

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET**

April 12, 2021

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: Dr. Wayne Kazmierczak
Superintendent of Schools

Date: April 7, 2021

A meeting of the White Bear Lake Area School Board will be held on **Monday, April 12, 2021** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. Under Minnesota Statute 13D.021 this meeting may be held via electronic conferencing if necessary.

Please note: This meeting is open to the public with room capacity limits while staying six feet apart and wearing a mask.

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
 - g) Quarterly Investment Update

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 who wish to address the School 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 School 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. School District policy and data privacy laws preclude the School Board from publicly discussing student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
7. An appropriate school district official will be assigned to contact the speaker with answers to their questions or with follow-up information.
8. A handout on the purpose of School Board meetings and the meeting process is available at each School Board meeting.
9. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.
10. 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. Student Recognition
2. Superintendent's Report
3. High School Design Update

D. DISCUSSION ITEMS

1. Secondary Distance Learning Academy Application
2. First Reading of School Board Policies:
 - a. Policy 403, Discipline, Suspension and Dismissal of School District Employees
 - b. Policy 498, Respectful Workplace, and Policy 498 Form
 - c. Policy 502, Search of Student Lockers, Desks, Personal Possessions and Student's Person
 - d. Policy 512, School Sponsored Student Publications and Activities
 - e. Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches, and Policy 527 Form
 - f. Policy 605, Alternative Programs
 - g. Policy 606, Textbooks and Instructional Materials, and Policy 606 Appendices A-E
 - h. Policy 616, School System Accountability
 - i. Policy 729, Minnesota Post-Insurance Debt Compliance
 - j. Policy 801, Equal Access to Facilities of Secondary Schools, and Policy 801 Form

E. OPERATIONAL ITEMS

1. Action on FY 2019-20 Single Audit Report
2. Action on Secondary Distance Learning Academy Application
3. Action on Acceptance of Bid for Domestic Water Pipe Replacement Project at Lincoln Elementary
4. Action on Acceptance of Security Bid Package

5. Action on School Start and Dismissal Times
6. Action on School Board Policies:
 - a. Policy 417, Chemical Use and Abuse
 - b. Policy 522, Student Sex Nondiscrimination
 - c. Policy 714, Fund Balances
 - d. Policy 901, Community Education
 - e. Policy 903, Visitors to School District Property and Facilities; and Policy 903 Addendum A; and Policy 903 Procedures
 - f. Policy 905, Advertising
 - g. Policy 906, Community Notification of Predatory Offenders
 - h. Policy 910, Awarding of Honorary Diploma

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

AGENDA ITEM: **Consent Agenda**
MEETING DATE: **April 12, 2021**
SUGGESTED DISPOSITION: **Action Items**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

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
- g) Quarterly Investment Update

RECOMMENDED ACTION:

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

AGENDA ITEM: **School Board Minutes**
MEETING DATE: **April 12, 2021**
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, March 1, 2021** at 6:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was live streamed and the recording is posted on the website. Please note: this meeting was open to the public with room capacity limits while staying six feet apart and wearing a mask.

A. PROCEDURAL ITEMS

1. Chair Mullin called the meeting to order at 6:30 p.m.
2. Roll Call - Present: Arcand, Chapman, Ellison, Mullin, Newmaster. Absent: Beloyed, Thompson.
Ex-Officio: Dr. Wayne Kazmierczak
School Board Student Representative: Tessema
3. Pledge of Allegiance
4. Ellison moved and Newmaster seconded to approve the agenda as presented.
Voice vote: Ayes, Arcand, Chapman, Ellison, Mullin, Newmaster. Nays, none. Motion carried.
5. Chapman moved and Arcand seconded to approve the consent agenda consisting of:
 - Approval of minutes for regular Board meeting on February 8, 2021, and work session meeting on February 22, 2021;
 - Payment of invoices based upon a random sample, all of which met the standards and guidelines as set by the School Board;
 - Passage of resolution regarding acceptance of gifts with thank you letters directed to the donors;
 - Passage of resolution to approve personnel issues to include:
 - **RESIGNATION/TERMINATION/NON-RENEWAL– CLASSIFIED STAFF**
 - LYNDA CLAUSEN- Lunchroom and Playground Supervisor, Willow Lane Elementary
Employed by District 624 since 09/14/2020
Effective Date: 01/28/2021
 - ALAN GREEN- Paraeducator, Matoska Elementary
Employed by District 624 since 11/05/2020
Effective Date: 12/22/2020
 - ANGELA KEELING- Administrative Assistant, Transition Education Center
Employed by District 624 since 12/02/2019
Effective Date: 02/25/2021
 - HEIDI KRIESEL- Bear Fundamentals Oneka, Elementary
Employed by District 624 since 09/11/2020
Effective Date: 02/19/2021
 - MICHELLE MARCOTTE- Bear Fundamentals, Hugo Elementary
Employed by District 624 since 08/26/2019
Effective Date: 02/26/2021

DAVID NEUBAUER- Extended Day, District Wide

Employed by District 624 since 11/30/2020

Effective Date: 01/28/2021

MITCHELL RIEBOW- Out of School Time Site Supervisor, Sunrise

Employed by District 624 since 07/01/2017

Effective Date: 02/19/2021

SHEILA THALHUBER- Assistant Cook, WBLAHS - South Campus

Employed by District 624 since 09/06/2016

Effective Date: 09/07/2021

➤ **RESIGNATION/TERMINATION/NON-RENEWAL– CERTIFIED STAFF**

CARA CARDOSO- Psychologist, Hugo Elementary

Employed by District 624 since 08/22/2012

Effective Date: 01/27/2021

MARY PHILLIPS- 3rd Grade Teacher, Otter Lake Elementary

Employed by District 624 since 09/18/2014

Effective Date: 02/01/2021

➤ **CHANGE IN ASSIGNMENT– CLASSIFIED STAFF**

TRACY KRAMLINGER - From Elementary Manager, Oneka Elementary

To Middle School Manager, Central Middle School

\$20.19 per hr., to \$21.15 per hr.,

Effective Date: 02/15/2021

MARGARET PERRON - From Assistant Cook, Oneka Elementary

To Elementary Manager, Oneka Elementary

\$18.28 per hr., to \$21.64 per hr.,

Effective Date: 02/15/2021

STEPHANIE THURY - Lunchroom/Playground Supervisor, Matoska Elementary

3.5 hours a day to 5.5 hours a day

\$18.34 per hr., \$8,473.08

Effective Date: 02/15/2021

XUE XIONG- From Building Assistant, District Center

To Administrative Assistant - Registrar/Records, WBLAHS - South Campus

\$20.04 per hr., to \$ 21.16 per hr.,

Effective Date: 02/18/2021

➤ **RETURN FROM LEAVE OF ABSENCE– CERTIFIED STAFF**

LISA OLSON- Special Ed Teacher, Central Middle school

Employed by District 624 since 08/21/2003

Effective Date: 02/22/2021

➤ **NEW PERSONNEL– CLASSIFIED STAFF**

NABAA ABBOOD – Nutrition Services, Oneka Elementary

\$15.70 per hr., 16.25 hrs. per wk., \$3,775.85

Effective Date: 02/22/2021

RYAN FULTON – Grounds Coordinator , District Center

\$26.58 per hr., 8 hrs. per wk., \$20,200.79

Effective Date: 02/18/2021

MEGHAN NADEAU – Nutrition Services, Matoska Elementary

\$15.70 per hr., 18.75 hrs. per wk., \$4,297.87

Effective Date: 02/23/2021

ANDREA OSBORNE – Nutrition Services, Oneka Elementary

\$15.70 per hr., 23.75 hrs. per wk., \$5,518.55

Effective Date: 02/22/2021

CORISSA PERRON – Early Childhood Assistant, Normandy Park

\$19.07 per hr., 6 hrs. per wk., \$2,580.60

Effective Date: 02/03/2021

JESSE REYNOLDS – Student Supervisor, WBLAHS - South Campus

\$19.53 per hr., 6 hrs. per wk., \$9,140.04

Effective Date: 02/16/2021

➤ **TEMPORARY– CLASSIFIED STAFF**

REFUGIO LEON – Paraeducator, Vadnais Heights Elementary

\$19.07 per hr., 8 hrs. per wk., \$2,654.54

Effective Date: 02/01/2021 through 06/11/2021

JESSICA REBEAU – Extended Day, Hugo Elementary

\$15.50 per hr., 10 hrs. per wk., \$4,371.00

Effective Date: 02/10/2021 through 06/11/2021

➤ **TEMPORARY– CERTIFIED STAFF**

TIMOTHY WARREN – Interim Dean of Students, Central Middle School

\$36,759.60 (Pro-rated on annual salary of \$93,737.00)

Effective Date: 02/22/2021 through 06/18/2021

➤ **LONG TERM SUBSTITUTE– CLASSIFIED STAFF**

KURT HADLEY – Instructional Assistant, Willow Lane Elementary

\$19.07 per hr., 32.5 hrs. per wk., \$ 8,676.85

Effective Date: 02/10/2021 through 06/11/2021

MARY MADRIGAL – Paraeducator, WBLAHS - North Campus

\$19.53 per hr., 32.5 hrs. per wk., \$2,730.00

Effective Date: 02/08/2021 through 03/26/2021

KAYLA MIRON – Student Supervisor, Central Middle School

\$19.53 per hr., 38.75 hrs. per wk., \$12,562.67

Effective Date: 02/10/2021 through 06/11/2021

➤ **LONG TERM SUBSTITUTE– CERTIFIED STAFF**

LORI SCHOUVIELLER – Kindergarten, Distance Learning Academy

MA, Step 7, \$ \$12,642.68

Effective Date: 02/16/2021 – 06/14/2021

***Roll call vote: ayes, Arcand, Chapman, Ellison, Mullin, Newmaster.
Nays, none. Motion carried.***

B. PUBLIC FORUM

C. INFORMATION ITEMS

1. Student Recognition - Students who represented the district at a state level in the Scholastic Art Awards were recognized.
2. Superintendent's Report - Dr. Kazmierczak congratulated the students recognized for Scholastic Art Awards honors. He also spoke about National Nutrition Month, Music in our Schools Month, Women's History Month, Read Across America Day, Employee Appreciation Day, National School Breakfast Week and Spring Break. Other topics he mentioned: Black History Month Showcase, Kindergarten enrollment, and Coffee with Dr. K on April 6. Dr. Kazmierczak concluded with information about the Distance Learning Academy, return of secondary students to In-Person Learning, and the upcoming Spring Break from March 8-12, including spring break travel health reminders.

D. DISCUSSION ITEMS

1. American Indian Parent Advisory Committee Statement of Concurrence - Jordan Zickermann, American Indian Cultural Liaison; Mr. Andrew Adams III, Chair of the AIPAC; and Marcellus Davis, Director of Equity and Engagement presented an update on the AIPAC and discussed the resolution.
2. 2022-2023 School Year Calendar - Dr. Alison Gillespie presented the 2022-2023 calendar for discussion.
3. Proposed FY 2021-2022 Budget Adjustments - Tim Wald, Assistant Superintendent for Finance and Operations, and Andi Johnson, Director of Finance presented a summary of the budget adjustment recommendations.
4. First Reading of School Board Policies; a) Policy 417, Chemical Use and Abuse; b) Policy 522, Student Sex Nondiscrimination; c) Policy 901, Community Education; d) Policy 903, Visitors to School District Property and Facilities; Policy 903 Addendum A; and Policy 903 Procedures; e) Policy 905, Advertising; f) Policy 906, Community Notification of Predatory Offenders; and h) Policy 910, Awarding of Honorary Diploma.
The policies listed above will be on the April 12, 2021 agenda for a second reading.

E. OPERATIONAL ITEMS

1. Chapman moved and Arcand seconded to approve the action on the American Indian Parent Advisory Committee Resolution of Concurrence. **Voice vote: ayes, Arcand, Chapman, Ellison, Mullin, Newmaster. Nays, none. Motion carried.**
2. Arcand moved and Newmaster seconded to approve the 2022-2023 School Year Calendar and the following resolution: *BE IT RESOLVED by the School Board of Independent School District 624 that the attached school year calendar be approved and adopted for 2022-23 and that pursuant to Minn. Stat. §645.44, Subd. 5, the School Board of Independent School District 624 has determined that Indigenous Peoples Day is not a legal holiday, and therefore, public business, including School Board and informational meetings, may be transacted on that day. Additionally, schools will be open on Veterans Day*

*and in accordance with state statute will have at least one hour of activities in observance of Veterans Day. **Voice vote: ayes, Arcand, Chapman, Ellison, Mullin, Newmaster. Nays, none. Motion carried.***

3. Ellison moved and Arcand seconded to approve School Board Policies; a) Policy 408, Subpoena of a School District Employee; b) Policy 413, Harassment and Violence; and Policy 413 Form; c) Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse; d) Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults; e) Policy 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction; f) Policy 524, Electronic Technologies Acceptable Use; g) Policy 806, Crisis Management; and h) Policy 809, Naming School Buildings or Facilities; as recommended by the School Board Policy Committee and Cabinet. **Voice vote: ayes, Arcand, Chapman, Ellison, Mullin, Newmaster. Nays, none. Motion carried.**

F. BOARD FORUM

- G. ADJOURNMENT** - Arcand moved and Mullin seconded to adjourn the meeting at 7:49 p.m. **Voice vote: ayes, Arcand, Chapman, Ellison, Mullin, Newmaster. Nays, none. Motion carried.**

Submitted by: Jessica Ellison, clerk

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

A work session of the White Bear Lake Area School Board was held on **Monday, March 22, 2021**, at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was live streamed and the recording is posted on the website.

A. PROCEDURAL ITEMS

1. Call to Order – Chair Mullin called the meeting to order at 5:30 p.m.
2. Roll Call – Present: Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand.

B. DISCUSSION ITEMS

1. Overview of School Boundary Adjustment Process - Dennis Cheesebrow and Ray Queener from Teamworks International shared the process for the study and development of recommendations for new boundaries.
2. School Start Time Adjustments for 2021-2022 - Dr. Kazmierczak presented a proposal related to school start and dismissal times to be implemented in the fall of the 2021-2022 school year.
3. Elementary Distance Learning Academy Application - Jennifer Babiash, Director of Curriculum and Instruction presented the WBLAS application to become a K-5 online learning provider for the 2021-2022 school year.
4. FY 22 Budget Adjustments - Tim Wald, Assistant Superintendent for Finance and Operations presented the proposed FY 2021-22 budget adjustments.
5. First reading Policy 714, Fund Balances.

C. OPERATIONAL ITEMS

1. Arcand moved and Newmaster seconded to approve the Elementary Distance Learning Academy application. **Roll call vote: ayes, Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays, none. Motion carried.**
2. Chapman moved and Beloyed seconded to approve the FY 2021-2022 budget adjustments. **Roll call vote: ayes, Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays, none. Motion carried.**

- D. ADJOURNMENT** – Arcand moved and Mullin seconded to adjourn the meeting at 7:53 p.m. **Voice vote: ayes, Beloyed, Chapman, Ellison, Mullin, Newmaster, Thompson, Arcand. Nays, none. Motion carried.**

Submitted by: Jessica Ellison, clerk

AGENDA ITEM: **Monthly Check Registers**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent of Finance and Operations;**
Andi Johnson, 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 - March 2021

		<u>3/15/2021</u>	<u>3/31/2021</u>
Direct Deposit	606500-607893	2,068,423.86	
Direct Deposit	607894-609264		2,088,245.17
US Bank	Debt Payment	3/29/2021	529,110.21

Check Number	Vendor	Check Date	Amount	Check Type
112866	MIDWEST BUS PARTS INC	3/18/2021	(\$139.40)	V
113055	MIDWEST BUS PARTS INC	3/18/2021	(\$441.53)	V
113796	TWIN CITY HARDWARE COMPANY INC	3/18/2021	(\$201.04)	V
113935	MIDWEST BUS PARTS INC	3/18/2021	(\$184.50)	V
114032	3D UNIVERSE LLC	3/4/2021	\$3,135.00	R
114033	4IMPRINT INC	3/4/2021	\$593.82	R
114034	A+ DRIVING SCHOOL	3/4/2021	\$21,735.00	R
114035	ACCLAIM SERVICES INC	3/4/2021	\$109.00	R
114036	ACP DIRECT	3/4/2021	\$387.95	R
114037	ADVANTAGE EDUCATIONAL PROGRAMS	3/4/2021	\$1,800.00	R
114038	ALLSTREAM	3/4/2021	\$4,597.15	R
114039	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114040	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114041	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114042	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114043	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114044	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114045	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114046	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114047	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114048	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114049	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114050	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114051	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114052	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114053	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114054	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114055	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114056	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114057	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114058	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114059	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114060	AMAZON CAPITAL SERVICES	3/4/2021	\$0.00	C
114061	AMAZON CAPITAL SERVICES	3/4/2021	\$14,130.22	R
114062	AMIDON, MIKE	3/4/2021	\$94.00	R
114063	ANCHOR SOLAR INVESTMENTS LLC	3/4/2021	\$2,093.36	R
114064	ASTLEFORD INTL MINNEAPOLIS	3/4/2021	\$97.87	R
114065	AURORA INSTITUTE	3/4/2021	\$500.00	R
114066	B&H PHOTO-VIDEO	3/4/2021	\$2,434.90	R
114067	BENNEK, JOE	3/4/2021	\$152.00	R
114068	BENSON, WILLIAM P.	3/4/2021	\$176.00	R
114069	BERG, ELLIE K.	3/4/2021	\$15.00	R
114070	BEST BUY BUSINESS ADVANTAGE ACCT	3/4/2021	\$789.96	R

114071 BLADE, JULIE M.	3/4/2021	\$381.94	R
114072 BLICK ART MATERIALS	3/4/2021	\$81.72	R
114073 BLUE CROSS / BLUE SHIELD OF MN	3/4/2021	\$10,312.50	R
114074 BRAINPOP LLC	3/4/2021	\$2,195.00	R
114075 BRAUN INTERTEC CORPORATION	3/4/2021	\$5,850.00	R
114076 BROWN, BRUCE	3/4/2021	\$275.00	R
114077 BRUNE, CHAD	3/4/2021	\$85.85	R
114078 BSN SPORTS	3/4/2021	\$0.00	C
114079 BSN SPORTS	3/4/2021	\$5,969.74	R
114080 BULK BOOKSTORE	3/4/2021	\$5,827.36	R
114081 BURKE, JAKE	3/4/2021	\$152.00	R
114082 CDW GOVERNMENT INC	3/4/2021	\$4,158.84	R
114083 CENTURY COLLEGE	3/4/2021	\$40.00	R
114084 CINTAS CORP #470	3/4/2021	\$270.55	R
114085 CITY OF WHITE BEAR LAKE	3/4/2021	\$1,508.17	R
114086 CL BENSON CO INC	3/4/2021	\$5,667.31	R
114087 CMRS-FP	3/4/2021	\$6,000.00	R
114088 COLYER, KERRY	3/4/2021	\$169.00	R
114089 COMCAST	3/4/2021	\$294.67	R
114090 COMCAST	3/4/2021	\$1,875.05	R
114091 COMPASS MINERALS	3/4/2021	\$1,951.30	R
114092 CONNEY SAFETY PRODUCTS LLC	3/4/2021	\$3,425.98	R
114093 CONTINENTAL RESEARCH CORP	3/4/2021	\$1,843.26	R
114094 CUB FOODS OF WHITE BEAR TWSHP	3/4/2021	\$68.84	R
114095 CULLIGAN BOTTLED WATER	3/4/2021	\$30.40	R
114096 CUMMINS SALES AND SERVICE	3/4/2021	\$240.11	R
114097 DALCO CORPORATION	3/4/2021	\$0.00	C
114098 DALCO CORPORATION	3/4/2021	\$0.00	C
114099 DALCO CORPORATION	3/4/2021	\$0.00	C
114100 DALCO CORPORATION	3/4/2021	\$8,350.30	R
114101 DANICH, EMILY	3/4/2021	\$100.00	R
114102 DEGEZELLE, KEVIN	3/4/2021	\$79.00	R
114103 DEISTING, ASHLEY	3/4/2021	\$158.00	R
114104 DELTA EDUCATION LLC	3/4/2021	\$433.45	R
114105 DEMCO INC	3/4/2021	\$334.32	R
114106 DIMENSION STUDIOS	3/4/2021	\$36.00	R
114107 DISCOVERY EXPLORERS LLC	3/4/2021	\$65.50	R
114108 DOOR SERVICE COMPANY	3/4/2021	\$8,592.00	R
114109 DOUGLAS, SANDRA L.	3/4/2021	\$450.00	R
114110 DUSSL, DAN	3/4/2021	\$109.00	R
114111 EAST RIDGE PSO - SPEECH BOOSTERS	3/4/2021	\$77.00	R
114112 ED'S TROPHIES INC	3/4/2021	\$60.77	R
114113 EDUCATIONAL ASSOCIATES INC	3/4/2021	\$1,250.00	R
114114 ERICKSON, ROBERT	3/4/2021	\$93.00	R
114115 ETS NORTH METRO LLC	3/4/2021	\$3,833.33	R
114116 FENWAY INNOVATION CENTER	3/4/2021	\$9,327.11	R
114117 FIELDS, QUANTRELL	3/4/2021	\$98.00	R

