy Window and Door.

Please do not hesitate to call if you have any questions.

Sincerely,

INSPEC

Gavin Grady, EIT
Project Manager

GG/nmm

Enclosure: Bid Tab Results

cc: File

5801 Duluth Street
Minneapolis, MN 55422
Ph. 763-546-3434
Fax 763-546-8669

Minneapolis

Rochester

Milwaukee

Chicago

www.inspec.com

BID TABULATION		<i>Preliminary Bid Tabulation - Bids are Contingent Upon Further Review</i>	
OWNER:	White Bear Lake Area Schools - ISD 624		
PROJECT:	2020 Window Replacement at Birch Lake Elementary School		
BID DATE / TIME:	February 25, 2020 at 10:00 AM	PROJECT #	214942

*Preliminary Bid Tabulation - Bids are
Contingent Upon Further Review*

[illegible]

AGENDA ITEM: **Action on Adding Additional Depositories**

MEETING DATE: **March 2, 2020**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

At the January school board meeting the board approved the official depositories and approved signers for school district funds. With the recent sale of construction bonds a new account with TD Ameritrade will be set up for deposit of the funds when they become available on March 5, 2020.

New Depository:

<u>Electronic Transfers</u>	<u>Depository</u>	<u>Authorized Signers</u>
<i>Bond/Construction Account</i>	<i>Lake Area Bank</i>	<i>Wayne A. Kazmierczak Timothy Wald Thomas Wieczorek</i>
<i>Bond/Construction Account</i>	<i>Mid-Country Bank</i>	<i>Wayne A. Kazmierczak Timothy Wald Thomas Wieczorek</i>
<i>Bond/Construction Account</i>	<i>North Star Bank</i>	<i>Wayne A. Kazmierczak Timothy Wald Thomas Wieczorek</i>
<i>Bond/Construction Account</i>	<i>People's Bank</i>	<i>Wayne A. Kazmierczak Timothy Wald Thomas Wieczorek</i>
<i>Bond/Construction Account</i>	<i>Premier Bank</i>	<i>Wayne A. Kazmierczak Timothy Wald Thomas Wieczorek</i>

Bond/Construction Account

TD Ameritrade

Wayne A. Kazmierczak

Timothy Wald

Thomas Wieczorek

RECOMMENDED ACTION: Approve Lake Area Bank, Mid-Country Bank, North Star Bank, People's Bank, Premier Bank, and TD Ameritrade as an official depository for school district funds and approve the following as official signers on the account: Dr. Wayne Kazmierczak, Superintendent, Tim Wald, Assistant Superintendent for Finance and Operations, and Tom Wieczorek, Director of Finance.

AGENDA ITEM: **Action Approving Investment Advisors**
MEETING DATE: **March 2, 2020**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations**

BACKGROUND:

At the February 24th meeting the School Board approved the sale of bonds for the improvement and construction of school facilities. At that meeting the School Board was introduced to Ryan Miles, Ehlers Senior Investment Adviser with Ehlers Investment Partners.

On March 5, 2020, funds from the bond sale will be deposited with the district and Ryan Miles from Ehlers Investment Partners is recommended to serve as investment manager of the funds.

RECOMMENDED ACTION: Approve Ehlers as our approved investment managers of bond proceeds.

RESOLVED that the School Board of White Bear Lake Area School No. 624 hereby names Ehlers Investment Partners as the District's investment manager and TD Ameritrade Institutional as an official depository for the 2020A bond proceed funds belonging to the District.

Board President _____ Date: March 2, 2020

Board Clerk _____ Date: March 2, 2020