114118 FIRST STUDENT	3/4/2021	\$2,851.91	R
114119 FIRST TECHNOLOGIES INC	3/4/2021	\$600.00	R
114120 FLINN SCIENTIFIC INC	3/4/2021	\$367.20	R
114121 FLIPS GYMNASTICS LLC	3/4/2021	\$320.00	R
114122 FRATTALONES HARDWARE STORES	3/4/2021	\$0.00	C
114123 FRATTALONES HARDWARE STORES	3/4/2021	\$233.86	R
114124 FRONTLINE TECHNOLOGIES GROUP	3/4/2021	\$109,763.00	R
114125 GALLAGHERS NORTHWESTERN TIRE CO INC	3/4/2021	\$2,621.06	R
114126 GILLUND ENTERPRISES	3/4/2021	\$434.24	R
114127 GILSON, RYAN	3/4/2021	\$140.00	R
114128 GLASS, CHRISTEN J.	3/4/2021	\$98.00	R
114129 GOLDCOM INC	3/4/2021	\$971.54	R
114130 GRAHAM, JEROME C.	3/4/2021	\$90.00	R
114131 GRAINGER	3/4/2021	\$0.00	C
114132 GRAINGER	3/4/2021	\$2,103.82	R
114133 GRANDMA'S BAKERY INC	3/4/2021	\$84.16	R
114134 GROUP MEDICAREBLUE RX	3/4/2021	\$12,080.00	R
114135 HAAS MUSICAL INSTRUMENT REPAIR	3/4/2021	\$27.00	R
114136 HANSON, TRAVIS	3/4/2021	\$152.00	R
114137 HARRIS, JOSEPH W.	3/4/2021	\$93.00	R
114138 HASTINGS HIGH SCHOOL	3/4/2021	\$84.00	R
114138 HASTINGS HIGH SCHOOL	3/5/2021	(\$84.00)	V
114139 HEGGERTY PHONEMIC AWARENESS	3/4/2021	\$259.17	R
114140 HEINEMANN	3/4/2021	\$2,872.15	R
114141 HILL, WESLEY	3/4/2021	\$79.00	R
114142 HOENIGSCHMIDT, KAYLEA	3/4/2021	\$1,853.00	R
114143 HOGLUND BUS COMPANY	3/4/2021	\$0.00	C
114144 HOGLUND BUS COMPANY	3/4/2021	\$0.00	C
114145 HOGLUND BUS COMPANY	3/4/2021	\$11,487.57	R
114146 HOLT, MICHELLE A.	3/4/2021	\$15.00	R
114147 HOUGE, SARAH M.	3/4/2021	\$787.50	R
114148 IFD	3/4/2021	\$0.00	C
114149 IFD	3/4/2021	\$26,067.17	R
114150 INNOVATIVE OFFICE SOLUTIONS	3/4/2021	\$158.27	R
114151 INSTITUTE FOR MULTI SENSORY EDUCATION	3/4/2021	\$429.41	R
114152 ISD #200 HASTINGS HIGH SCHOOL	3/4/2021	\$84.00	R
114153 J GRAMMOND PHOTOGRAPHY	3/4/2021	\$120.00	R
114154 JAKACKI, DOUG	3/4/2021	\$79.00	R
114155 JOHN DEERE FINANCIAL	3/4/2021	\$113.81	R
114156 JOHNSON, KEITH	3/4/2021	\$61.00	R
114157 JONES, TREMAYNE K.	3/4/2021	\$61.00	R
114158 JR WRESTLING	3/4/2021	\$360.00	R
114159 JUNIOR LIBRARY GUILD	3/4/2021	\$378.00	R
114160 KATH FUEL OIL SERVICE CO	3/4/2021	\$19,417.64	R
114161 KOCH, JOSHUA	3/4/2021	\$169.00	R
114162 KOPP SCOTT	3/4/2021	\$79.00	R
114163 KOVARIK, DAN	3/4/2021	\$169.00	R

114164 KRAFT MECHANICAL LLC	3/4/2021	\$21,237.93	R
114165 KUBES, TOM	3/4/2021	\$186.00	R
114166 LANDGRAFF, MARCIA J.	3/4/2021	\$577.00	R
114167 LEARNING OPPORTUNITIES INC	3/4/2021	\$238.70	R
114168 LEARNING A-Z	3/4/2021	\$368.14	R
114169 LITERACY RESOURCES LLC	3/4/2021	\$87.99	R
114170 LIVINGSTON, TYLER	3/4/2021	\$158.00	R
114171 LORENZ BUS SERVICE INC	3/4/2021	\$0.00	C
114172 LORENZ BUS SERVICE INC	3/4/2021	\$0.00	C
114173 LORENZ BUS SERVICE INC	3/4/2021	\$7,095.00	R
114174 LUTHER CADILLAC	3/4/2021	\$1,263.07	R
114175 MACKIN EDUCATIONAL RESOURCES	3/4/2021	\$877.01	R
114176 MANSFIELD OIL CO	3/4/2021	\$16,604.52	R
114177 MASA	3/4/2021	\$298.00	R
114178 MATH LEARNING CENTER	3/4/2021	\$6,420.00	R
114179 MCCRAY EXPRESS SPORTS NETWORK	3/4/2021	\$812.00	R
114180 MN COMMUNITY EDUC ASSOC (MCEA)	3/4/2021	\$480.00	R
114181 METRO DINING CLUB	3/4/2021	\$750.00	R
114182 MID CITY SERVICES - INDUSTRIAL LAUNDRY	3/4/2021	\$880.70	R
114183 MIDWEST BUS PARTS INC	3/4/2021	\$1,208.68	R
114183 MIDWEST BUS PARTS INC	3/18/2021	(\$1,208.68)	V
114184 MINNETONKA HS CHEERLEADING BOOSTER CLUB	3/4/2021	\$75.00	R
114185 MINUS, ANTHONY R.	3/4/2021	\$61.00	R
114186 MN SAFETY COUNCIL INC	3/4/2021	\$792.00	R
114187 MN STATE HIGH SCHOOL LEAGUE	3/4/2021	\$11,000.00	R
114188 MOBILE RADIO ENGINEERING INC	3/4/2021	\$105.96	R
114189 NAC MECHANICAL & ELECTRICAL SERV	3/4/2021	\$6,720.00	R
114190 NAPA AUTO PARTS	3/4/2021	\$49.84	R
114191 NARDINI FIRE EQUIPMENT CO INC	3/4/2021	\$210.06	R
114192 NASCO	3/4/2021	\$212.99	R
114193 NCPERS MINNESOTA	3/4/2021	\$128.00	R
114194 NEWSELA	3/4/2021	\$825.00	R
114195 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$0.00	C
114196 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$0.00	C
114197 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$0.00	C
114198 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$0.00	C
114199 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$0.00	C
114200 NORTH CENTRAL BLUE BIRD BUS SALES	3/4/2021	\$4,038.69	R
114201 NOVAK, JANICE S.	3/4/2021	\$60.00	R
114202 O'REILLY AUTOMOTIVE INC	3/4/2021	\$0.00	C
114203 O'REILLY AUTOMOTIVE INC	3/4/2021	\$176.54	R
114204 OLSON, DAN	3/4/2021	\$152.00	R
114205 ON SITE SANITATION INC	3/4/2021	\$74.00	R
114206 PAR INC	3/4/2021	\$571.32	R
114207 PARK SQUARE THEATRE	3/4/2021	\$80.00	R
114208 PATTERSON, JAMES	3/4/2021	\$79.00	R
114209 PEARSON, CHRIS	3/4/2021	\$169.00	R

114210 PEASE, STEVEN	3/4/2021	\$61.00	R
114211 PEEQ TECHNOLOGIES INC	3/4/2021	\$193.64	R
114212 PERNSTEINER CREATIVE GROUP	3/4/2021	\$175.00	R
114213 PETERS, BRIAN	3/4/2021	\$90.00	R
114214 PIONEER MIDWEST	3/4/2021	\$156.64	R
114215 PLT SERVICES	3/4/2021	\$185.00	R
114216 PONTRELLI, TRINA M.	3/4/2021	\$51.55	R
114217 POWER SYSTEMS LLC	3/4/2021	\$463.40	R
114218 PRESENTATION SYSTEMS INC.	3/4/2021	\$3,450.00	R
114219 PRESS PUBLICATIONS	3/4/2021	\$621.44	R
114220 PROJECT LEAD THE WAY	3/4/2021	\$2,400.00	R
114221 R & R SPECIALTIES INC	3/4/2021	\$90.00	R
114222 RELF, ANDREA	3/4/2021	\$122.50	R
114223 RENTAL REHAB & REPAIR	3/4/2021	\$5,050.00	R
114224 RINK-TEC INTERNATIONAL INC	3/4/2021	\$5,156.95	R
114225 ROBERT BOSCH TOOL CORP	3/4/2021	\$188.93	R
114226 RUBBERSTAMPS.COM	3/4/2021	\$22.99	R
114227 SAFETYFIRST PLAYGROUND MAINTENANCE	3/4/2021	\$1,495.00	R
114228 SANDERS, CRAIG	3/4/2021	\$176.00	R
114229 SCENARIO LEARNING LLC	3/4/2021	\$7,882.00	R
114230 SCHMIT TOWING	3/4/2021	\$1,062.50	R
114231 SCHOOL FIX CATALOG	3/4/2021	\$42.45	R
114232 SCHOOL HEALTH CORPORATION	3/4/2021	\$2,216.14	R
114233 SCHOOL SPECIALTY LLC	3/4/2021	\$47.07	R
114234 SENIOR SERVICES CONSORTIUM	3/4/2021	\$500.00	R
114235 SENTRY SYSTEMS INC	3/4/2021	\$155.00	R
114236 SIKICH, MARK	3/4/2021	\$118.00	R
114237 SIMON, MICHAEL	3/4/2021	\$190.00	R
114238 SINDBERG, JACOB	3/4/2021	\$98.00	R
114239 SMITLEY, SHARON L.	3/4/2021	\$200.00	R
114240 SMOLEY, CHAD	3/4/2021	\$80.00	R
114241 SOLIANT	3/4/2021	\$3,740.25	R
114242 SOUTH ST PAUL HIGH SCHOOL	3/4/2021	\$120.00	R
114243 STARFALL EDUC FOUNDATION	3/4/2021	\$70.00	R
114244 STAY TUNED PIANO SERVICES	3/4/2021	\$420.00	R
114245 STORLIE, ALAN	3/4/2021	\$98.00	R
114246 STUMPF, DANIEL	3/4/2021	\$93.00	R
114247 SUNDE LAND SURVEYING LLC	3/4/2021	\$3,172.35	R
114248 SURPLUS SERVICES	3/4/2021	\$162.00	R
114249 SWAN, JOHN E.	3/4/2021	\$286.00	R
114250 TEACHER SYNERGY LLC	3/4/2021	\$5.60	R
114251 THE HANOVER RESEARCH COUNCIL LLC	3/4/2021	\$48,510.00	R
114252 TONER, ANDREW	3/4/2021	\$61.00	R
114253 TRADE PRESS INC	3/4/2021	\$169.00	R
114254 TRAFERA	3/4/2021	\$5,819.00	R
114255 TREASURED TRANSPORTATION LLC	3/4/2021	\$30,801.19	R
114256 TRI-STATE BOBCAT	3/4/2021	\$1,992.40	R

114257 TWIN CITIES TRANSPORT & RECOVERY INC	3/4/2021	\$200.00	R
114258 TWIN CITY TRANSPORTATION INC	3/4/2021	\$70,271.47	R
114259 TWIN CITY HARDWARE COMPANY INC	3/4/2021	\$72.24	R
114260 ULINE	3/4/2021	\$341.51	R
114261 US FOODS CULINARY EQUIP & SUPPLIES	3/4/2021	\$158.35	R
114262 VERIZON WIRELESS	3/4/2021	\$1,408.69	R
114263 VIKING ELECTRIC SUPPLY	3/4/2021	\$0.00	C
114264 VIKING ELECTRIC SUPPLY	3/4/2021	\$1,203.85	R
114265 VISUALZ	3/4/2021	\$98.75	R
114266 VOCABULARY SPELLING CITY.COM	3/4/2021	\$0.00	C
114267 VOCABULARY SPELLING CITY.COM	3/4/2021	\$208.75	R
114268 VOIGT MOTORCOACH TRAVEL	3/4/2021	\$1,486.62	R
114269 WALTER, BRIAN M.	3/4/2021	\$98.00	R
114270 WAYNE, TODD	3/4/2021	\$90.00	R
114271 WB AREA EMERGENCY FOOD SHELF	3/4/2021	\$150.00	R
114272 WHITE BEAR RENTAL EQUIPMENT	3/4/2021	\$33.54	R
114273 WOLD ARCHITECTS AND ENGINEERS	3/4/2021	\$0.00	C
114274 WOLD ARCHITECTS AND ENGINEERS	3/4/2021	\$0.00	C
114275 WOLD ARCHITECTS AND ENGINEERS	3/4/2021	\$0.00	C
114276 WOLD ARCHITECTS AND ENGINEERS	3/4/2021	\$0.00	C
114277 WOLD ARCHITECTS AND ENGINEERS	3/4/2021	\$927,007.94	R
114278 WOLD, BRYCE Z.	3/4/2021	\$304.00	R
114279 WOODRICH, WARD F. III	3/4/2021	\$109.00	R
114280 XCEL ENERGY	3/4/2021	\$2,836.51	R
114281 YANEZ, BEN	3/4/2021	\$169.00	R
114282 ZAHL PETROLEUM MAINTENANCE CO	3/4/2021	\$1,051.25	R
114283 ZECH, GINA	3/4/2021	\$98.00	R
114284 ZONEONE LOCATING	3/4/2021	\$156.80	R
114285 GREATER TWIN CITIES UNITED WAY	3/5/2021	\$150.00	R
114286 IUOE LOCAL 70	3/5/2021	\$1,129.62	R
114287 RAUSCH, STURM, ISRAEL,	3/5/2021	\$18.30	R
114288 SCHOOL SERVICE EMPLOYEES	3/5/2021	\$7,121.56	R
114289 WBLA EDUCATIONAL FOUNDATION	3/5/2021	\$441.00	R
114290 GURSTEL CHARGO ATTORNEYS AT LAW	3/5/2021	\$320.78	R
114291 MESSERLI & KRAMER PA	3/5/2021	\$18.67	R
114292 24 25 CREATIVE LLC	3/18/2021	\$1,575.00	R
114293 A+ DRIVING SCHOOL	3/18/2021	\$17,010.00	R
114294 ALL STATE COMMUNICATIONS	3/18/2021	\$212.50	R
114295 ALL STRINGS ATTACHED	3/18/2021	\$750.00	R
114296 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114297 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114298 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114299 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114300 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114301 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114302 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114303 AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C

114304	AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114305	AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114306	AMAZON CAPITAL SERVICES	3/18/2021	\$0.00	C
114307	AMAZON CAPITAL SERVICES	3/18/2021	\$4,293.27	R
114308	AME CONSTRUCTION CORP	3/18/2021	\$24,700.00	R
114309	AMERICAN TIME	3/18/2021	\$1,059.13	R
114310	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	3/18/2021	\$1,125.96	R
114311	ASCD	3/18/2021	\$169.00	R
114312	ASSOC OF RECOVERY IN HIGHER	3/18/2021	\$250.00	R
114313	ATC GROUP SERVICES LLC	3/18/2021	\$5,579.65	R
114314	AUTISM SOCIETY OF MINNESOTA	3/18/2021	\$270.00	R
114315	AXEL H OHMAN INC	3/18/2021	\$144,647.08	R
114316	B&B ELECTRIC INC	3/18/2021	\$6,650.00	R
114317	BARNES, FRED	3/18/2021	\$98.00	R
114318	BATTERIES PLUS BULBS	3/18/2021	\$0.00	C
114319	BATTERIES PLUS BULBS	3/18/2021	\$672.40	R
114320	BAUMAN, LYNN M.	3/18/2021	\$118.00	R
114321	BEACON ATHLETICS	3/18/2021	\$618.00	R
114322	BEVSO	3/18/2021	\$0.00	C
114323	BEVSO	3/18/2021	\$22,396.84	R
114324	BLADE, JULIE M.	3/18/2021	\$190.97	R
114325	BLUE CROSS / BLUE SHIELD OF MN	3/18/2021	\$36.10	R
114326	BOWMAN, DON	3/18/2021	\$79.00	R
114327	BRAUN INTERTEC CORPORATION	3/18/2021	\$0.00	C
114328	BRAUN INTERTEC CORPORATION	3/18/2021	\$11,837.00	R
114329	BREDEMUS HARDWARE CO INC	3/18/2021	\$11,970.00	R
114330	BRIN GLASS COMPANY	3/18/2021	\$2,375.00	R
114331	BUCKNER, SARAH A.	3/18/2021	\$169.00	R
114332	CALCULATORS INC	3/18/2021	\$141.50	R
114333	CDW GOVERNMENT INC	3/18/2021	\$191,350.00	R
114334	CHAPMAN, RONALD J.	3/18/2021	\$98.00	R
114335	CINTAS CORP #470	3/18/2021	\$369.86	R
114336	CITY OF WHITE BEAR LAKE	3/18/2021	\$2,491.05	R
114337	COMCAST	3/18/2021	\$293.35	R
114338	COMCAST	3/18/2021	\$2,187.56	R
114339	CONNOR, JOSEPH B.	3/18/2021	\$79.00	R
114340	CONTINENTAL RESEARCH CORP	3/18/2021	\$2,174.15	R
114341	CORNERSTONE OCCUPATIONAL	3/18/2021	\$52.00	R
114342	CUB FOODS OF WHITE BEAR TWSHP	3/18/2021	\$0.00	C
114343	CUB FOODS OF WHITE BEAR TWSHP	3/18/2021	\$414.76	R
114344	CULLIGAN BOTTLED WATER	3/18/2021	\$38.00	R
114345	CUMMINS SALES AND SERVICE	3/18/2021	\$2,720.76	R
114346	DALCO CORPORATION	3/18/2021	\$0.00	C
114347	DALCO CORPORATION	3/18/2021	\$0.00	C
114348	DALCO CORPORATION	3/18/2021	\$0.00	C
114349	DALCO CORPORATION	3/18/2021	\$6,299.81	R
114350	DEISTING, ASHLEY	3/18/2021	\$79.00	R

114351	DIMENSION STUDIOS	3/18/2021	\$98.10	R
114352	DOOR SERVICE COMPANY	3/18/2021	\$12,419.00	R
114353	DOYLE, GREG	3/18/2021	\$76.00	R
114354	DEFINITIVE TECHNOLOGY SOLUTIONS	3/18/2021	\$0.00	C
114355	DEFINITIVE TECHNOLOGY SOLUTIONS	3/18/2021	\$11,721.94	R
114356	DEFINITIVE TECHNOLOGY SOLUTION	3/18/2021	\$9,685.00	R
114357	EBERT CONSTRUCTION	3/18/2021	\$26,265.12	R
114358	EDUCERE, LLC	3/18/2021	\$399.00	R
114359	EESCO UNITED ELECTRIC	3/18/2021	\$162.72	R
114360	ENGSTROM, MARK	3/18/2021	\$93.00	R
114361	ERICKSON, ROBERT	3/18/2021	\$169.00	R
114362	FENWAY INNOVATION CENTER	3/18/2021	\$9,052.11	R
114363	FESTIVAL FOODS-KNOWLAN'S	3/18/2021	\$71.78	R
114364	FINN SISU	3/18/2021	\$88.00	R
114365	FLEETPRIDE	3/18/2021	\$54.50	R
114366	FOLLETT SCHOOL SOLUTIONS INC	3/18/2021	\$93.39	R
114367	FOREST LAKE HIGH SCHOOL SPEECH	3/18/2021	\$56.00	R
114368	FRATTALONES HARDWARE STORES	3/18/2021	\$0.00	C
114369	FRATTALONES HARDWARE STORES	3/18/2021	\$384.28	R
114370	FRONTRUNNER SCREEN PRINTING	3/18/2021	\$396.00	R
114371	FUN EXPRESS LLC	3/18/2021	\$177.59	R
114372	GECKO MICROSOLUTIONS	3/18/2021	\$3,990.00	R
114373	GENERAL SPRINKLER CORPORATION	3/18/2021	\$3,135.00	R
114374	GILSON, RYAN	3/18/2021	\$79.00	R
114375	GOPHER STATE ONE CALL	3/18/2021	\$36.45	R
114376	GRAINGER	3/18/2021	\$0.00	C
114377	GRAINGER	3/18/2021	\$1,414.18	R
114378	GREATAMERICA FINANCIAL SERVICES	3/18/2021	\$368.34	R
114379	HAAS MUSICAL INSTRUMENT REPAIR	3/18/2021	\$74.00	R
114380	HALLBERG ENGINEERING INC	3/18/2021	\$19,500.00	R
114381	HALO TRANSPORTATION	3/18/2021	\$29,870.91	R
114382	HANSEN, COLE	3/18/2021	\$152.00	R
114383	HANSON, GENO	3/18/2021	\$140.00	R
114384	HEALTHPARTNERS	3/18/2021	\$8,302.90	R
114385	HEGGIES PIZZA	3/18/2021	\$4,046.55	R
114386	HEIDRICK, TOM	3/18/2021	\$79.00	R
114387	HERC-U-LIFT	3/18/2021	\$158.36	R
114388	HISDAHL INC	3/18/2021	\$200.00	R
114389	HOBART SERVICE	3/18/2021	\$1,071.44	R
114390	HOENIGSCHMIDT, KAYLEA	3/18/2021	\$1,725.00	R
114391	HOGLUND BUS COMPANY	3/18/2021	\$91.74	R
114392	HOUGE, SARAH M.	3/18/2021	\$393.75	R
114393	IFD	3/18/2021	\$0.00	C
114394	IFD	3/18/2021	\$0.00	C
114395	IFD	3/18/2021	\$0.00	C
114396	IFD	3/18/2021	\$57,183.89	R
114397	IMSANDE, MONIQUE	3/18/2021	\$94.00	R

114398	INGINA LLC	3/18/2021	\$675.00	R
114399	INNOVATIVE OFFICE SOLUTIONS	3/18/2021	\$25.66	R
114400	ISAAC, JEFFREY S.	3/18/2021	\$40.00	R
114401	JACON LLC	3/18/2021	\$19,114.00	R
114402	JAMAR COMPANY	3/18/2021	\$2,378.00	R
114403	JIMMY'S CONFERENCE & BANQUET CTR	3/18/2021	\$500.00	R
114404	JOHNSON, SHARON A.	3/18/2021	\$571.27	R
114405	JW PEPPER & SON INC	3/18/2021	\$0.00	C
114406	JW PEPPER & SON INC	3/18/2021	\$1,716.83	R
114407	KARNAS, MIKE	3/18/2021	\$79.00	R
114408	KATH FUEL OIL SERVICE CO	3/18/2021	\$131.34	R
114409	KAUFMAN, MICHAEL	3/18/2021	\$176.00	R
114410	KELLINGTON CONSTRUCTION INC	3/18/2021	\$3,595.65	R
114411	KIDCREATE STUDIO	3/18/2021	\$252.00	R
114412	KIMBALL MIDWEST	3/18/2021	\$292.88	R
114413	KLINGSPORN, TODD	3/18/2021	\$79.00	R
114414	KOCH MECHANICAL LLC	3/18/2021	\$0.00	C
114415	KOCH MECHANICAL LLC	3/18/2021	\$0.00	C
114416	KOCH MECHANICAL LLC	3/18/2021	\$19,826.00	R
114417	KRAFT MECHANICAL LLC	3/18/2021	\$0.00	C
114418	KRAFT MECHANICAL LLC	3/18/2021	\$0.00	C
114419	KRAFT MECHANICAL LLC	3/18/2021	\$0.00	C
114420	KRAFT MECHANICAL LLC	3/18/2021	\$7,725.14	R
114421	KRAUS ANDERSON CONSTRUCTION CO	3/18/2021	\$0.00	C
114422	KRAUS ANDERSON CONSTRUCTION CO	3/18/2021	\$0.00	C
114423	KRAUS ANDERSON CONSTRUCTION CO	3/18/2021	\$389,709.81	R
114424	KULLY SUPPLY COMPANY	3/18/2021	\$596.81	R
114425	LABELLE, PAUL H.	3/18/2021	\$159.00	R
114426	LAKEVIEW ELECTRICAL SERVICES	3/18/2021	\$425.00	R
114427	LANDGRAFF, MARCIA J.	3/18/2021	\$577.00	R
114428	LEHNER, KEN	3/18/2021	\$318.00	R
114429	LISA'S PHOTOGRAPHY	3/18/2021	\$540.00	R
114430	LIVINGSTON, TYLER	3/18/2021	\$79.00	R
114431	LORENZ BUS SERVICE INC	3/18/2021	\$645.00	R
114432	MACKIN EDUCATIONAL RESOURCES	3/18/2021	\$385.96	R
114433	MACPHAIL CENTER FOR MUSIC	3/18/2021	\$6,765.00	R
114434	MALLOY/MONTAGUE/KARNOWSKI & CO	3/18/2021	\$3,975.00	R
114435	MANGO ENTERTAINMENT LLC	3/18/2021	\$2,900.00	R
114436	MANLEY GARDENING LLC	3/18/2021	\$8,151.67	R
114437	MANSFIELD OIL CO	3/18/2021	\$18,751.87	R
114438	MARCO TECHNOLOGIES LLC	3/18/2021	\$2,960.41	R
114439	MARCO TECHNOLOGIES LLC	3/18/2021	\$975.00	R
114440	MASA	3/18/2021	\$149.00	R
114441	MN ASSOC OF SCH BUSINESS OFFICIALS	3/18/2021	\$30.00	R
114442	MASPA/STATE NEGOTIATORS	3/18/2021	\$1,650.00	R
114443	MCCRAY EXPRESS SPORTS NETWORK	3/18/2021	\$812.00	R
114444	MCDONOUGH'S WATERJETTING AND	3/18/2021	\$564.80	R

114445	MCMASTER-CARR	3/18/2021	\$425.41	R
114446	MENTH, MICHAEL	3/18/2021	\$98.00	R
114447	METRO MEALS ON WHEELS INC	3/18/2021	\$89.00	R
114448	MID CITY SERVICES - INDUSTRIAL LAUNDRY	3/18/2021	\$38.49	R
114449	MIDAMERICA BOOKS	3/18/2021	\$711.25	R
114450	MINNESOTA JUNIOR B.A.S.S FEDERATION	3/18/2021	\$380.00	R
114451	MLA	3/18/2021	\$789.00	R
114452	MN DEPT OF LABOR & INDUSTRY	3/18/2021	\$100.00	R
114453	MN SCIENCE TEACHERS ASSOC	3/18/2021	\$25.00	R
114454	MN ULTIMATE	3/18/2021	\$250.00	R
114455	MN UTILITIES & EXCAVATING LLC	3/18/2021	\$28,083.90	R
114456	MODERN PIPING INC	3/18/2021	\$23,579.00	R
114457	NAC MECHANICAL & ELECTRICAL SERV	3/18/2021	\$2,421.59	R
114458	NAPA AUTO PARTS	3/18/2021	\$283.31	R
114459	NASCO	3/18/2021	\$76.08	R
114460	NATIONWIDE	3/18/2021	\$25,000.00	R
114461	NEO ELECTRICAL SOLUTIONS LLC	3/18/2021	\$65,588.00	R
114462	NINJA ANYWHERE LLC	3/18/2021	\$2,900.00	R
114463	NORCENTRONIX DISTRIBUTING	3/18/2021	\$104.00	R
114464	NORTH CENTRAL BLUE BIRD BUS SALES	3/18/2021	\$0.00	C
114465	NORTH CENTRAL BLUE BIRD BUS SALES	3/18/2021	\$0.00	C
114466	NORTH CENTRAL BLUE BIRD BUS SALES	3/18/2021	\$0.00	C
114467	NORTH CENTRAL BLUE BIRD BUS SALES	3/18/2021	\$3,144.09	R
114468	NORTHBOUND CREATIVE	3/18/2021	\$312.00	R
114469	O'REILLY AUTOMOTIVE INC	3/18/2021	\$32.27	R
114470	OLIVE, MATT	3/18/2021	\$79.00	R
114471	OSMAN, BADASO	3/18/2021	\$79.00	R
114472	OXYGEN SERVICE CO INC	3/18/2021	\$12.32	R
114473	PALESH, BRANDON	3/18/2021	\$98.00	R
114474	PALOS SPORTS INC	3/18/2021	\$45.91	R
114475	PAN-O-GOLD	3/18/2021	\$2,395.30	R
114476	PARK HIGH SCHOOL	3/18/2021	\$120.00	R
114477	PEARSON, CHRIS	3/18/2021	\$169.00	R
114478	PERKINS, JASON P.	3/18/2021	\$79.00	R
114479	PETERSON BROS ROOFING & CONST	3/18/2021	\$869.34	R
114480	PIONEER MIDWEST	3/18/2021	\$34.28	R
114481	PODS COMPLETE CAR CARE	3/18/2021	\$1,067.68	R
114482	PONCE TRAINED WRESTLING LLC	3/18/2021	\$995.00	R
114483	PRAXAIR DISTRIBUTION INC	3/18/2021	\$55.70	R
114484	PRESS PUBLICATIONS	3/18/2021	\$329.84	R
114485	PRINCETON HIGH SCHOOL	3/18/2021	\$18.00	R
114486	READ NATURALLY INC	3/18/2021	\$722.00	R
114487	REPUBLIC SERVICES #899	3/18/2021	\$0.00	C
114488	REPUBLIC SERVICES #899	3/18/2021	\$13,336.50	R
114489	REV.COM	3/18/2021	\$120.00	R
114490	ROBERT BOSCH TOOL CORP	3/18/2021	\$1,889.10	R
114491	RTL CONSTRUCTION INC	3/18/2021	\$28,438.25	R

114492	RUPP ANDERSON SQUIRES & WALDSPURGER PA	3/18/2021	\$3,667.15	R
114493	SCHMIDT, AMY	3/18/2021	\$94.00	R
114494	SCHMITT MUSIC COMPANY	3/18/2021	\$70.00	R
114495	SCHNEIDER, STEVEN A.	3/18/2021	\$79.00	R
114496	SCHOOL FIX CATALOG	3/18/2021	\$371.80	R
114497	SCHOOL HEALTH CORPORATION	3/18/2021	\$196.24	R
114498	SCHOOL SPECIALTY LLC	3/18/2021	\$0.00	C
114499	SCHOOL SPECIALTY LLC	3/18/2021	\$89.07	R
114500	SCHREIBER MULLANEY CONSTRUCTION CO	3/18/2021	\$5,925.15	R
114501	SEEVER, GRAY	3/18/2021	\$160.00	R
114502	SHIKOWSKY, LOUIS	3/18/2021	\$152.00	R
114503	SHRED-IT USA - MINNEAPOLIS	3/18/2021	\$318.86	R
114504	SKOW, KAREN L.	3/18/2021	\$480.00	R
114505	SOLIAN	3/18/2021	\$7,885.50	R
114506	SPECIALTY PROMOTIONS INC	3/18/2021	\$742.17	R
114507	SPRIGGS PLUMBING & HEATING INC	3/18/2021	\$27,075.00	R
114508	STAFFORD-SMITH INC	3/18/2021	\$309.70	R
114509	STANDARD INSURANCE COMPANY	3/18/2021	\$37,718.75	R
114510	STAPLES ADVANTAGE	3/18/2021	\$0.00	C
114511	STAPLES ADVANTAGE	3/18/2021	\$0.00	C
114512	STAPLES ADVANTAGE	3/18/2021	\$0.00	C
114513	STAPLES ADVANTAGE	3/18/2021	\$0.00	C
114514	STAPLES ADVANTAGE	3/18/2021	\$968.15	R
114515	STARFALL EDUC FOUNDATION	3/18/2021	\$270.00	R
114516	STATE SUPPLY CO	3/18/2021	\$479.38	R
114517	STRATEGIC STAFFING SOLUTIONS	3/18/2021	\$0.00	C
114518	STRATEGIC STAFFING SOLUTIONS	3/18/2021	\$9,099.00	R
114519	STRAUSS SKATES AND BICYCLES	3/18/2021	\$800.00	R
114520	STUMPF, DANIEL	3/18/2021	\$169.00	R
114521	SUMMIT FIRE PROTECTION	3/18/2021	\$2,142.15	R
114522	SUNDE LAND SURVEYING LLC	3/18/2021	\$4,450.00	R
114523	SYNOVIA SOLUTIONS	3/18/2021	\$1,551.40	R
114524	TEAMWORKS INTERNATIONAL INC	3/18/2021	\$25,150.00	R
114525	TED MANNSTEDT & SONS INC	3/18/2021	\$25,840.00	R
114526	TR ENVIRONMENTAL CONSULTING LLC	3/18/2021	\$0.00	C
114527	TR ENVIRONMENTAL CONSULTING LLC	3/18/2021	\$1,070.00	R
114528	TRADE PRESS INC	3/18/2021	\$1,040.00	R
114529	TRANSLANGUAGES, LLC	3/18/2021	\$210.00	R
114530	TRI-STATE BOBCAT	3/18/2021	\$0.00	C
114531	TRI-STATE BOBCAT	3/18/2021	\$249.07	R
114532	TRIO SUPPLY COMPANY	3/18/2021	\$8,924.68	R
114533	TRUE NORTH CONSULTING GROUP	3/18/2021	\$24,000.00	R
114534	TSA CONSULTING GROUP	3/18/2021	\$940.24	R
114535	TUMBLEWEED PRESS INC	3/18/2021	\$3,992.00	R
114536	TWIN CITY JANITOR SUPPLY CO	3/18/2021	\$401.04	R
114537	TWIN CITY HARDWARE COMPANY INC	3/18/2021	\$3,725.68	R
114537	TWIN CITY HARDWARE COMPANY INC	3/18/2021	(\$3,725.68)	V

114538 UHL COMPANY INC	3/18/2021	\$276.00	R
114539 UNIVERSITY OF MN OFC OF STUDENT FINANCE	3/18/2021	\$145.00	R
114540 VANG, STEPHANIE	3/18/2021	\$1,242.00	R
114541 VERITEXT	3/18/2021	\$245.00	R
114542 VERPLAETSE, MARK J.	3/18/2021	\$93.00	R
114543 VIKING AUTOMATIC SPRINKLER CO	3/18/2021	\$550.00	R
114544 VIKING ELECTRIC SUPPLY	3/18/2021	\$0.00	C
114545 VIKING ELECTRIC SUPPLY	3/18/2021	\$949.05	R
114546 WALTER, BRIAN M.	3/18/2021	\$196.00	R
114547 WARD'S SCIENCE	3/18/2021	\$296.61	R
114548 WHITE BEAR CENTER FOR THE ARTS	3/18/2021	\$8,500.00	R
114549 WEIDNER PLUMBING & HEATING CO	3/18/2021	\$72,971.40	R
114550 WELLS CONCRETE PRODUCTS CO	3/18/2021	\$571,379.58	R
114551 WEST MUSIC COMPANY	3/18/2021	\$268.82	R
114552 WHISLER, ERIC	3/18/2021	\$93.00	R
114553 WHITE BEAR MAKERSPACE	3/18/2021	\$192.00	R
114554 WILSON, SCOTT T.	3/18/2021	\$159.00	R
114555 WINDSTREAM	3/18/2021	\$1,384.15	R
114556 WOLTERS MIKE	3/18/2021	\$169.00	R
114557 WOODRICH, WARD F. III	3/18/2021	\$94.00	R
114558 X-GRAIN SPORTSWEAR	3/18/2021	\$222.00	R
114559 ZABADAL, GEORGE J.	3/18/2021	\$98.00	R
114560 ZARAMBO, MARIA L.	3/18/2021	\$90.00	R
114561 ZECH, GINA	3/18/2021	\$61.00	R
114562 ZEIMETZ, ANN M.	3/18/2021	\$180.00	R
114563 TWIN CITY JANITOR SUPPLY CO	3/18/2021	\$3,005.68	R
114564 TWIN CITY HARDWARE COMPANY INC	3/18/2021	\$720.00	R
114565 GREATER TWIN CITIES UNITED WAY	3/18/2021	\$150.00	R
114566 IUOE LOCAL 70	3/18/2021	\$1,219.88	R
114567 SCHOOL SERVICE EMPLOYEES	3/18/2021	\$0.00	C
114568 SCHOOL SERVICE EMPLOYEES	3/18/2021	\$7,101.70	R
114569 WBLA EDUCATIONAL FOUNDATION	3/18/2021	\$441.00	R
114570 GURSTEL CHARGO ATTORNEYS AT LAW	3/18/2021	\$320.81	R
114571 MESSERLI & KRAMER PA	3/18/2021	\$18.77	R
114572 APADANA	3/24/2021	\$7,262.34	R
114573 BLICK ART MATERIALS	3/24/2021	\$678.17	R
114574 BRAUN INTERTEC CORPORATION	3/24/2021	\$3,741.25	R
114575 CHILD 1ST PUBLICATIONS LLC	3/24/2021	\$110.17	R
114576 DEMCO INC	3/24/2021	\$213.04	R
114577 DOMINOS PIZZA	3/24/2021	\$53.47	R
114578 ECKROTH MUSIC	3/24/2021	\$0.00	C
114579 ECKROTH MUSIC	3/24/2021	\$0.00	C
114580 ECKROTH MUSIC	3/24/2021	\$0.00	C
114581 ECKROTH MUSIC	3/24/2021	\$1,340.72	R
114582 EDUCERE, LLC	3/24/2021	\$149.50	R
114583 FIRST STUDENT INC	3/24/2021	\$0.00	C
114584 FIRST STUDENT INC	3/24/2021	\$274,457.02	R

114585 GRAYBAR ELECTRIC COMPANY	3/24/2021	\$666.23	R
114586 HEINEMANN	3/24/2021	\$100.00	R
114587 ISD #622 NO ST PAUL/MAPLEWOOD	3/24/2021	\$4,865.16	R
114588 JW PEPPER & SON INC	3/24/2021	\$156.82	R
114589 LANGUAGE LINE SERVICES	3/24/2021	\$1,460.62	R
114590 MACKIN EDUCATIONAL RESOURCES	3/24/2021	\$245.24	R
114591 METRO ECSU	3/24/2021	\$185.00	R
114592 METRO MEALS ON WHEELS INC	3/24/2021	\$7,672.50	R
114593 MIDAMERICA BOOKS	3/24/2021	\$548.60	R
114594 MOBYMAX EDUCATION LLC	3/24/2021	\$299.00	R
114595 NASCO	3/24/2021	\$672.67	R
114596 NORTHBOUND CREATIVE	3/24/2021	\$2,550.00	R
114597 O'REILLY AUTOMOTIVE INC	3/24/2021	\$160.50	R
114598 OFFICE DEPOT	3/24/2021	\$645.96	R
114599 PAR INC	3/24/2021	\$400.20	R
114600 SOUTHPAW ENTERPRISES	3/24/2021	\$82.08	R
114601 TEACHER SYNERGY LLC	3/24/2021	\$462.99	R
114602 TRANSLANGUAGES, LLC	3/24/2021	\$420.00	R
114603 WELLNER LAW PLLC	3/24/2021	\$200.00	R
114604 WEST MUSIC COMPANY	3/24/2021	\$24.95	R
114605 WICK, TIMOTHY S.	3/24/2021	\$800.00	R
114606 XCEL ENERGY	3/24/2021	\$0.00	C
114607 XCEL ENERGY	3/24/2021	\$106,511.90	R
9992494 AIG	2/26/2021	\$7,114.46	R
9992495 AMERICAN FUNDS	2/26/2021	\$0.00	C
9992496 AMERICAN FUNDS	2/26/2021	\$82,365.42	R
9992497 AMERICAN UNITED LIFE	2/26/2021	\$0.00	C
9992498 AMERICAN UNITED LIFE	2/26/2021	\$96,065.05	R
9992499 AMERIPRISE FINANCIAL SERVICES	2/26/2021	\$14,124.79	R
9992500 ASPIRE FINANCIAL SERVICES	2/26/2021	\$1,948.80	R
9992501 AXA EQUITABLE	2/26/2021	\$27,653.34	R
9992502 EDUCATION MN ESI BILLING TRUST	2/26/2021	\$36,209.60	R
9992503 INTERNAL REVENUE SERVICE	2/26/2021	\$0.00	C
9992504 INTERNAL REVENUE SERVICE	2/26/2021	\$0.00	C
9992505 INTERNAL REVENUE SERVICE	2/26/2021	\$0.00	C
9992506 INTERNAL REVENUE SERVICE	2/26/2021	\$764,461.35	R
9992507 METROPOLITAN LIFE	2/26/2021	\$1,198.76	R
9992508 MN DEPT OF HUMAN SERVICES	2/26/2021	\$1,149.60	R
9992509 MN DEPT OF REVENUE	2/26/2021	\$123,949.44	R
9992510 MN STATE RETIREMENT	2/26/2021	\$6,205.19	R
9992511 PUBLIC EMP RETIREMENT ASSOC	2/26/2021	\$125,873.35	R
9992512 TEACHERS RETIREMENT ASSOC	2/26/2021	\$0.00	C
9992513 TEACHERS RETIREMENT ASSOC	2/26/2021	\$390,721.19	R
9992514 VANGUARD SMALL BUSINESS SERVICES	2/26/2021	\$34,778.52	R
9992515 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	2/26/2021	\$43,369.69	R
9992516 AIG	3/15/2021	\$7,114.46	R
9992517 AMERICAN FUNDS	3/15/2021	\$82,960.67	R

9992518 AMERICAN UNITED LIFE	3/15/2021	\$100,997.06	R
9992519 AMERIPRISE FINANCIAL SERVICES	3/15/2021	\$13,822.15	R
9992520 ASPIRE FINANCIAL SERVICES	3/15/2021	\$1,948.80	R
9992521 AXA EQUITABLE	3/15/2021	\$28,803.45	R
9992522 EDUCATION MN ESI BILLING TRUST	3/15/2021	\$37,173.77	R
9992523 INTERNAL REVENUE SERVICE	3/15/2021	\$0.00	C
9992524 INTERNAL REVENUE SERVICE	3/15/2021	\$0.00	C
9992525 INTERNAL REVENUE SERVICE	3/15/2021	\$0.00	C
9992526 INTERNAL REVENUE SERVICE	3/15/2021	\$731,050.76	R
9992527 METROPOLITAN LIFE	3/15/2021	\$1,198.76	R
9992528 MN DEPT OF HUMAN SERVICES	3/15/2021	\$1,133.50	R
9992529 MN DEPT OF REVENUE	3/15/2021	\$116,553.64	R
9992530 MN STATE RETIREMENT	3/15/2021	\$6,205.19	R
9992531 PUBLIC EMP RETIREMENT ASSOC	3/15/2021	\$0.00	C
9992532 PUBLIC EMP RETIREMENT ASSOC	3/15/2021	\$122,137.42	R
9992533 TEACHERS RETIREMENT ASSOC	3/15/2021	\$383,183.58	R
9992534 VANGUARD SMALL BUSINESS SERVICES	3/15/2021	\$35,988.83	R
9992535 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	3/15/2021	\$43,297.75	R
9992536 SAM'S CLUB/SYNCHRONY BANK	3/22/2021	\$723.10	R
9992537 BMO	3/26/2021	\$0.00	C
9992538 BMO	3/26/2021	\$0.00	C
9992539 BMO	3/26/2021	\$0.00	C
9992540 BMO	3/26/2021	\$0.00	C
9992541 BMO	3/26/2021	\$0.00	C
9992542 BMO	3/26/2021	\$0.00	C
9992543 BMO	3/26/2021	\$0.00	C
9992544 BMO	3/26/2021	\$0.00	C
9992545 BMO	3/26/2021	\$19,644.99	R
9992546 AIG	3/31/2021	\$6,964.46	R
9992547 AMERICAN FUNDS	3/31/2021	\$87,308.03	R
9992548 AMERICAN UNITED LIFE	3/31/2021	\$92,454.74	R
9992549 AMERIPRISE FINANCIAL SERVICES	3/31/2021	\$14,679.31	R
9992550 ASPIRE FINANCIAL SERVICES	3/31/2021	\$1,948.80	R
9992551 AXA EQUITABLE	3/31/2021	\$27,636.33	R
9992552 EDUCATION MN ESI BILLING TRUST	3/31/2021	\$36,463.77	R
9992553 INTERNAL REVENUE SERVICE	3/31/2021	\$0.00	C
9992554 INTERNAL REVENUE SERVICE	3/31/2021	\$748,553.51	R
9992555 METROPOLITAN LIFE	3/31/2021	\$1,198.76	R
9992556 MN DEPT OF HUMAN SERVICES	3/31/2021	\$1,892.92	R
9992557 MN DEPT OF REVENUE	3/31/2021	\$120,867.52	R
9992558 MN STATE RETIREMENT	3/31/2021	\$6,205.19	R
9992559 PUBLIC EMP RETIREMENT ASSOC	3/31/2021	\$133,337.31	R
9992560 TEACHERS RETIREMENT ASSOC	3/31/2021	\$378,549.57	R
9992561 VANGUARD SMALL BUSINESS SERVICES	3/31/2021	\$35,703.91	R
9992562 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	3/31/2021	\$43,225.81	R
202100608 ANDERSON, CHRISTINA E.	3/4/2021	\$342.00	A
202100609 ANDERSON, JON C.	3/4/2021	\$36.25	A

202100610 BEACH, RODNEY W.	3/4/2021	\$204.44	A
202100611 CARLINSCHAUER, KYLE L.	3/4/2021	\$65.00	A
202100612 CARLSON, CARRIE E.	3/4/2021	\$59.00	A
202100613 DARGAY, ANGELA D.	3/4/2021	\$110.09	A
202100614 DENUCCI, KRISTINA E.	3/4/2021	\$63.55	A
202100615 EGEMO, PATRICIA A.	3/4/2021	\$5.04	A
202100616 ERICKSON, KRISTIN L.	3/4/2021	\$59.00	A
202100617 FITZPATRICK, RYAN M.	3/4/2021	\$1,419.79	A
202100618 GUTHRIE, ASHLEY M.	3/4/2021	\$65.00	A
202100619 INDLECOFFER, TRACI D.	3/4/2021	\$150.00	A
202100620 KAZMIERCZAK, CLARE C.	3/4/2021	\$56.16	A
202100621 KISSNER, TABBITHA A.	3/4/2021	\$19.81	A
202100622 KROCAK, NANCY J.	3/4/2021	\$55.16	A
202100623 LARSON, TIMOTHY J.	3/4/2021	\$31.50	A
202100624 LAU, LAI F.	3/4/2021	\$59.88	A
202100625 LAVALLEY, NICOLE R.	3/4/2021	\$296.27	A
202100626 MCCULLOUGH, KAREN K.	3/4/2021	\$54.99	A
202100627 MONIGOLD, APRIL M.	3/4/2021	\$25.20	A
202100628 MOSENG, AMANDA R.	3/4/2021	\$130.00	A
202100629 MULLEN, NANCY D.	3/4/2021	\$221.00	A
202100630 NADEAU, MARGARET M.	3/4/2021	\$260.00	A
202100631 OGDEN, TERESA L.	3/4/2021	\$167.06	A
202100632 PERRY, MEGAN M.	3/4/2021	\$10.00	A
202100633 RAU, EMILY J.	3/4/2021	\$9.00	A
202100634 RIEBOW, MATTHEW R.	3/4/2021	\$173.91	A
202100635 ROBERTS, ROSE M.	3/4/2021	\$33.60	A
202100636 RYAN, DENISE M.	3/4/2021	\$83.23	A
202100637 SCHULTE, DARRELL A.	3/4/2021	\$575.27	A
202100638 STOFFEL, JAMES E.	3/4/2021	\$26.60	A
202100639 THIBAUT, DEBRA S.	3/4/2021	\$139.99	A
202100640 VOLLMER, JENNA D.	3/4/2021	\$73.75	A
202100641 WILLEMSEN, ABBY M.	3/4/2021	\$58.67	A
202100642 ACCIARI, NICOLE E.	3/18/2021	\$65.00	A
202100643 BONCHER, CHERYL R.	3/18/2021	\$591.55	A
202100644 BONSELL, KATHRYN L.	3/18/2021	\$25.53	A
202100645 CRAIGAN, JENNIFER M.	3/18/2021	\$681.27	A
202100646 DERBY, SARA A.	3/18/2021	\$60.08	A
202100647 DRANGE, ANGELA M.	3/18/2021	\$137.58	A
202100648 EGEMO, PATRICIA A.	3/18/2021	\$66.64	A
202100649 GALYON, AMY R.	3/18/2021	\$53.20	A
202100650 HART, HEATHER N.	3/18/2021	\$174.89	A
202100651 HIGGINS, SHEILA J.	3/18/2021	\$65.00	A
202100652 HOSMER, JESSICA A.	3/18/2021	\$84.90	A
202100653 KIRKHAM, JENNIFER K.	3/18/2021	\$59.88	A
202100654 KOVACS, JAMIE L.	3/18/2021	\$148.76	A
202100655 KROCAK, NANCY J.	3/18/2021	\$82.74	A
202100656 LEMIEUX, TAMARA M.	3/18/2021	\$72.52	A

202100657 MAURER, TIMOTHY J.	3/18/2021	\$390.00	A
202100658 NACHTSHEIM, JOHN J.	3/18/2021	\$248.08	A
202100659 PETERSON, SCOTT J.	3/18/2021	\$19.00	A
202100660 PINNOW, PAIGE E.	3/18/2021	\$118.31	A
202100661 RODRIGUEZ, DARCY A.	3/18/2021	\$50.00	A
202100662 SCHUMAN, ANNA M.	3/18/2021	\$22.85	A
202100663 SITKA, LEAH M.	3/18/2021	\$99.00	A
202100664 STEADLAND, KEITH D.	3/18/2021	\$4.98	A
202100665 STEINBACH, KARI K.	3/18/2021	\$428.76	A
202100666 STENDER, THERESA M.	3/18/2021	\$1,114.40	A
202100667 TELAE, CASSANDRA	3/18/2021	\$6.99	A
202100668 TUTTLE, JANE E.	3/18/2021	\$130.00	A
202100669 VAIL, ANNE B.	3/18/2021	\$84.56	A
202100670 XU, HUI	3/18/2021	\$43.50	A
		\$9,471,383.31	

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: **April 12, 2021**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent of Finance and Operations;**
Andi Johnson, Director of Finance

Donation	Donor	Recipient
\$65.40	Thomson Reuters - Anonymous	District Center
\$500.00	Charities Aid Foundation of America - John Gagne and 3M Foundation Volunteer Match	Senior Center
\$100.00	Ryan and Nichole Zahler	Mary Dahle Leadership Scholarship
\$200.00	Justin Nienhaus and Melanie Sanftner	Mary Dahle Leadership Scholarship
\$400.00	Blackbaud Giving Fund - Anonymous	Birch Lake Elementary
Evolve Stander	Joni Spaulding	EC - Normandy Park
Dictionaries	WBL Lions Club	All Elementary Grade 3 Students
Thesauruses	WBL Lions Club	All Elementary Grade 5 Students
\$19.00	United Way - Adam Hoffman	District Center
\$48	United Way - H.B. Fuller Corporate	District Center
\$10.00	Target % CyberGrants - Anonymous	Hugo Elementary
\$500.00	Blackbaud Giving Fund - Anonymous	District Center
\$50.00	Blackbaud Giving Fund - Christine Yerkes	WBLAHS - South Campus

RECOMMENDED ACTION:

Approve.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

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(s)	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
September 22, 2021 - September 24, 2021 Deep Portage Environmental Camp	Kristin Erickson, Megan Hibbard, Carrie Carlson	Otter Lake Elementary 5th Grade Students	3	80	Total cost to students: \$188.00 Total cost of trip: \$21,000.00 Sources of revenue: Fundraising and Private Funds 100% refund if trip is cancelled	Private Bus Company	To expand the 5th grade science curriculum to include hands-on activities.

RECOMMENDED ACTION: The administration recommends the School Board to approve this field trip.

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 Resource

RESIGNATION/TERMINATION/NON-RENEWAL - CLASSIFIED STAFF

NANCY CAPAN- Middle School Manager, Central Middle School

Employed by District 624 since 09/11/1995

Effective Date: 02/20/2021

JEFFREY IVEY- Custodian, WBLAHS - South Campus

Employed by District 624 since 10/01/2020

Effective Date: 03/31/2021

JULIE MATTICE- Extended Day, Lakeaires Elementary

Employed by District 624 since 12/15/2001

Effective Date: 03/19/2021

SARAH NEWKIRK- Paraeducator, WBLAHS - North Campus

Employed by District 624 since 09/04/2018

Effective Date: 03/29/2021

JACQUELINE TIERNEY- Paraeducator, Central Middle School

Employed by District 624 since 12/11/1996

Effective Date: 02/23/2021

PAULA VAZQUEZ- Extended Day, Otter Lake Elementary

Employed by District 624 since 08/29/2018

Effective Date: 03/04/2021

RESIGNATION/TERMINATION/NON-RENEWAL - CERTIFIED STAFF
--

JENNI DELUCA- Intervention Teacher, Lakeaires Elementary

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

STACY EASTEP- ECSE Teacher, Normandy Elementary

Employed by District 624 since 08/20/2018

Effective Date: 06/14/2021

BETHANY FLIEHLER- 2nd Grade Teacher, Oneka Elementary

Employed by District 624 since 08/19/2019

Effective Date: 06/14/2021

BRITTANY JOHANNSEN- ELL Teacher, Vadnais Heights Elementary

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

EMMA JOHNSON- Language Arts Teacher, WBLAHS – South Campus

Employed by District 624 since 09/21/2020

Effective Date: 06/14/2021

ALYSSA KASUSKE- Intervention Teacher, Oneka Elementary

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

CASSANDRA KRENZ- Psychologist, Lakeaires Elementary

Employed by District 624 since 08/20/2018

Effective Date: 03/15/2021

ROSS LEFEBVRE- Physical Education Teacher, Central Middle School

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

BRETT SHAND Science Teacher, Sunrise Park Middle School

Employed by District 624 since 08/20/2018

Effective Date: 06/14/2021

ELSA SHOREY- Social Studies Teacher, WBLAHS – South Campus

Employed by District 624 since 08/19/2019

Effective Date: 06/14/2021

WILLIAM THORSON Math Teacher, WBLAHS – North Campus

Employed by District 624 since 08/24/2019

Effective Date: 06/14/2021

MARGARET VAN ESSEN- Special Education Teacher, Matoska Elementary

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

TYRIE WILLIAMS- Music Teacher, Central Middle School

Employed by District 624 since 08/24/2020

Effective Date: 06/14/2021

CHANGE IN ASSIGNMENT - CLASSIFIED STAFF

IZABELLA SELB-SACK - Extended Day, Otter Lake Elementary

From 12.5 hours To 15.25 hours, \$14.92 an hour

Effective Date: 02/12/2021

DAKOTA KIPHUTH - Extended Day, Lakeaires Elementary

From 20 hours To 28.75 hours, \$14.92 an hour

Effective Date: 03/22/2021

TABBITHA KISSNER - From Middle School Manager - Sunrise

to Nutrition Services Assistant - WBLAHS - South Campus

Effective Date: 03/15/2021

CHRISTINA RENSTROM - Extended Day, Hugo and Lincoln Elementary

From 10 hours To 15.5 hours, \$14.92 an hour

Effective Date: 04/13/2021

ANNE VAIL - From Out of School Time Programming Specialist - District Center

to Paraeducator - WBLAHS - North Campus

Effective Date: 04/05/2021

PAULA VAZQUEZ - Paraeducator, Sunrise Park

From 25 hours To 40 hours, \$19.53 an hour

Effective Date: 03/15/2021

RETURN FROM LEAVE OF ABSENCE- CLASSIFIED STAFF

CORY HAZARD - Paraeducator, Sunrise Park Middle School

Employed by District since 10/01/2015

Effective Date: 03/15/2021

TEMPORARY CHANGE IN ASSIGNMENT - CLASSIFIED STAFF

CARLY SCHERBEL-NIPP – EXT DAY Program Assistant, Hugo Elementary

To Bear Fundamental Lead, Hugo Elementary

Effective Date: 03/01/2021 through 06/14/2021

BROOKE SICARD – EXT DAY Program Assistant, Hugo Elementary

To Bear Fundamental Lead, Hugo Elementary

Effective Date: 03/01/2021 through 06/14/2021

FULL TIME LEAVE OF ABSENCE - CERTIFIED STAFF

SUSAN ALLEN– 2nd Grade Teacher, Lincoln Elementary

Employed by District 624 since 08/25/1986

Effective Date: 09/07/2021 through 06/15/2023

DANIEL BARRETT JR.– 4th Grade Teacher, Oneka Elementary

Employed by District 624 since 08/22/2016

Effective Date: 10/01/2020 through 09/29/2021

KAREN BROZA– Special Education Teacher, Lakeaires Elementary

Employed by District 624 since 08/23/1999

Effective Date: 09/07/2021 through 11/27/2021

STACEY LOCH– 1st Grade Teacher, Vadnais Heights Elementary

Employed by District 624 since 08/26/1993

Effective Date: 09/07/2021 through 01/30/2023

THREE YEAR EXTENDED LEAVE REQUEST - CERTIFIED STAFF

MARY DENUCCI- Language Arts Teacher, Sunrise Park Middle School

Employed by District 624 since 09/26/1988

Effective Date: 2021-2022 School Year through 2023-2024 School Year

NEW PERSONNEL - CLASSIFIED STAFF

DESIREE DE LA PAZ – Extended Day, Otter Lake Elementary

\$14.92 per hr., 7.5 hrs. per wk., \$3,200.34

Effective Date: 02/08/2021

ALEC GARZA – Lunchroom Supervisor, Willow Elementary

\$18.34 per hr., 12.5 hrs. per wk., \$3,117.80

Effective Date: 03/01/2021

DANIEL JENSEN – Custodian, Vadnais Elementary & WBLAHS - South Campus

\$19.39 per hr., 40 hrs. per wk., \$10,082.80

Effective Date: 04/01/2021

PATRICIA KARASIEWICZ – Nutrition Services Assistant, WBLAHS - South

\$15.70 per hr., 16.25 hrs. per wk., \$3,010.47

Effective Date: 03/22/2021

KIMBERLY LACASSE – Nutrition Services Assistant, Otter Lake Elementary

\$15.70 per hr., 25 hrs. per wk., \$3,925

Effective Date: 04/05/2021

BRITTANY NORTON – Administrative Assistant, Transition Education Center

\$19.48 per hr., 7.5 hrs. per wk., \$8,035.50

Effective Date: 04/05/2021

JESSICA REBEAU – Pupil Support Assistant, Otter Lake Elementary

\$19.53 per hr., 32.5 hrs. per wk., \$6,855.03

Effective Date: 03/29/2021

PAULA VAZQUEZ – Student Supervisor, WBLAHS - Sunrise

\$19.53 per hr., 5 hrs. per wk., \$7,226.10

Effective Date: 02/22/2021

LONG TERM SUBSTITUTE - CERTIFIED STAFF

LAUREL AVERY – Intervention Teacher, Lakeaires Elementary

MA, Step 1, \$ \$9,754.15

Effective Date: 03/31/2021 – 06/14/2021

EMILY JARECKI – Language Arts Teacher, Sunrise Park Middle School

MA, Step 1, \$14,450.59

Effective Date: 03/29/2021 – 06/14/2021

NICKI KARULAK – Special Education Teacher, TEC

MA + 30, Step 1, \$7,828.14

Effective Date: 03/23/2021 – 04/30/2021

KARLA KELLER – Kindergarten Teacher, Birch Lake Elementary

MA, Step 1, \$7,804.12

Effective Date: 03/29/2021 – 04/30/2021

AGENDA ITEM: **Quarterly Investment Update**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations;
Andi Johnson, Director of Finance**

BACKGROUND:

Policy 705 states, “The investment officer shall prepare and submit to the School Board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions.”

The School District works with two investment advisers, Brian Johnson with Public Financial Management (PFM) who manages the Minnesota School District Liquid Asset Fund Plus (MSDLAF+), a comprehensive cash management program developed as a collaboration of Minnesota Public Schools to pool funds to maximize investment earnings. Operating investments are primarily held and invested by MSDLAF+. Facilities referendum proceeds are managed by Ryan Miles with Ehlers, Inc.

Below you will find the information concerning our investments as of quarter-end.

Given the current market environment, interest earnings expectations for the next couple of fiscal years have been tempered when compared to the interest income seen over the previous few years. Nonetheless, the total overall aggregate general operating funds follows the District’s investment policy statement and Minnesota state statutes (Minnesota Statutes 118A.04) as all the investment holdings are of very high quality. The District’s Other Post Employment Benefits (“OPEB”) Trust fund is also in compliance with Minnesota Statutes 356A.

The District can invest its operating general funds in only the most high-quality (low risk) securities as allowed by Minnesota state statutes and the District’s investment policy guidelines. This includes government securities (U.S. Treasuries and Federal Agencies such as Fannie Mae, Freddie Mac, mortgage-backed federal investments, and instruments of other government-sponsored enterprises and instrumentalities); high-grade commercial paper, which is short-term, highly-rated corporate debt; certificates of deposit (collateralized and FDIC-insured); municipal bonds (state and local government securities); collateralized investment agreements; banker’s

acceptances; repurchase agreements; and cash/money market funds. Since the permitted investments as allowed by state statute are of the highest safety (and least risk), general operating fund investment earnings generated by governmental entities tend to be low relative to portfolios managed with more latitude.

For the period ending March 31, 2021, the District's overall general operating funds had the following characteristics:

Operating and Debt Funds Portfolio Summary		
Portfolio Holdings	Closing Market Value	Current Yield
MSDLAF+ Liquid Class	\$17,216,897.19	0.02%
MSDLAF+ MAX Class	\$6,697,922.93	0.04%
<u>Total</u>	<u>\$23,914,820.12</u>	
Operating and Debt Funds Portfolio Summary		
Type of Funds	Market Value	% of Assets
Temporarily Restricted Funds	\$9,155,689.80	38.3%
Unrestricted Funds	\$14,759,130.32	61.7%
<u>Total</u>	<u>\$23,914,820.12</u>	<u>100.0%</u>

The pandemic continues to drive the economy. A sharp drop in COVID-19 cases and an accelerated vaccine rollout boosted economic activity in the U.S. in the first quarter of 2021. With a newly approved vaccine from Johnson & Johnson and a unique partnership with Merck to support expanded manufacturing capacity, funded by the U.S. Department of Health and Human Services, President Biden promised “enough vaccine supply for every adult in America by the end of May” – a two-month acceleration of previous projections. The Biden administration also made moves on other fronts in filling key cabinet positions, committing resources to the reunification of separated families, initiating a review of American supply chain risks, marshaling a \$1.9 trillion pandemic relief package through Congress, supporting voting rights reforms, and beginning efforts to address the need to invest in modern and sustainable American infrastructure.

In congressional testimony, Federal Reserve Chairman Jerome Powell commented that “the economy is a long way from employment and inflation goals” and reaffirmed the Fed’s commitment to maintaining the accommodative monetary policy until the economy has recovered further from the pandemic. Near-zero interest rates and asset purchases remain in place for the foreseeable future. Chair Powell and other Fed governors seem to have shifted their focus on labor market conditions from narrow measures of jobs and the unemployment rate to broader labor health measures.

Bond market volatility surged over the quarter, and long-term interest rates rose as investors anticipate that strong growth will spur inflation. The result affected all financial markets with bonds, stocks, and commodities moving to the same music. Shorter-term yields (less than two years) remained stable, shackled by the Fed’s near-zero rate policy, while 10-year Treasury yields jumped over 70 basis points. With the notable steepening of the yield curve, the spread between the 2 and 10-year Treasury

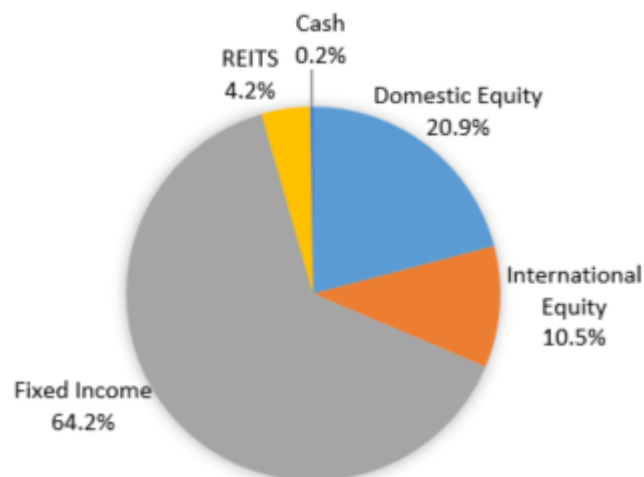
yields (~150 basis points) is at its widest level in five years and a far cry from the curve a year ago when spreads were approximately 30 basis points. The sharp upward movement in long-term rates led long-maturity securities to sink in value and depressed returns in longer-maturity portfolios as 2-year, 10-year, and 30-year indices all recorded losses for the quarter.

With the economy poised for strong growth and the pandemic receding – for now – the focus is on the Federal Reserve. Fed Chair Powell has downplayed inflation concerns, underscoring a determination to maintain an easy money policy for the time being. Most investors think the Fed’s policy will limit but not eliminate the trend to higher rates. In the money market space, credit spreads have widened a few basis points, and the short-term credit curve steepened just a bit, providing marginally better opportunities for short-term investors. However, short-term Treasury Bill yields have continued to fall on strong supply/demand dynamics.

For the third quarter of fiscal year 2021, actual earned income in the MSDLAF+ accounts amounted to \$2,933. The Federal Reserve anticipates near zero-rates through 2023 and is expected to maintain an accommodative stance of monetary policy, and as a result, interest income in FY 2021 is now projected to be around \$25,000.

The OPEB Trust account managed by the District at the end of the quarter totaled \$37,347,040.14. As of March 31, 2021, the OPEB investment portfolio was diversified and allocated as follows:

OPEB TRUST SECTOR ALLOCATION



Equity markets reached new record highs during the first quarter of 2021 and weathered a minor pullback brought on by rising yields. It should be noted that global equity markets rose as well. Domestically, a combination of strong economic data and a somewhat stabilization in the bond market helped brighten prospects for the U.S. economy. Value stocks outperformed growth stocks across almost all capitalizations. Job growth has accelerated as new COVID-19 cases declined, and broadening vaccine-conferred immunity helped more businesses reopen with greater capacity. In

addition, the U.S. Congress passed a \$1.9 trillion COVID-19 relief package – the American Rescue Plan of 2021 – that included \$1,400 stimulus checks to individuals, an extension of unemployment benefits, additional aid for small businesses, and large allocations to state and local governments. The recent strong consumer-oriented economic data, along with this additional fiscal stimulus, should help fuel the recovery and the equity markets going forward.

For the period ending March 31, 2021, the OPEB Trust account had the following preliminary returns:

Other Post-Employment Benefits (“OPEB”) Trust Fund Returns		
Portfolio / Benchmark	Quarter-To-Date Return	Year-To-Date Return
OPEB Trust Account	0.20%	0.20%
Blended Benchmark	-0.68%	-0.68%
<i>Difference</i>	<i>+0.88%</i>	<i>+0.88%</i>

The following page summarizes our facilities referendum proceeds, which are managed by Ehlers Investments. We had the opportunity to take advantage of the high-yield, long-term municipal bonds that were available throughout the past spring and continue to find high quality investments to meet the project timelines. We worked with Kraus Anderson to ensure that we will meet our projected cash flow needs while locking in long-term investments as much as possible. The investments purchased are of high credit quality with an average investment rating of AA by S&P. The invested portfolio is structured in a way for investments to mature on a regular basis to meet our payment obligations without needing to sell securities early. In addition the portfolio currently holds a \$3 million unrealized gain for additional flexibility and reinvestment options. Our current annualized yield is 3.04%. The total portfolio plus accrued interest at March 31, 2021 was valued at \$245,818,559.27, of which 96% is invested in fixed income securities, while the remaining 4% consists of money market funds and cash to provide additional liquidity. Our Net Income for the quarter ended March 31, 2021 totaled \$789,503.28.

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 for 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.
3. Those who wish to address the School 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 School 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. School District policy and data privacy laws preclude the School Board from publicly discussing student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
7. An appropriate school district official will be assigned to contact the speaker with answers to his/her questions or with follow-up information.
8. A handout on the purpose of School Board meetings and the meeting process is available at each School Board meeting.
9. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.
10. 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.

C. INFORMATION ITEMS

AGENDA ITEM: **Student Recognition**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Informational Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent;**
Marisa Vette, Director of Communication and
Community Relations

BACKGROUND:

We will recognize students who represented the district at a state level during tonight's electronic meeting. Certificates and Bear pins have been distributed to the students. Congratulations, students!

Honoree Name	Honor
Lauren Loppnow, 12th grade	State Meet Participant - Girls Nordic Ski Racing
Sage Durdle, 12th grade	State Meet Participant - Boys Nordic Ski Racing
Doug Cran, coach	Head Nordic Ski Coach Boys and Girls
Philip Wacker, coach	Assistant Nordic Ski Coach Boys and Girls
Justin Blank, coach	Assistant Nordic Ski Coach Boys and Girls
Margaret Blanding, 11th grade	Section Race Champion 1st place, State Meet participant 3rd place overall, All State award - Alpine Ski Team
Patrick Levins, 11th grade	Section Race 3rd place overall, State Meet participant -Alpine Ski Team
Garrett Thom, 12th grade	Section Race 4th place overall, State Meet participant 17th overall, All State award - Alpine Ski Team
Fred Feirn, coach	Head Alpine Coach Boys and Girls

Kelsey Shimshock, coach	Assistant Alpine Coach Boys and Girls
Aaron Barton, 12th grade	Top 100 in Mathworks Mega Math Challenge
Wyatt Fish, 12th grade	Top 100 in Mathworks Mega Math Challenge
Tate Johanning, 12th grade	Top 100 in Mathworks Mega Math Challenge
Alexander Toner, 12th grade	Top 100 in Mathworks Mega Math Challenge
Anika Volker, 12th grade	Top 100 in Mathworks Mega Math Challenge
Micah Anderson, 12th grade	Honorable Mention in Mathworks Mega Math Challenge - \$1000 Scholarship Winner
Alexander Dufresne, 12th grade	Honorable Mention in Mathworks Mega Math Challenge - \$1000 Scholarship Winner
Eric Hosch, 12th grade	Honorable Mention in Mathworks Mega Math Challenge - \$1000 Scholarship Winner
Anna Ryan, 12th grade	Honorable Mention in Mathworks Mega Math Challenge - \$1000 Scholarship Winner
Claire Schneider, 12th grade	Honorable Mention in Mathworks Mega Math Challenge - \$1000 Scholarship Winner
Matthew Danielson, coach	Math Challenge Team Coach
Lia Zimmerman, 12th grade	State Participant - Girls Gymnastics
Delaney Gunderson, 11th grade	State Participant - Girls Gymnastics 9th Place All Around, 11th Place on Floor, 13th Place on Beam, and All State Award winner
Grace Squires, 11th grade	State Participate- Girls Gymnastics 8th Place on Beam, 12th Place All Around, and All State Award winner
Kelly Rivers, coach	Head Girls Gymnastics Coach - Section Head Coach of the Year Award winner
Sarah Crist, coach	Assistant Girls Gymnastics Coach - Section Assistant Coach of the Year Award winner
Bailey Nelson, coach	Assistant Girls Gymnastics Coach
Kyle Nelson, coach	Assistant Girls Gymnastics Coach
Christian Carlson, 8th grade	State Entrant - Wrestling
Kesean Woods-Lipscomb, 9th grade	State Entrant - Wrestling

Tyler Brock, 10th grade	State Entrant - Wrestling
Mathew Brock, 11th grade	State Entrant - Wrestling, All State Honors - 6th Place
Theron Cartier, 11th grade	State Entrant - Wrestling
Dimitrios Hatzis, 12th grade	State Entrant - Wrestling
Craig Nasvik, coach	Head Wrestling Coach

AGENDA ITEM: **Superintendent's Report**
MEETING DATE: **April 12, 2021**
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.

AGENDA ITEM: **High School Design Update**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Information Items**

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

BACKGROUND:

Staff and administration have been working on the design for the addition and renovation of the current North Campus building to house grades 9-12. Paul Aplikowski and Sal Bagley from Wold Architects and Engineers will join the District's administrative team to provide the last design update before the project goes out for bid.

We will be using Best Value procurement for the most complex work scopes. The bid closing date is May 18 and bids will be brought to the Board for approval at the June 14 School Board meeting.

D. DISCUSSION ITEMS

AGENDA ITEM: **Secondary Distance Learning Academy Application**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

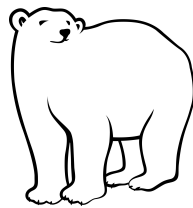
CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**
Jennifer Babiash, Director of Curriculum and Instruction

BACKGROUND:

Jennifer Babiash, Director of Curriculum and Instruction, will present the White Bear Lake Area Schools application to become a 6-8 comprehensive online provider, and a 9-12 supplemental online learning provider for the 2021-2022 school year.

Distance Learning Academy K-8

White Bear Lake Area Schools



What does learning look like in the DLA?

- Students in grades K-8
- Multi-age grouping, K-1, 2-3, 4-5, 6-8
- Synchronous and asynchronous schedule for students
- SEL, Literacy, Math, Science and Social Studies
- Whole group, small group and one-to-one instruction
- Specialists (K-5), Electives (6-8)
- Intervention and EL Support throughout the day
- Special Education services provided as outlined in the student's Individualized Education Plan (IEP).

What does support look like in the DLA?

DLA Support Staff	
Academic Intervention Teacher	Provides academic support in reading and math for students at a tier III level.
Administrator	Provides academic, social and emotional support for families and students; member of the Problem Solving Team.
Administrative Assistant/ Student Support Liaison	Monitors attendance; supports families with attendance process.
Cultural Liaisons	Supports families and students with academic, social and emotional support at a tier two level.
English Language Teacher(s)	Provides language instruction education support to students identified as English learners.
Problem Solving Team	Building team that creates tier one, two, and three support plans for students.
Instructional Coach	Supports teachers with instructional practices and social and emotional supports.
Health Services	Coordinates indirect health care and advises special services on health related topics.
School Psychologist	Facilitates Child Find, special services and SEL for students; member of the Problem Solving Team.
Social Worker	Supports intervention, IEP, 504 and SEL practices; member of the Problem Solving Team.
Special Education Service Provider(s)	Provides services as outlined in the student's IEP; member of the Problem Solving Team.

Online Learning Academy 9-12

White Bear Lake Area Schools



Why choose the Online Learning Academy?

- Self-paced learning environment
- Check-in opportunities with teacher
- All courses meet graduation requirements
- Flexible learning environment for students on or off campus
- Grading policies and practices will follow the same expectations as in-person learning
- Technical support provided to all students



How does it align with the District Strategic Plan?

- We will ensure that each student is the primary agent in their learning.
- We will provide expanding access to a broad range of opportunities for all students.
- We will embrace all cultures with humility and respect.
- We will ensure learning environments enhance students' educational experience.
- We will ensure the social and emotional growth of each student.
- We will imagine new concepts in learning and teaching at White Bear Lake Area High School.



What does MDE approval look like?

- Follow School Board policies.
- Adhere to data practices and student data privacy.
- Comply with all other federal, state, and local public school program policies.
- Provide fair access to public education for students with IEPs and follow due process requirements.
- Align to “meet or exceed state academic standards” for Language Arts, Mathematics, Science and Social Studies.



What does learning look like in the OLA?

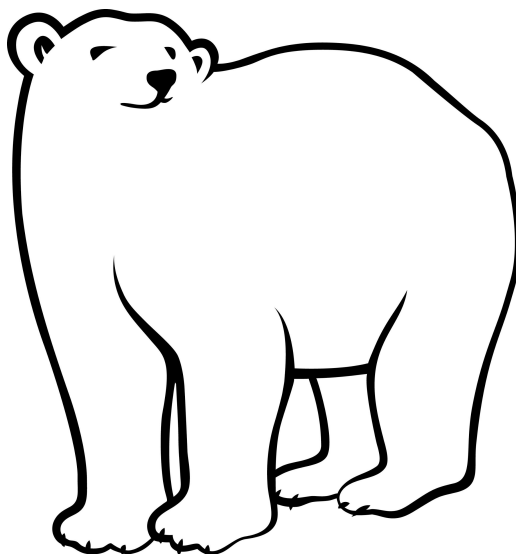
Online courses are a form of digital learning that will be delivered by a WBLAHS licensed teacher using technology that offers students an element of control over the time, place, path, or pace of their learning. Online Learning Academy includes:

- Up to three online courses per semester in a 6-period day.
- Courses offered in Language Arts, Math, Science, Social Studies, and the required Health/Physical Education.
- Opportunities to check-in and work with the teacher.
- All the supports an in-person student has access to (see next slide).



Administrators	Provides academic, social and emotional support for families and students; member of Student Assistance Team.
Administrative Assistants	Monitors attendance; supports families with the attendance process; refers for attendance intervention.
BARR Dean	Facilitates team conversations for 9th grade students and academic/SEL progress during their 9th grade year; will form an online BARR Group.
Career Pathways Coordinator	Supports students and provides career information and opportunities in the highly needed pathways of construction/skilled trades, engineering and manufacturing, education, health and wellness, information technology, automotive, and business.
Chemical Health Counselor	Provides student and family support, connects students and families to outside resources, chemical health evaluations and treatment options.
Cultural Liaisons	Supports BIPOC families and students with academic, social and emotional support.
English Language Teachers	Provides language instruction and educational support to students identified as English learners.
Instructional Coaches	Supports teachers with instructional practices and social and emotional supports.
Health Services	Coordinates indirect health care and advises special services on health related topics.
Promise Fellows	Provides academic and social and emotional support across all subject areas for students at a tier II level.
School Based Mental Health	Mental health counseling provided to students through a co-located mental health provider, students referred by school counselors, social worker and school psychologist.
School Counselors	Advises and supports students' needs; facilitates and supports 504's.
School Psychologist	Facilitates Child Find, special services and SEL for students; member of the Student Assistance Team.
Social Worker	Supports students in the greater school community, connects students with community resources, SEL facilitator, member of the Student Assistance Support team.
Special Education Providers	Provides services as outlined in the student's IEP; member of the Student Assistance Team.
Student Assistance Team	Building team that creates tier one, two, and three support plans for students.
Student Support Liaisons	Monitors attendance; supports families with the attendance process. Refers for attendance intervention and provides Tier 2 SEL support.

What questions might you have?



AGENDA ITEM: **Policy 403, Discipline, Suspension and Dismissal of School District Employees**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources, and General Counsel**

BACKGROUND:

School Board Policy 403, Discipline, Suspension and Dismissal of School District Employees, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections III, IV, V, and the Legal and Cross References.

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

403 DISCIPLINE, SUSPENSION AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules.

The form of discipline imposed for violations of school laws and rules may vary from ~~an oral~~ **a written** reprimand to termination of employment or discharge, depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by **the** administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance.

An employee's substandard performance may result in the imposition of discipline ranging from ~~an oral~~ **a written** reprimand to termination of employment ~~or discharge~~. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format.

C. Misconduct.

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of directives ~~oral warnings~~, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct:
5. ~~4.~~ use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts ~~on~~ the employee's performance;
6. ~~5.~~ deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. ~~6.~~ activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics:
9. ~~7.~~ falsification of credentials and experience;
10. ~~8.~~ unauthorized destruction of school district property;
11. ~~9.~~ neglect of duty;
12. ~~10.~~ violation of the rights of others as provided by federal and state laws related to human rights.
13. ~~11.~~ other sufficient grounds relating to any other act constituting inappropriate conduct;

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:

- ~~1. oral warning;~~
1. ~~2.~~ written warning or reprimand;

~~4. disciplinary suspension, demotion or leave of absence with pay;~~

~~2.5.~~ disciplinary suspension, demotion or leave of absence without pay; and

~~3.6.~~ dismissal/termination or discharge from employment.

- B. Other forms of discipline, including any combination of the forms described in paragraph A above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct or improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline in writing.

2. Provide directives to the employee to correct the conduct or performance.

3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.

4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.

5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References:

Minn. Stat. § 122A.40 (Teachers - Employment; Contracts; Termination)

Minn. Stat. § ~~125.17~~ 122A.41 (Teacher Tenure)

Minn. Stat. § 122A.44 (Contracting with Teachers)

Minn. Stat. § ~~125.121~~ 122A.58 (Coaches)

Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)

Minn. Stat. § ~~123.34, Subd. 9~~ 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

~~Minn. Stat. 123.35, Subds. 5 and 6 (Employment and discharge of teachers and employees)~~

~~Minn. Stat. § 125.12 (Teachers)~~

Minn. Stat. § 197.46 *et. seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees

AGENDA ITEM: **Policy 498, Respectful Workplace**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources,
and General Counsel**

BACKGROUND:

School Board Policy 498, Respectful Workplace, and Policy 498, Respectful Workplace Form was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections II, and III. There are no changes recommended to the form.

The purpose of this policy is to maintain an environment that fosters mutual respect, prevents bullying, and promotes harmonious, productive working relationships.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

498 RESPECTFUL WORKPLACE

I. PURPOSE

The School District strives to maintain an environment that fosters mutual respect, prevents bullying, and promotes harmonious, productive working relationships. Our district believes in going beyond what is required by law and expects school personnel to treat each other and students in a manner in which they would like to be treated and to give to others the respect that is due to every individual, whether it is a fellow employee, School Board member, member of administration, agent, volunteer, student or visitor to our premises. As a result, school personnel are prohibited from engaging in behavior that substantially interferes with a professional, productive, respectful working environment, including behavior that is disrespectful, obscene, inappropriate, offensive, or an act of bullying.

It is the responsibility of the administration of the School District to implement this policy and support it through positive leadership and personal example. Further, it is the responsibility of the administration to contribute to the maintenance of a work environment that is consistent with this policy.

II. DEFINITIONS

- A. “Retaliation” – includes but is not limited to any form of intimidation, reprisal or harassment.
- B. “School Personnel” – includes School Board members, school employees, agents, volunteers and contractors subject to the supervision and control of the School District.

III. REGULATIONS

- A. The School District expects that everyone will act responsibly to establish a pleasant and friendly work environment. However, if any school personnel or student feels ~~he/she has~~ they have been subjected to any form of disrespectful or bullying behavior by school personnel other than the Superintendent or a School Board member, the person should report that conduct to their ~~his/her~~ immediate supervisor, another member of administration, or Human Resources within three calendar days of the offense. While written reports are encouraged, a complaint may be made orally. All school personnel should notify a member of administration regarding any disrespectful or bullying behavior that they witness or are told another person received. No personnel of the school district shall permit, condone or tolerate disrespectful or bullying behavior. Any school personnel receiving a complaint shall advise the immediate supervisor, the Director of Human Resources or the Superintendent of the complaint.

- 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 what type of investigation should be conducted. 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. 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. Any School District action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, contracts, Minnesota Statutes, and School District policies. The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or termination to end and prevent any further occurrences of disrespectful or bullying behavior.
- D. A timely resolution of each complaint will be reached and communicated to the complaining party. 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 Minnesota Statutes, Chapter 13 (Minnesota Government Data Practices Act) or other law.
- E. The School District will take appropriate action with any school personnel who retaliates against any person who makes a good faith report to this policy.
- F. The School District reserves the right to determine whether any type of behavior is disrespectful and injurious to the morale of the organization.
- G. In the case of a concern or complaint against the Superintendent or a School Board member, the preceding provisions A through F, of this section do not apply and are replaced by the following:
 - 1. The concern or complaint should be brought directly to the attention of the School Board Chair (or Vice Chair if the Board Chair is the subject of the complaint) . If the complaint is made to a supervisor or administrator, the School Board Chair (or Vice Chair) shall be advised of the complaint as soon as reasonably possible.
 - 2. The School Board Chair (or Vice Chair if the Board Chair is the subject of the complaint) shall determine the type of investigation to be conducted, the nature and scope of the investigation and the person responsible for the investigation or follow-up relating to the concern or complaint.
 - 3. Upon completion of the investigation, the School Board Chair (or Vice Chair if the Board Chair is the subject of the complaint) shall bring the concern or complaint and the findings of the investigation to the School Board for resolution.

4. The School Board will **timely** reach and communicate to the complaining party a resolution to the concern or complaint **in a timely manner**. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes, Chapter 13 (Minnesota Government Data Practices Act) or other law.
 5. Any School Board action taken pursuant to this policy will be consistent with requirements of Minnesota Statutes, and School District policies.
 6. The School Board will take appropriate action with **the Superintendent or** any School Board member who retaliates against any person who makes a good faith report pursuant to this policy.
 7. The School Board reserves the right to determine whether any type of behavior by **the Superintendent or** a School Board member is disrespectful and injurious to the morale of the school district.
- H. Complaints which fall under School District Policy No. 413: Harassment and Violence, should be filed pursuant to that policy.

IV. TRAINING AND EDUCATION

- A. The School District will annually provide education, information and training to school district personnel regarding this policy.

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

Cross References: WBLASB Policy 209 (Code of Ethics)
WBLASB Policy 215 (School Board Member Code of Conduct)
WBLASB Policy 413, (Harassment & Violence Policy)
WBLASB Policy 514 (Bullying Prevention Policy)



RESPECTFUL WORKPLACE/BULLYING COMPLAINT
Please Print Clearly or Type the Following Information

Your Name: _____ Date: _____

Bldg Site: _____ Job/Title: _____

Address at which you wish to receive confidential mail: _____

Phone No.: (H) (____) _____ - _____ (W) (____) _____ - _____

Name and title of your supervisor: _____

Please contact the Human Resources Office if you have difficulty completing this form.
You may reach Human Resources at 651-407-7546.

1. Describe what happened. Include the dates and locations of each incident. If you require additional space, you may attach a statement to this form in addition to the statement you give below. Also, please attach any documents you think are important to investigating your complaint.

2. List each person you believe may have violated the *Respectful Workplace Policy*.

<u>Name</u>	<u>Job Title</u>	<u>Phone</u>	<u>Supervisor</u>
-------------	------------------	--------------	-------------------

3. List each person you believe may have pertinent information about the situation.

<u>Name</u>	<u>Job Title</u>	<u>Phone</u>	<u>Supervisor</u>
-------------	------------------	--------------	-------------------

4. What steps, if any, have you taken to resolve this matter?

5. List the person(s) you contacted in an attempt to resolve this matter.

Name Job Title Date of Contact

**Please forward this form to your supervisor or
Human Resources:**

White Bear Lake Area Schools
Department of Human Resources

OFFICE: (651) 407-7546

FAX: (651) 407-7541

-OR-

INTEROFFICE MAIL: Dept. of HR

You will be contacted by your supervisor or a representative of the Human Resources Office to obtain additional information as needed. All employees must provide truthful and complete information and cooperate fully with the District in any investigation concerning conduct of employees. The investigation process will be concluded within a reasonable period of time and the results will be communicated to you either verbally or in writing. Although we cannot guarantee complete confidentiality, your concerns will be handled with the utmost discretion.

I hereby state and affirm that the information supplied via this complaint form is true and correct to the best of my knowledge.

Signature: _____ Date: _____

SUPERVISORS: Forward this complaint form via FAX to the Human Resources Office immediately upon receipt

AGENDA ITEM: **Policy 502, Search of Student Lockers, Desks, Personal Possessions and Student's Person**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

BACKGROUND:

School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions and Student's Person, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections II, and III, IV, and the Legal References.

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: July 22, 1996
Revised: June 11, 2001
Revised: June 8, 2009
Revised: January 11, 2010

*White Bear Lake Area
School District #624 Policy 502*

Revised:

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspections of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possession of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. Searches

To support our efforts to keep our schools safe and drug-free, school administrators may use dogs trained to detect contraband, including drugs or weapons, to conduct random searches of school district property including, but not limited to, buildings, student lockers, grounds, parking lots, and vehicles parked on school grounds.

- E. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ students ~~to~~ use lockers and desks for unauthorized purposes or to store contraband. ~~It shall be a~~ A violation occurs when ~~for~~ students ~~to~~ carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," ~~overdue books~~ and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes but is not limited to purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. A school official conducting any search may determine when it is appropriate to have a second official present as an observer.
- C. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a

violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.

- D. Administrators (or principal designee) may conduct searches with the use of metal detection devices. School officials may scan a student's personal belongings and/or scan a student's person.
- E. School administrators may use dogs trained to detect contraband, including drugs or weapons, to conduct random searches of school district property including, but not limited to, buildings, student lockers, grounds, parking lots, and vehicles parked on school grounds. When conducting a canine search, a qualified and authorized canine trainer and school administrator shall accompany the dogs. If a dog indicates that contraband, including drugs or weapons, is present on school property, school administrators will conduct a further search.
- F. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- G. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- H. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted **by a school administrator** only in circumstances involving imminent danger.
- I. Passive breath alcohol sensor devices may be used to screen students and student's guest for evidence of alcohol consumption at school sponsored events.
- J. Administration with reasonable suspicion of student use of alcohol during the school day may use the passive breath alcohol sensor device to determine alcohol consumption.
- K. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to law enforcement officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to law enforcement officials.

Legal References: U.S. Constitution, Fourth Amendment
Minn. Const., art. I, § 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
Minn. Stat. § 121A.72 (School Locker Policy)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross Reference: WBLASB Policy 417 (Chemical Use and Abuse)
WBLASB Policy 418 (Drug-Free Workplace/Drug-Free School)
WBLASB Policy 501 (School Weapons)
WBLASB Policy 506 (Student Discipline)

AGENDA ITEM: **Policy 512, School-Sponsored Student Publications and Activities**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

BACKGROUND:

School Board Policy 512, School-Sponsored Student Publications and Activities, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections I, and III.

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities, while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: August 12, 1996
Revised: January 9, 2012
Revised:

White Bear Lake Area
School District #624 Policy 512

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities, while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. The school district may exercise editorial control over the style and content of student expressions in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions or representations of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
 - 2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

C. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

D. "Minor" means any person under the age of eighteen (18).

E. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks important literary, artistic, political, or scientific value for minors.

F. "Official school publications" means school newspapers, yearbooks, digital or online or "e"-newsletters or websites, or material produced in communication, journalism or other writing classes as a part of the curriculum.

G. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band music concerts, school plays and other theatrical productions, and in-school lunch periods.

IV. GUIDELINES

- A. Expression in an official school publication or school-sponsored activity is prohibited when the material:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. advertises or promotes any product or service not permitted for minors by law;
 4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
 5. expresses or advocates sexual, racial or religious harassment or violence or prejudice;
 6. distributed or displayed in violation of time, place and manner regulations.
- B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content as long as the school district's actions are reasonably related to legitimate pedagogical or other district-related concerns. These pedagogical concerns may include, but are not limited to, the desire of the school district to maintain the following assurances:
1. assuring that participants learn whatever lessons the activity is designed to teach;
 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 3. assuring that the views of the individual speaker are not erroneously attributed to a school or to the school district;
 4. assuring that the school district maintains a neutral position on matters of political controversy;
 5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
 6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
- C. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour, and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entryways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

Legal References: U.S. Const., Amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.D.S. No. 14, 822 F.2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)

Cross References: WBLASB Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premise by Students and Employees)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

AGENDA ITEM: **Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches; Policy 527 Addendum; and Policy 527 Form**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

BACKGROUND:

School Board Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections III, and VII. School Board Policy 527, Addendum A, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for elimination. The addendum does not apply to Policy 527. School Board Policy 527, Form, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for elimination. The form is no longer used.

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: December 10, 2001
Revised: March 2, 2015
Revised:

*White Bear Lake Area
School District #624 Policy 527*

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the students' educational experience. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes, but is not limited, to weapons and "look-alikes", alcoholic beverages, controlled substances and "look-alikes", ~~overdue books~~ and other materials belonging to the school district, and stolen property.
- B. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining

access to such property. A school district location also shall include any site where a school function occurs, such as school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campuses during the school day only if there is an emergency and or permission has been granted to the student by the designated school official to use a motor vehicle. Except for situations where students have completed the appropriate form and received permission, or when district transportation is not provided, students representing the school district through their participation in district events, sports, and activities, are required to use district provided transportation to and from district events.

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot(s) and/or section of the parking lot(s) designated for student parking only. Students will not park vehicles in driveways, on private property, on street locations where parking is restricted, or in other designated areas, e.g. parking lots designated for use only by staff or by the general public, including designated visitor parking areas. Students who park in designated student parking areas must display a valid, school-issued parking permit. A valid permit is one that has been paid in full and has been issued by the school for the current term. The vehicle that is parked with the permit must be on record with the school. Information about purchasing a parking permit can be found on the school's website and in the main office.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors and plain-view interiors of student vehicles. In addition, the interiors of motor vehicles of students in school district locations may be searched when

school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School personnel may conduct routine patrols of student parking lots and other school district locations and routine inspections of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to law enforcement officials.

E. Dissemination of Policy

A copy of this policy will be printed in the high school student handbook and/or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is authorized to develop and present for School Board review and approval, reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be provided to students.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to law enforcement when appropriate.

Legal References: U.S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross Reference: WBLASB Policy 417 (Chemical Use/Abuse)
WBLASB Policy 418 (Drug-Free Workplace/Drug-Free School)
WBLASB Policy 501 (School Weapons)
WBLASB Policy 502 (Search of Student Lockers, Desks, Personal Possessions and Students Person)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 712 (Video Surveillance Other Than on Buses)

Eliminated:

White Bear Lake Area
School District #624 Policy 527
Addendum A

~~WHITE BEAR LAKE AREA SCHOOLS~~
~~PARTICIPATION FEES FOR M.S.H.S.L. SANCTIONED ACTIVITIES~~

SPORT	COST PER PARTICIPANT
<i>FALL</i>	<i>FALL</i>
Boys Soccer	\$98.00
Boys Football	\$106.00
Boys Cross Country	\$88.00
Girls Cross Country	\$88.00
Girls Soccer	\$98.00
Girls Volleyball	\$98.00
Girls Tennis	\$88.00
Girls Swimming	\$98.00
Danceline	\$40.00
Adaptive Soccer	\$50.00
<i>WINTER</i>	<i>WINTER</i>
Boys Alpine Ski	\$98.00
Boys Basketball	\$106.00
Boys Hockey	\$160.00
Boys Nordic Ski	\$88.00
Boys Wrestling	\$98.00
Girls Alpine Ski	\$98.00
Girls Basketball	\$106.00
Girls Gymnastics	\$98.00
Girls Hockey	\$106.00
Girls Nordic Ski	\$88.00
Coed Adaptive Floor Hockey	\$50.00
Cheerleading (Coed)	\$50.00
Danceline (Competitive)	\$40.00
<i>SPRING</i>	<i>SPRING</i>
Boys Baseball	\$98.00
Boys Golf	\$98.00
Boys Tennis	\$98.00
Boys Track	\$98.00
Girls Golf	\$88.00
Girls Softball	\$88.00
Girls Track	\$88.00
Coed Adaptive Softball	\$50.00

Cost for other State High School League activities will be determined later. — 9/00



White Bear Lake Area
School District #624 Policy 527
Form
Eliminated:

STUDENT PARKING PERMIT REQUEST

~~_____ I, the undersigned student of this school district, do hereby request permission to park a motor vehicle in a designated student parking area. I understand that this is a privilege and that the motor vehicle, including glove and trunk compartments, is subject to search upon reasonable suspicion by school officials without my consent, without a search warrant, and with no notice to me. I understand that if I refuse a request by a school official to open a locked motor vehicle under my control or its compartments, my parking privileges may be withdrawn and I may be subject to discipline. Finally, I acknowledge receipt of the school district's motor vehicle policy.~~

Student Signature: _____ Date: _____ Grade: _____

Parent Signature: _____ Date: _____

AGENDA ITEM: **Policy 605, Alternative Programs**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
of Teaching and Learning**

BACKGROUND:

School Board Policy 605, Alternative Programs, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in section II, and the Legal References.

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: September 8, 1997
Revised: November 8, 2010
Revised:

White Bear Lake Area
School District #624 Policy 605

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being unable to continue or to complete their education programs. It is the policy of the School Board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the School Board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the School Board.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: WBLASB Policy 603 (Curriculum Development)
 WBLASB Policy 604 (Instructional Curriculum)

AGENDA ITEM: **Policy 606, Textbooks and Instructional Materials; Policy 606, Appendices A-E**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

BACKGROUND:

School Board Policy 606, Textbooks and Instructional Materials, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in the title, and sections I, II, III, IV, V, and the Legal References. The changes recommended to School Board Policy 606, Appendix A - Procedures are in the title, and sections 1.0, 2.0, 3.0, and 5.0. The changes recommended to School Board Policy 606, Appendix B - Chart are from beginning to end. School Board Policy 606, Appendix C - Request Form and Appendix D - Objection Form are being recommended for elimination. The changes recommended to School Board Policy 606, Appendix E - Reconsideration Form are from beginning to end.

The purpose of this policy is to provide direction for selection of instructional texts and materials.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: September 8, 1997

Revised: June 11, 2001

Revised: May 9, 2005

Revised: December, 2012

Revised:

White Bear Lake Area
School District #624 Policy 606

Revised: May 13, 2013

606 **SELECTION AND REVIEW OF INSTRUCTIONAL TEXTS ~~TEXTBOOKS~~ AND ~~INSTRUCTIONAL~~ MATERIALS**

I. PURPOSE

The purpose of this policy is to provide direction for selection of instructional texts ~~textbooks~~ and ~~instructional~~ materials.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all instructional texts ~~textbooks~~ and ~~instructional~~ materials.

The academic standards and course outlines developed by staff will serve as the bases for instructional text and materials selection. Professional staff will access libraries, online resources, instructional materials' centers, student support services, community resources and other appropriate resources in an effort to provide effective instruction for all students.

III. RESPONSIBILITY OF SELECTION

- A. While the School Board retains its authority to make final decisions on the selection of instructional texts ~~textbooks~~ and ~~instructional~~ materials, the School Board recognizes the expertise of the professional staff and the vital need of such staff to be involved in the recommendation of instructional texts ~~textbooks~~ and ~~instructional~~ materials. Accordingly, the School Board delegates its related authority to the superintendent or superintendent's designee. ~~to the superintendent the responsibility to direct the professional staff in formulating recommendations to the School Board on textbooks and other instructional materials.~~ The School Board shall regularly look to the superintendent for an accounting of the application of that authority.
- B. In reviewing instructional texts ~~textbooks~~ and ~~instructional~~ materials during the selection process, the professional staff shall select materials which:
1. support the ~~goals and objectives~~ academic standards of the education programs;

2. consider the needs, age and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget; and
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61 or for reading materials assigned for a world language course.
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent or superintendent's designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional texts ~~textbooks~~ and ~~instructional~~ materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. **SELECTION AND REVIEW OF INSTRUCTIONAL TEXTS ~~TEXTBOOKS~~ AND ~~OTHER INSTRUCTIONAL~~ MATERIALS**

- A. The superintendent or superintendent's designee shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the instructional texts ~~textbooks~~ and ~~instructional~~ materials review and selection process.
- ~~B. The superintendent shall present a recommendation to the School Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.~~

V. **REQUEST FOR REVIEW OF INSTRUCTIONAL TEXTS ~~TEXTBOOKS~~ AND ~~OTHER INSTRUCTIONAL~~ MATERIALS**

- A. The School Board recognizes there can be differences of opinion within the school district community relating to certain areas of the instructional program.

The school district will provide a process for district families and/or community members ~~may to request an opportunity to a review of materials and submit a request for seek reconsideration of the use of certain~~ select instructional texts ~~textbooks~~ or other ~~instructional~~ materials.

- B. The superintendent or superintendent's designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional texts ~~textbooks~~ or other ~~instructional~~ materials.

~~C. The superintendent shall present a procedure to the School Board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the School Board, such procedure shall be an addendum to this policy.~~

Attachments: Appendix A - Material Review Process ~~Procedures~~
Appendix B - Form ~~WBLAS Procedures For Reconsideration Of Instructional Materials~~
~~Appendix C - Request for Reconsideration of an Instructional Material~~
~~Appendix D - Record Of An Objection To An Instructional Material~~
Appendix C E - Controversial Issues ~~Instructional Material Reconsideration Committee Report~~

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59 – 124D.61 (Limited English Proficiency)
Minn. Stat. § 127A. 10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. V. Kuhlmeier, 484 U.S. 260, 108 S. Ct. 562, 98 L. Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F. 2d 771 (8th Cir. 1982)

Cross References: WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 604 (Instructional Curriculum)

Adopted: June 10, 2013

Revised:

White Bear Lake Area

School District #624 Policy 606

Appendix A - ~~Procedures~~ Material Review Process

~~1.0 Minnesota 2012 Statute 120B.20 PARENTAL CURRICULUM REVIEW.~~

~~I.~~ MATERIAL REVIEW PROCESS

- ~~1.1~~ A. Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the School Board does not meet the concerns of the parent, guardian, or adult student. The School Board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

An orderly process of instructional resource and supplemental materials review ensures an appropriate balance for those most concerned:

- The teachers who have the right to express their professional recommendations and opinions on the review and use of instructional resources and materials
- The students who have the right to express their preferences and opinions on the review and use of instructional resources and materials
- The parents who have the right to express their preferences and opinions on the review and use of instructional resources and materials

~~2.0 Definition of Instructional Materials~~

~~2.1 Instructional materials are all print and non-print materials used in the education of a student.~~

~~2.2 This includes:~~

- ~~All materials used in the classroom and in extra-curricular activities.~~
- ~~Media collections — books, periodicals, pamphlets, DVD, CD, graphic materials, globes, maps, computer software, interactive materials and other print and non-print materials.~~

~~3.0 Responsibility for Selection of Instructional Materials~~

~~3.1 Print and non-print materials for the media center and other instructional areas should be selected in conjunction with faculty, student, and program needs. This program is~~

subject to all stipulations of Policy 606 Textbook and Instructional Materials. Instructional materials selection for subject areas, grade levels, classrooms, and extra curricular programs is the responsibility of licensed staff delegated to coordinate and recommend textbooks and other instructional materials with the appropriate K-12 committees. Final approval is the responsibility of the administrator chairing the committee and ultimately the Assistant Superintendent, Superintendent and School Board.

3.2 Criteria for Instructional Materials Selection

3.2.1. Professional personnel shall evaluate curriculum materials based on the mission, goals, and objectives of the White Bear Lake Area School Area School District. The selection criteria shall consider the materials based on appropriate content for subject areas, the media center and suitability for student needs. The following criteria are to be used:

3.2.1.1 Provide materials that will enrich and support the curriculum, taking into consideration the varied interests abilities, demographics, and maturity levels of the pupils served.

3.2.1.2 Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical reading and thinking.

3.2.1.3 Provide materials representative of the many religious, ethnic, political, historical and cultural groups and their contributions to our American and World heritage thereby enabling students to develop an intellectual integrity in forming judgments.

3.2.1.4 Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the media center and the classroom.

3.2.1.5 Ensure that students' rights of data privacy are protected when using systems for computer management of instruction. This might include both network systems and individual management systems.

II. CREATION OF AN ALTERNATIVE STUDENT LEARNING PLAN

A. Teacher Level Review

Specific instructional material or content objections will be directed to the teacher.

1. The teacher will treat each request with confidentiality, and work with the student and family to come to a resolution.

2. The teacher and/or parent/guardian may submit an alternative instruction plan. The school district will not pay for any alternative instruction costs.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
4. If a resolution cannot be reached, the parties will move to the building level review.

B. Building Level Review

If a resolution cannot be reached between the teacher, student and parent/guardian, the parent/guardian should submit a completed Appendix II form (Proposed Alternative Student Learning Plan) to the principal or designee. Upon receipt:

1. The parties will review the process to date.
2. The principal or designee will determine whether the alternative student learning plan is essentially equivalent to that provided as part of the adopted curriculum. The building team should ensure the proposed solution is viable and provides the best alternative possible for students. The principal or designee may evaluate and assess the quality of the student's alternative student learning plan for grading purposes.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
4. If a resolution cannot be reached among these parties, the alternative learning plan will go for district review.

C. District Level Review

If a parent/guardian does not agree with the solution provided by the building level process, the request will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

III. REQUEST FOR REVIEW OF MATERIALS

- A.** The individual(s) will submit a completed Appendix II form (Request for Review of Materials) to the principal or designee. The request will be reviewed by a

building team, composed of teachers, administrators, directors or other staff, as applicable.

B. The team will review the request, including the proposed solution.

1. The team should use the table below as a starting point to determine the degree to which the material meets or does not meet the district's criteria. The questions below should be used not as a pass/fail tool, but as information to guide the decision making process.

Does the material support the academic standards?

Does the material consider the needs, age, and maturity of students?

Does the material foster respect and appreciation for cultural diversity and multiple perspectives?

2. The team will use all available information to resolve the submitted request for review of materials. The resolution will be communicated to those submitting the request and all relevant parties.

C. If the parties do not agree with the solution provided by the building team, the request for review of materials will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

5.0 Objection Procedures

~~5.1 Use of questioned instructional materials shall not be restricted during the review process:~~

~~5.2 District Reconsideration Committee~~

~~5.2.1 The District Reconsideration Committee shall consist of 7 members. Five members shall constitute a quorum. A quorum is required at all meetings where a decision is to be made regarding a questioned instructional material.~~

~~5.2.2 All committee members are voting members.~~

~~5.2.3 Suggestions regarding who should be part of the District Reconsideration Committee:~~

~~5.2.3.1 Department Curriculum Leader~~

~~5.2.3.2 Building Principal or Assistant Principal selected by the Superintendent or designee~~

~~5.2.3.3 Media Specialist selected by the Superintendent or designee~~

~~5.2.3.4 Curriculum Coordinator~~

~~5.2.3.5 District 624 resident from the Community Curriculum Advisory Committee~~

~~5.2.3.6 High school student selected by high school building principal~~

~~5.2.3.7 School Board member or Cabinet member selected by the Superintendent or designee~~

~~5.3 Guidelines for reconsideration by the District Reconsideration Committee~~

~~5.3.1 Examine the object in its entirety.~~

~~5.3.2 Read critical reviews from professional educators.~~

~~5.3.3 Determine value of the instructional resource as a whole (rather than on passages or sections taken out of context).~~

~~5.3.4 In the case of a tie vote with a quorum present, the objection shall be denied.~~

~~5.3.5 A decision to sustain an objection shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the selection and/or use of the instructional materials.~~

~~5.4 The committee's decision may be appealed to the Superintendent and School Board.~~

Adopted: June 10, 2013
Revised:

White Bear Lake Area
School District #624 Policy 606
Appendix B - ~~Chart~~ **Form**

WBLAS PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

~~Parent talks to faculty.~~

~~Resolved~~ _____ ~~Not Resolved~~

~~Parent, faculty, and building administrator meet. Policy is shared. Procedure and criteria for selection of instructional materials is discussed. **Policy 606 – Guidelines (Appendix A)**. Building Administrator completes **Record of an Objection to an Instructional Material (Appendix D)** and sends a copy to the Assistant Superintendent and District Curriculum Coordinator within three (3) days of this meeting whether or not the issue is resolved.~~

~~Resolved~~ _____ ~~Not Resolved~~

~~Building Administrator gives parent **Flowchart (Appendix B)** and **Request for Reconsideration of an Instructional Material (Appendix C)**. Building Administrator will send completed **Request for Reconsideration of an instructional Material** to Assistant Superintendent and District Curriculum Coordinator within three (3) days.~~

~~Assistant Superintendent assembles the District Reconsideration Committee.~~

~~Copies of the complaint and the instructional material in question are distributed to District Reconsideration Members for review.~~

~~District Reconsideration Committee meets to discuss, evaluate, and determine value of instructional material.~~

~~Committee prepares **Instructional Material Reconsideration Committee Report (Appendix E)**, submits to objector, faculty, Building Administrator, Coordinator, Assistant Superintendent, Superintendent and School Board within 30 days of receipt of **Request for Reconsideration of an instructional Material**.~~

~~Resolved~~ _____ ~~Not Resolved~~

~~Appeal to Superintendent and School Board.~~
~~School Board decision is final.~~

Choose one:

☐ Propose Alternative Student Learning Plan

☐ Request for Review of Materials

Please complete the following form or attach a document with the requested information. Please turn in the completed document to the classroom instructor.

Course

Author

Title

Publisher (if known)

Request initiated by _____ Telephone _____

Address _____ City _____

Complainant represents: _____ Self _____ Organization Group

1. What is your concern or objection to the material? (Please be specific; cite pages)

2. What do you see as the potential solution to this concern?

3. Comments:

Date

Signature of Complainant

~~White Bear Lake Area
School District #624 Policy 606
Appendix C - Request Form~~

Name		Date	
Address		Phone	
City		Zip	
School Building			

- ~~1. What brought this instructional material to your attention?~~
- ~~2. To what do you object? (Please be specific. Cite pages, paragraphs, etc.)~~
- ~~3. Are you aware of the instructional purpose of this material? ____ yes ____ no If yes, what is the purpose?~~
- ~~4. What instructional material(s) do you suggest to provide additional information on this topic?~~
- ~~5. What do you recommend to resolve this to your satisfaction?~~
 - ~~_____ Do not assign or recommend it to my child~~
 - ~~_____ Do not assign or recommend it to selected students (depending on maturity level)~~
 - ~~_____ Do not assign or recommend it to any students~~

Date

~~606-1 Appendix C - Request Form~~

~~Adopted: June 10, 2013~~
~~Eliminated:~~

*White Bear Lake Area
School District #624 Policy 606
Appendix D - Objection Form*

~~RECORD OF AN OBJECTION TO AN INSTRUCTIONAL MATERIAL~~

~~To be completed by the building administrator and given to the Curriculum Coordinator within three(3) days of a meeting with the person issuing the objection:~~

~~Name Of Person Completing This Form: _____~~

~~Building: _____ Date: _____~~

~~Complainant's Name: _____ Phone: _____~~

~~Address: _____ Zip: _____~~

- ~~1. Identify the instructional material or section of a material that is the subject of the objection.~~
- ~~2. Reason(s) for the objection.~~
- ~~3. Summary of meeting(s) with the person issuing the objection. Include copies of information that was shared with the objector, including standards addressed by the instructional material.~~

~~Status of the objection:~~

~~_____ This has been concluded to the satisfaction of the person issuing the objection.~~

~~_____ This has been submitted for review and action by the District Reconsideration Committee.~~

~~Comments: _____~~
~~_____~~
~~_____~~
~~_____~~

Adopted: June 10, 2013
Revised:

White Bear Lake Area
School District #624 Policy 606
Appendix ~~E - Reconsideration Form~~ C - Controversial Issues

~~INSTRUCTIONAL MATERIAL RECONSIDERATION COMMITTEE REPORT~~

School _____

Description of the instructional material reviewed:

Title: _____

Author/Creator: _____

Publisher/Producer: _____

Type of instructional material (book, video, etc.): _____

~~1. What is the instructional value of this material? What standards are addressed with this instructional material?~~

~~2. Are there alternative materials that would meet the objective as well as or better than this material?~~

~~3. As a whole (not based on specific passages or sections taken out of context) does the instructional material meet its intended purpose? Explain.~~

~~4. Does the instructional material meet the criteria outlined in policy 606 appendix (—)?~~

Committee's Decision:

Signed: in agreement with decision not in agreement with decision

_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____
_____	—	_____

Controversial Issues

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing empathy, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use their position to forward their own religious, political, economic or social bias. The teacher may express a personal opinion if they identify it as such and does not express the opinion for the purpose of persuading students to their point of view.
7. Discussion or study of the issue is instigated by the students, relevant current events, and the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability. (see Policy 413).
9. The oral or written presentation does not violate state or federal law. The director of curriculum and instruction will have the authority to judge whether the above conditions are being met.

AGENDA ITEM: **Policy 616, School District System Accountability**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent of Teaching and Learning**

BACKGROUND:

School Board Policy 616, School District System Accountability, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in sections I, II, III, and IV.

The purpose of this policy is to focus public education on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of Minnesota Academic Standards and federal law.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: October 13, 1997
Revised: May 26, 1998
Revised: June 11, 2001
Revised: May 9, 2005
Revised: April 11, 2011
Revised: March 14, 2016
Revised: January 13, 2020

*White Bear Lake Area
School District #624 Policy 616*

Revised: December 14, 2009
Revised: March 12, 2012
Revised: October 8, 2018
Revised:

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education ~~strategies~~ on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of ~~the~~ Minnesota ~~K-12~~ Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of ~~the~~ Minnesota ~~K-12~~ Academic Standards and federal law requires a level of accountability for the school district. The school district will establish a ~~system~~ process to review and improve instruction, curriculum and assessment, which will include input by students, parents/guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A “Credit” means a student’s successful completion of an academic year of study or a student mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota ~~K-12~~ Academic Standards that school districts must offer, and certify that students complete, to be eligible for a high school diploma.
- C. “World’s ~~B~~est ~~W~~orkforce” ~~The goals of the World’s Best Workforce legislation refers~~ means striving to meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

~~D. “World’s Best Workforce Advisory Committee”: MN statute references various committees established for gaining perspective on continuous improvement (e.g., Graduation Standards Implementation Advisory Committee, Student Achievement Advisory Committee) White Bear Lake Area Schools has established the WBWF Advisory Committee in order to meet these statutory requirements.~~

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION; AND REPORTING

A. School District Goals

1. The School Board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the WBWF Advisory Systems Accountability Committee.
- ~~2. The WBWF Advisory Committee will be established by the School Board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.~~
- 2.3. The ~~school district-wide~~ improvement goals shall address recommendations identified through the ~~World’s Best Workforce~~ Systems Accountability Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may ~~also~~ be developed through an education effectiveness program, an a committee to evaluate ~~evaluation-of~~ student progress ~~committee~~, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the continuous improvement process will be analysis of the school district's progress toward implementation of the ~~K-12~~ Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes and principal evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

~~The professional teaching and learning cycle comprises six phases – study, select, plan, implement, analyze, and adjust. Following is a description of, and the goals, for each phase:~~

~~Phase 1: Study~~

~~Teachers work in collaborative planning teams (grade level, vertical, or departmental) to critically examine and discuss the learning expectations from the MN K-12 Academic Standards.~~

~~Phase 2: Select~~

~~Collaborative planning teams research and select instructional strategies and resources for enhancing learning as described in the standards.~~

~~Phase 3: Plan~~

~~Collaborative planning teams work together to formally plan a lesson incorporating the selected strategies, and agree on the type of student work each teacher will analyze as evidence of student learning.~~

~~Phase 4: Implement~~

~~Teachers teach the planned lesson, make note of implementation successes and challenges, and gather the agreed-upon evidence of student learning.~~

~~Phase 5: Analyze~~

~~Teachers gather again in collaborative teams to examine student work and discuss student understanding of the standards.~~

~~Phase 6: Adjust~~

~~Collaborative teams reflect on the implications of the analysis of student work. Teachers discuss alternative instructional strategies or modifications to the original instructional strategy that may be better suited to promoting student learning.~~

C. Implementation of Graduation Requirements

1. The ~~World's Best Work Force Advisory~~ Systems Accountability Committee which shall also advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the ~~WBWF Advisory~~ Systems Accountability Committee shall be published annually to the community. The School Board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Department of Teaching and Learning ~~World's Best Workforce Advisory Committee~~ shall work

with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Department of Teaching and Learning ~~World's Best Workforce Advisory Committee~~ may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable state- or district-wide assessments. The School Board will utilize models developed by the Commissioner of MDE for measuring individual student progress. The School Board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with the best practices.

D. ~~World's Best Workforce Advisory~~ Systems Accountability Committee

1. In the Fall of each year, the ~~WBWF Advisory~~ Systems Accountability Committee will meet to advise and assist the school district in the implementation of school district system accountability and comprehensive continuous improvement process.
2. The ~~WBWF Advisory~~ Systems Accountability Committee working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the School Board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the School Board about development of the annual budget.
3. The ~~WBWF Advisory~~ Systems Accountability Committee shall, when possible, be composed of two-thirds community representatives and must reflect the diversity of the community. Included in its membership should be:
 - Assistant Superintendent of Teaching and Learning
 - Director of Curriculum and Instruction
 - Director of Equity and Engagement

- Director of Technology and Innovation
- Selected principals
- Selected School Board members
- Student representatives
- One teacher from each building
- One parent from each building
- Cultural Liaisons
- Community-at-large representatives.

- a. ~~Shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.~~
- b. ~~Shall make recommendations to the School Board on school district-wide standards, assessments, and program evaluation.~~
- c. ~~May establish building teams as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.~~
- d. ~~Shall create a process for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the WBWF Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.~~

4. ~~The WBWF Advisory Committee must reflect the diversity of the district and its school sites. It must include teachers, parents and/or guardians, support staff, students, and other community residents.~~

5:4. The ~~WBWF Advisory~~ Systems Accountability Committee shall meet throughout the year to provide input regarding the system of continuous improvement. The ~~WBWF Advisory~~ Systems Accountability Committee should offer recommendations to the School Board for its input and approval.

E. The Department of Teaching and Learning ~~committee of professional staff~~ shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the ~~WBWF Advisory~~ Systems Accountability Committee to review in the instruction and curriculum, review process instruction, educational equity and student achievement at the school site. This plan shall be approved annually by the School Board.

F. Reporting

Consistent with Minn.-Stat. § 120B.36, Subd. 1, the School Board shall publish a report and make it available on the school district website. The School Board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum, instruction, and educational equity and efforts to equitably distribute diverse, effective, experienced and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The School Board must transmit an electronic summary of its report to the Commissioner of MDE in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with the schools. The school district shall include the results of this evaluation in its published report and in its summary report to the Commissioner of MDE.

The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0550 (Graduation Standards – Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Graduation Standards – Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* Every Student Succeeds Act)

Cross References: WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and LEP Students)
WBLASB Policy 617 (School District Ensurance of Preparatory and High School Standards)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 619 (Staff Development for Standards)
WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Policy 729, Minnesota Post-Insurance Debt Compliance**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 729, Minnesota Post-Insurance Debt Compliance, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in section IV.

The purpose of this policy is to take steps to help ensure that all obligations will be in compliance with all applicable federal regulations.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

729 MINNESOTA POST-ISSUANCE DEBT COMPLIANCE

I. PURPOSE

The School Board (the “Board”) of Independent School District No. 624 (White Bear Lake Area Schools), Minnesota (the “District”) has chosen, by policy, to take steps to help ensure that all obligations will be in compliance with all applicable federal regulations. This policy may be amended, as necessary, in the future.

II. BACKGROUND

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the “Code”) and regulations promulgated thereunder (“Treasury Regulations”) governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various “Tax Credit” Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

III. POST-ISSUANCE DEBT COMPLIANCE POLICY OBJECTIVE

The District desires to monitor these obligations to ensure compliance with the Code and Treasury Regulations. To help ensure compliance, the District has developed this policy. The Post-Issuance Debt Compliance policy shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.

IV. POST-ISSUANCE DEBT COMPLIANCE RESPONSIBILITY

- A. The superintendent or designee is designated as the District’s agent who is responsible for post-issuance compliance of these obligations.
- B. The superintendent or designee shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the “Post-Issuance Debt Compliance Procedures”). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:
 - 1. General post-issuance compliance;
 - 2. Proper and timely use of obligation proceeds and obligation-financed property;

3. Arbitrage yield restriction and rebate;
 4. Timely filings and other general requirements;
 5. Additional undertakings or activities that support points 1 through 4 above;
 6. Maintenance of proper records related to the obligations and the investment of proceeds of obligations; and
 7. Other requirements that become necessary in the future.
- C. The superintendent or designee shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the ~~Executive Director of Business Services~~ Assistant Superintendent for Finance and Operations will ensure that the Post- Issuance Debt Compliance policy and procedures are updated on a regular and as needed basis.
- D. Individuals responsible for assisting the superintendent or designee in maintaining records needed to ensure post-issuance debt compliance are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.
- E. Most of the provisions of this Post-Issuance Debt Compliance policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the superintendent or designee shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance policy.

V. PRIVATE ACTIVITY BONDS

- A. The District may issue tax-exempt obligations that are “private activity” bonds because either (1) the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or (2) the bonds are so-called “conduit bonds”, where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects). Prior to the issuance of either of these types of bonds, the superintendent or designee shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt Compliance policy.
- B. In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the

superintendent or designee may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance policy shall be assigned to the relevant party. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law. In a case where the superintendent or designee is concerned about the compliance ability of a private party, the superintendent or designee may require that a trustee be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.

- C. The superintendent or designee is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance policy.

AGENDA ITEM: **Policy 801, Equal Access to Facilities of
Secondary Schools; Policy 801, Form**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 801, Equal Access to Facilities of Secondary Schools, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes to this policy are in section III and the Legal References. The changes to School Board Policy 801, Form are in the title, and Statement of Policy.

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

RECOMMENDED ACTION:

To review the policy and provide suggestions or feedback to the administration, with the policy placed on the May 10, 2021 School Board meeting agenda or a subsequent meeting for action.

Adopted: August 18, 1997
Revised: May 13, 2013
Revised:

White Bear Lake Area
School District #624 Policy 801

801 EQUAL ACCESS TO FACILITIES OF SECONDARY SCHOOLS

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The School Board has created a limited open forum for students enrolled in secondary schools during which non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings during non-instructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during non-instructional time.
- B. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- C. "Non-instructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.
- D. "Secondary school" means any school with enrollment of pupils ordinarily in grades **6** ~~7~~ through 12 or any portion thereof.
- E. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.

IV. FAIR OPPORTUNITY CRITERIA

Secondary schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Non-school persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: 1) time and date of meeting; 2) estimated number of students in attendance; and 3) special equipment needs.
- D. The building principal has responsibility to:
 - 1. Keep a log of application information;
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. Of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 553 U.S. 98, 1215 S.Ct. 2093 (2001)
Child Evangelism Fellowship of Minnesota v. Special School Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: WBLASB Policy 902 (Use of School District Facilities and Equipment)
 MSBA Service Manual, Chapter 13 (School Law Bulletin "O") (Equal Access Act)

Adopted: May 13, 2013

Revised:

White Bear Lake Area
School District #624 Policy 801
Form - Application for Use of Facilities

**~~INDEPENDENT SCHOOL DISTRICT NO. 624~~ APPLICATION FOR USE OF
FACILITIES ~~FORM EQUAL ACCESS ACT MEETING~~**

Statement of Policy

~~It is the~~ policy of this school district to grant equal access to ~~secondary~~ school facilities for students who wish to conduct a meeting for religious, political, or philosophical discussion during non-instructional time, pursuant to the Equal Access Act.

Provision of school facilities does not constitute school district sponsorship of such meeting, and the views expressed therein may or may not reflect those of the school administration, staff, or ~~board of education~~ **School Board** and are neither approved nor disapproved by them.

Name of student initiating request: _____

School: _____

Grade: _____

Home Room: _____

Date of Meeting: _____

Time: _____

Estimated number to attend: _____

Special Equipment needs: _____

(School District Use Only)

Room assigned: _____

Condition of Facilities: _____

Staff (if any) assigned to supervise: _____

Notes: _____

E. OPERATIONAL ITEMS

AGENDA ITEM: **Action on FY 2019-20 Single Audit Report**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for**
Finance and Operations;
Andi Johnson, Director of Finance

BACKGROUND:

At the January 11, 2021 school board meeting, the School Board approved the FY 2019-20 audit report excluding the Single Audit of Federal Awards. Our auditors Malloy, Montague, Karnowski, Radosevich and Co., P.A. (MMKR) were awaiting guidance from the federal government directing the audit procedures for the CARES Act funds that the district received. Since then, guidance has been issued and MMKR and district staff have been able to finalize the FY 2019-20 audit. The FY 2019-20 Single Audit Report is included in the board packet this evening for School Board review and approval.

RECOMMENDED ACTION:

Approve the fiscal year 2019-2020 single audit report as presented.

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MINNESOTA

Single Audit Reports

Year Ended
June 30, 2020

INDEPENDENT SCHOOL DISTRICT NO. 624

Single Audit Reports
Year Ended June 30, 2020

Table of Contents

	Page
Schedule of Expenditures of Federal Awards	1
Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on the Schedule of Expenditures of Federal Awards Required by the Uniform Guidance	2-4
Schedule of Findings and Questioned Costs	5-7

INDEPENDENT SCHOOL DISTRICT NO. 624

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA No.	Federal Expenditures	Passed Through to Subrecipients	Noncash Assistance
U.S. Department of Agriculture				
Passed through Minnesota Department of Education				
Child nutrition cluster				
School Breakfast Program	10.553	\$ 223,753		
National School Lunch Program	10.555	1,197,819		\$ 333,624
Special Milk Program for Children	10.556	1,356		
Summer Food Service Program for Children	10.559	45,155		
COVID-19 – Summer Food Service Program for Children	10.559	579,854		
Subtotal CFDA No. 10.559		625,009		
Total child nutrition cluster		\$ 2,047,937		
Child and Adult Care Food Program	10.558	13,739		
U.S. Department of Education				
Passed through Minnesota Department of Education				
Special education cluster				
Special Education Grants to States	84.027	1,725,616		
Special Education Preschool Grants	84.173	110,285		
Total special education cluster		1,835,901		
Title I Grants to Local Educational Agencies	84.010	821,632		
Special Education – Grants for Infants and Families	84.181	63,306		
Supporting Effective Instruction State Grants	84.367	133,764		
English Language Acquisition Grants	84.365	48,700		
Student Support and Academic Enrichment Program	84.424	52,202		
Education for Homeless Children and Youth	84.196	10,233	\$ 6,138	
COVID-19 – Education Stabilization Fund	84.425	287,160		
Passed through Northeast Metropolitan Intermediate School District No. 916				
Career and Technical Education – Basic Grants to States	84.048	8,911		
Direct				
Indian Education Grants to Local Educational Agencies	84.060	7,272		
U.S. Department of Labor				
Passed through Minnesota Department of Labor and Industry				
Apprenticeship USA Grants	17.285	22,326		
Total federal awards		\$ 5,353,083		

Note 1: The Schedule of Expenditures of Federal Awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the OMB's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the District's basic financial statements.

Note 2: All pass-through entities listed above use the same CFDA numbers as the federal grantors to identify these grants, and have not assigned any additional identifying numbers.

Note 3: The District did not elect to use the 10 percent de minimis indirect cost rate.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL
OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Education and Management of
Independent School District No. 624
White Bear Lake, Minnesota

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

We have audited Independent School District No. 624's (the District) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2020. The District's major federal programs are identified in the Summary of Audit Results section of the accompanying Schedule of Findings and Questioned Costs.

MANAGEMENT'S RESPONSIBILITY

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

(continued)

BASIS FOR QUALIFIED OPINION ON THE SPECIAL EDUCATION PROGRAM CLUSTER

As described in the accompanying Schedule of Findings and Questioned Costs, the District did not comply with requirements regarding allowable costs within the special education program cluster reported as finding 2020-006. Compliance with such requirements is necessary, in our opinion, for the District to comply with the requirements applicable to that program cluster.

QUALIFIED OPINION ON THE SPECIAL EDUCATION PROGRAM CLUSTER

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, the District complied, in all material respects, with the types of compliance requirements referred to on the previous page that could have a direct and material effect on the special education program cluster for the year ended June 30, 2020.

UNMODIFIED OPINION ON EACH OF THE OTHER MAJOR FEDERAL PROGRAMS

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to previously that could have a direct and material effect on each of its other major federal programs identified in the Summary of Audit Results section of the accompanying Schedule of Findings and Questioned Costs for the year ended June 30, 2020.

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as discussed on the following page, we identified certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as finding 2020-006 to be a significant deficiency.

(continued)

DISTRICT'S RESPONSE TO FINDING

The District's response to the internal control over compliance finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on it.

PURPOSE OF THIS REPORT

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated February 22, 2021, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
February 22, 2021

INDEPENDENT SCHOOL DISTRICT NO. 624

Schedule of Findings and Questioned Costs
Year Ended June 30, 2020

A. SUMMARY OF AUDIT RESULTS

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

Financial Statements

What type of auditor's report is issued?

<u> X </u>	Unmodified
<u> </u>	Qualified
<u> </u>	Adverse
<u> </u>	Disclaimer

Internal control over financial reporting:

Material weakness(es) identified? X Yes No

Significant deficiency(ies) identified? Yes X None reported

Noncompliance material to the financial statements noted? Yes X No

Federal Awards

Internal controls over major federal award programs:

Material weakness(es) identified? Yes X No

Significant deficiency(ies) identified? X Yes None reported

Type of auditor's report issued on compliance for major programs?

U.S. Department of Education – special education cluster	Qualified
U.S. Department of Agriculture – child nutrition cluster	Unmodified
U.S. Department of Education – COVID-19 – Education Stabilization Fund	Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 § CFR 200.516(a)? X Yes No

Programs tested as major programs:

<u>Program or Cluster</u>	<u>CFDA No.</u>
U.S. Department of Education – special education cluster	
– Special Education Grants to States	84.027
– Special Education Preschool Grants	84.173
U.S. Department of Education – COVID-19 – Education Stabilization Fund	84.425
U.S. Department of Agriculture – child nutrition cluster	
– School Breakfast Program	10.553
– National School Lunch Program	10.555
– Special Milk Program for Children	10.556
– Summer Food Service Program for Children	10.559
– COVID-19 – Summer Food Service Program for Children	10.559

Threshold for distinguishing type A and B programs. \$ 750,000

Does the auditee qualify as a low-risk auditee? Yes X No

INDEPENDENT SCHOOL DISTRICT NO. 624

Schedule of Findings and Questioned Costs (continued)
Year Ended June 30, 2020

B. FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESS

2020-001 Segregation of Duties

Criteria – Internal control over financial reporting.

Condition – Independent School District No. 624 (the District) has limited segregation of duties in several areas, including the processing of payroll and payroll-related transactions.

Questioned Costs – Not applicable.

Context – The condition applies to payroll accounting processes within the District's business office.

Repeat Finding – This is a current year and prior year finding.

Cause – The limited segregation of duties is primarily caused by segregation of duties of payroll transactions within the District's business office staff.

Effect – One important element of internal accounting controls is an adequate segregation of duties such that no one individual has responsibility to execute a transaction, have physical access to the related assets, and have responsibility or authority to record the transaction. A lack of segregation of duties subjects the District to a higher risk that errors or fraud could occur, and not be detected and corrected in a timely manner in the normal course of business.

Recommendation – We recommend that the District segregate duties as best it can within the limits of what the District considers to be cost-beneficial.

View of Responsible Official and Planned Corrective Actions – The District agrees with the finding. The District intends to review policies, procedures, transaction cycles, and work with its financial auditors to review specific weaknesses identified during the annual audit, and actions needed to eliminate or mitigate this internal control weakness. The District has separately issued a Corrective Action Plan related to this finding.

INDEPENDENT SCHOOL DISTRICT NO. 624

Schedule of Findings and Questioned Costs (continued)
Year Ended June 30, 2020

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE AND REPORTABLE INSTANCE OF NONCOMPLIANCE – U.S. DEPARTMENT OF EDUCATION, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION – SPECIAL EDUCATION CLUSTER (CFDA NOS. 84.027 AND 84.173)

2020-006 Internal Control and Compliance With Federal Allowable Cost Requirements

Criteria – 2 CFR § 200.302(b)(3) requires Independent School District No. 624 (the District) to maintain records that adequately identify the source and application of funds for federally-funded activities in accordance with 2 CFR 200 Subpart E – Cost Principles.

Condition – During our audit, we noted that the District did not have sufficient controls to ensure adequate and timely documentation of time and effort was created and retained to support salary costs charged to federal programs and ensure compliance with the U.S. Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) allowable costs standards, which resulted in noncompliance.

Questioned Costs – \$20,556.

Context – The deficiency in controls and compliance pertains to major programs tested in the current year. This was not a statistically valid sample.

Repeat Finding – This is a current year and prior year finding.

Cause – This was an oversight by district personnel.

Effect – This could be viewed as a violation of the award agreement.

Recommendation – We recommend that the District review its internal control procedures relating to time and effort documentation of allowable costs for special education federal programs to ensure adequate and timely documentation of time and effort is created and retained to support salary costs charged to federal programs and ensure compliance with allowable costs standards.

View of Responsible Official and Planned Corrective Actions – The District agrees with the finding. The District will review and update its policies and procedures relating to allowable costs for its federal programs to ensure compliance with the Uniform Guidance in the future. The District has separately issued a Corrective Action Plan related to this finding.

AGENDA ITEM: **Action on Secondary Distance Learning Academy Application**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**
Jennifer Babiash, Director of Curriculum and Instruction

BACKGROUND:

Earlier this evening Jennifer Babiash, Director of Curriculum and Instruction, presented the White Bear Lake Area Schools application to become a 6-8 comprehensive online provider, and a 9-12 supplemental online learning provider for the 2021-2022 school year.

RECOMMENDED ACTION:

Approve the Secondary Distance Learning Academy application as recommended.

AGENDA ITEM: **Action on Acceptance of Bid for Domestic Water Pipe Replacement Project at Lincoln Elementary**

MEETING DATE: **April 12, 2021**

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 the bid tabulation sheets related to the domestic water pipe replacement project for Lincoln Elementary.

After reviewing the information with our Project Engineer; Hallberg Engineering, it is recommended that we award the Lincoln domestic water pipe replacement project to the lowest bidder, Climate Makers, Inc., with a total base bid (\$212,000) plus alternate bid (\$62,000) of \$274,000. The highest bid for the project was \$603,000

RECOMMENDED ACTION:

Accept the bid for the Lincoln Elementary domestic water pipe replacement project in the amount of \$274,000.



BID TABULATION

Lincoln Elementary School
Domestic Piping Replacement Project
Project No. R20-3998.000
Date: April 1, 2021
Time: 2:00 p.m.

Company	Bid Bond Submitted	Responsible Contractor	Acknowledged Addendum #1	Base Bid	Alternate Bid # LES-01	Total (Base Bid + Alternate)
Kraft Mechanical	Yes	Yes	Yes	\$209,900.00	\$84,600.00	\$294,500.00
Northland Mechanical	Yes	Yes	Yes	\$499,400.00	\$103,600.00	\$603,000.00
RJ Mechanical	Yes	Yes	Yes	\$337,000.00	\$110,000.00	\$447,000.00
Klamm Mechanical	Yes	Yes	Yes	\$200,250.00	\$100,350.00	\$300,600.00
Signature Mechanical	Yes	Yes	Yes	\$279,000.00	\$105,000.00	\$384,000.00
Climate Makers, Inc.	Yes	Yes	Yes	\$212,000.00	\$62,000.00	\$274,000.00
Peterson Sheet Metal	Yes	Yes	Yes	\$227,600.00	\$82,000.00	\$309,600.00

Mechanical/Electrical/Commissioning/Energy

1750 Commerce Court ♦ White Bear Lake, MN 55110 ♦ Phone (651) 748-1100 ♦ Fax (651) 748-9370

i:\projects\624\r20-3998.000\correspondence\bidtab20210401.docx



April 6, 2021

Mr. Dan Roeser
Independent School District #624
4855 Bloom Avenue
White Bear Lake, MN 55110

Re: Domestic Water Piping Replacement (LTFM) at Lincoln Elementary School
White Bear Lake Public Schools
Project No. R20-3998.000

Dear Mr. Roeser,

Attached are the bid results for the Lincoln Elementary School Domestic Piping Replacement Project.

After reviewing the bid results, we have contacted Climate Makers, Inc. regarding the project. Climate Makers, Inc. indicated that they understand the project scope, will hold to their bid and are confident they can meet the specified project schedule and completion date.

It is our understanding that the District wishes to award the Base Bid and Alternate Bid # LES-01 for this project.

As a result, we recommend ISD 624 accept the Base Bid and Alternate Bid # LES-01 as submitted and enter into a contract with Climate Makers, Inc. for complete construction as follows:

Base Bid:	\$212,000
<u>Alternate Bid # LES-01:</u>	<u>\$62,000</u>
Total	\$274,000

Sincerely,
HALLBERG ENGINEERING, INC.

Bernie Barrie
Project Manager

Copy: File

Attachments: Bid Tab

AGENDA ITEM: **Action on Acceptance of Security Bid Package**

MEETING DATE: **April 12, 2021**

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 the bid tabulation sheets related to the security bid package.

After reviewing the information with our engineer at True North Consulting Group, it is recommended that we award the security bid package to All State Communications, with the base bid of \$1,891,550.00. The highest bid for the project was \$2,325,923.00.

RECOMMENDED ACTION:

Accept the bid for the security bid package in the amount of \$ 1,891,550.00.

WBLAS District Wide Security Upgrades - Bid Pack 1 - Bid Tab Sheet

Bidder	Bid Amount	Addendum 1 & 2	Bid Bond	Insurance	Responsible Contractor Forms	Technology Use Agreement	Tennessee Notice	Site Visits	Qualifications
All State	\$1,891,550.00	X	X	X	X	X	X	X	X
LVC	\$2,325,923.00	X	X	X	X	X	X	X	X



April 06, 2021

Dan Roeser
White Bear Lake Area Schools

Re: White Bear Lake Area Schools District Wide Security Upgrades Bid Pack 1 - Letter of Recommendation for Bid Award

Dan,
On April 6th, 2021, the District received bids from All State Communications for \$1,891,550.00 and LVC for \$2,325,923.00.

The first bid pack included complete building wide interior/exterior video surveillance systems, electronic access door control systems, door intercom systems, intrusion detection systems and lock down systems for the following buildings: Area Learning Center, Birch Lake, Central including the District Office, Hippodrome, Hugo, Lakeaires, Lincoln, Matoska, new Transportation facility, Vadnais Heights and Willow Lane. This first bid pack also included the necessary headend software and components for the rest of the District buildings to connect to.

True North Consulting Group (TNCG) has evaluated the bids received by both companies and both meet the minimum qualifications and submitted all the correct documents. Based on the bids received with All State being the lowest responsible bidder, TNCG recommends the District pursue a contract with All State for \$1,891,550.00. Due to the nature of complex retrofits in existing buildings, TNCG recommends the District set aside a 5% contingency to cover unforeseen issues.

All State meets or exceeds all the minimum level of qualifications and certifications required to install, support and service the District's Avigilon security systems. All State also acknowledged all addenda as well as provided their bid bond, insurance, Minnesota responsible contractor forms and is a union contractor who exceeds prevailing wages. Their electrical sub-contractor, Lake Town Electric, included prevailing wages.

TNCG has extensive experience with All State Communications which most recently worked on St. Cloud Area School District and Richfield Public Schools. These District's both utilized Avigilon, like WBLAS, and All State showed a high level of competence with the systems. TNCG has no issues recommending All State be awarded the bid.

Thank you,

Brandon Frazier
Director | Security Technologies
True North Consulting Group

AGENDA ITEM: **School Start and Dismissal Times**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

At the February 22, and March 22 School Board meetings, the recommended school start times to be implemented with the 2021-2022 school year were reviewed. Key factors for the recommended changes include:

- **The recommendation aligns with the District's Strategic Plan.**
 - Strategy 2: We will provide expanding access to a broad range of opportunities for all students.
 - Specific Result 5a: Academic scheduling is critical to the social and emotional wellbeing of each student.
 - Evaluate and revise start times of elementary, middle, and high schools using evidence based best practices.
- **The recommended change aligns with research on adolescent sleep.** A substantial body of research compiled over nearly 25 years has demonstrated that delaying school start times for middle and high school students has a wide range of irrefutable potential benefits with regard to physical and mental health, safety, academic achievement, attendance, graduation rates, and extracurricular participation. Additionally, research shows an early start for elementary-aged students will increase prime morning instructional time and that earlier start times would allow for more productive and energetic learning in the afternoon as well. The recommended change prioritizes student health and well-being and research overwhelmingly supports this change.
- **The recommended change is consistent with the commitment the District made to the City of White Bear Lake and current WBLAHS - North Campus neighborhood residents to prioritize the mitigation of**

traffic impact. When current North Campus becomes the unified high school in the fall of 2024, the start time will need to be approximately 8:30 a.m. based on the results of a comprehensive traffic study that was completed as part of the facilities planning process. An 8:30 a.m. start time allows the heaviest morning traffic to move through Highway 61 before the bulk of high school traffic begins.

- **The recommended change would allow the District to run a more efficient, three-tiered transportation system, resulting in significant savings in operating costs.** A three-tiered system utilizes the same buses to transport students at all three grade levels (elementary, middle school, and high school). Seven fewer buses would be needed to transport students, which results in a savings of over \$600,000 in annual operating costs.

The recommended start times to be implemented with the 2021-2022 school year are as follows:

Grade Level/School	2021-22 School Year
Preschool - Full-Day <i>Half-Day schedule will be re-evaluated and shifted</i>	7:45 a.m. - 2:15 p.m.
Elementary - Birch, Hugo, Oneka, Otter, Lakearies, Lincoln, Vadnais, Willow	7:45 a.m. - 2:15 p.m.
Elementary - Matoska	8:30 a.m. - 3:00 p.m.
Middle School - Central and Sunrise	9:15 a.m. - 4:00 p.m.
High School - North Campus	8:25 a.m. - 3:10 p.m.
High School - South Campus	8:45 a.m. - 3:30 p.m.
High School - ALC	8:40 a.m. - 3:25 p.m.
Transition Education Center Transition Plus (8:15 a.m. - 2:15 p.m.) TAPP (9:15 a.m. - 2:15 p.m.) Project SEARCH (8 a.m. - 2 p.m.)	8:00 a.m. - 2:15 p.m.

RECOMMENDED ACTION:

Approve the school start and dismissal times for the 2021-2022 school year as recommended.

AGENDA ITEM: **Policy 417, Chemical Use and Abuse**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources,**
General Counsel;
Dr. Alison Gillespie, Assistant Superintendent
of Teaching and Learning;
Tim Wald, Assistant Superintendent of
Finance and Operations

BACKGROUND:

School Board Policy 417, Chemical Use and Abuse, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in sections I, II, III, IV, and V; and the Legal References.

The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

RECOMMENDED ACTION:

Approve School Board Policy 417, Chemical Use and Abuse, as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 18, 1997
Revised: September 9, 2002
Revised: January 10, 2005
Revised: February 9, 2009
Revised:

*White Bear Lake Area
School District #624 Policy 417*

Revised: June 9, 2014

417 CHEMICAL USE AND ABUSE

I. PURPOSE

The School Board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use of controlled substances, medical cannabis, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a chemical-free workplace/chemical-free school.
- ~~A.~~ B. ~~It is~~ The policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- ~~B.~~ C. The school district shall establish and maintain in every school a chemical abuse pre-assessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses in the reported cases.
- ~~C.~~ D. ~~It will be the responsibility of~~ The superintendent, with the advice of the School Board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district. ~~to establish a school and community advisory team to address chemical abuse problems in the district.~~
- ~~D.~~ E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving chemical-free schools and workplaces.

III. DEFINITIONS

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental,

emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.

- B. "Chemicals" includes but is not limited to alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district's ~~Chemical~~ Drug-Free Workplace/~~Chemical-Drug-Free~~ School policy.
- C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time when an employee is supervising students on behalf of the school district; or when an employee is otherwise engaged in school district business.

IV. STUDENTS

- A. Instruction at Elementary and Secondary Schools
 - 1. ~~The District shall provide~~ Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents/guardians, students, health care professionals, state department of education, staff, and members of the community in developing the curriculum.
 - 2. ~~The District may implement~~ Every school shall have age-appropriate, and developmentally based activities that include, but are not limited to, those that:
 - a. address the consequences of violence and the illegal use of drugs;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not use drugs illegally;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of newly emerging drugs;
 - f. engage students in the learning process; and

- g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
- 3. Each school may involve families, community sectors ~~(which may include appropriately trained senior citizens)~~, and a variety of drug and violence prevention providers in establishment of clear expectations against violence and illegal use of drugs and appropriate consequences for such acts.
- 4. Each school may disseminate chemical and violence prevention information within the school and to the community.
- 5. Each school may have professional development and training for, and involvement of, school personnel, student services personnel, parents/guardian, and interested community members in prevention, education, early identification and intervention, mentoring, and rehabilitation referral to professional resources as related to chemical and violence prevention.
- 6. Each school may have chemical and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal chemical use, which may include gang activity prevention.
 - b. The hiring and mandatory research-based training of school security personnel who interact with students in support of the school-based and youth-focused chemical and violence prevention activities included in this policy.
 - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and provide a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - ~~d. Youth anti-crime and anti-drug councils and activities.~~
 - d.e. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers.
 - ~~f. Training of teachers by school-based mental health service providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of chemicals.~~

- ef. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal chemical use.

B. Reports of Chemical Use and Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:
 - a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
 - b. The administrator will notify the student's parents/guardians. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.
 - c. The administrator will notify law enforcement officials, the student's counselor, and the chemical pre-assessment team.
 - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.
 - e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, and if warranted, initiation of expulsion proceedings. Students may also be referred to a detoxification center or medical center.
2. If a school district employee has reason to believe that a student is abusing, possessing, transferring distributing or selling chemicals:
 - a. The employee shall notify the building administrator or a member of the pre-assessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents/guardians, or providing a meeting between members of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

- b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; sharing of resources for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56, and proposed for expulsion.
4. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with School Board policies related to search and seizure.

C. Pre-assessment Team

1. Every school may have a chemical abuse pre-assessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses in the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents/guardians with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
 - a. If the pre-assessment team decides not to provide a student and, in the case of a minor, the student's parents/guardians with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents/guardians with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with chemical abuse, and the consent of no other person is required.

F. School and Community Advisory Team

- 1. The superintendent, with the advice of the School Board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team may be composed of representatives from the school pre-assessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents/guardians, and the business community.
- 2. The advisory team shall:
 - a. build awareness of the problem within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies; and
 - b. develop a written procedure clarifying the notification process to be used by the chemical abuse pre-assessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents~~-or~~/guardians in the case of a minor student.

V. **EMPLOYEES**

- A. The superintendent or designee may undertake and maintain a chemical-free awareness and prevention program to inform employees, and others about:
 - 1. The dangers and health risks of chemical abuse in the workplace/school.
 - 2. The school district's chemical-free workplace/chemical-free school policy.

3. Any available chemical or alcohol counseling, treatment, rehabilitation, re-entry, and/or assistance programs available to employees and/or students.
 4. The penalties that may be imposed on employees for chemical abuse violations.
- B. The superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal ~~chemical~~ **drug** statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.

Legal References: Minn. Stat. § 13.32 (Education **al Data**)
 Minn. Stat. § 121A.25 – 121A.29 (Chemical Abuse)
 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 138.163 (Records Management Act)
 Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)
 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
 34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross Reference: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
 WBLASB Policy 416 (Drug and Alcohol Testing)
 WBLASB Policy 418 (Drug-Free and Alcohol-Free Workplace)
 WBLASB Policy 506 (Student Discipline)
 WBLASB Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
 WBLASB Policy 515 (Protection and Privacy of Pupil Records)
 WBLASB Policy 527 (Student Motor Vehicles; Use; Parking; Search)

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

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
of Teaching and Learning;**

BACKGROUND:

School Board Policy 522, Student Sex Nondiscrimination, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in the title; sections II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, and XVI; and the Legal References, and Cross References.

The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

RECOMMENDED ACTION:

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

Adopted: September 8, 1997

Revised: June 11, 2001

Revised: January 13, 2014

Revised: May 9, 2016

Revised: March 4, 2019

*White Bear Lake Area
School District #624 Policy 522*

Revised: November 14, 2016

Revised:

**522 TITLE IX STUDENT SEX NONDISCRIMINATION POLICY, GRIEVANCE
PROCEDURE AND PROCESS**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district ~~provides equal educational opportunity for all students, and does not unlawfully~~ discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. ~~No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.~~
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent. ~~Every school district employee shall be responsible for complying with this policy.~~
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

~~C. The School Board hereby designates the Assistant Superintendent for Teaching and Learning, 4855 Bloom Avenue, White Bear Lake, 651-407-7539, as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.~~

D. Any student, parent, guardian, or community member having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. The school district's Title IX Coordinator is: Assistant Superintendent for Teaching and Learning; 4855 Bloom Avenue, White Bear Lake, MN; phone: 651-407-7539. In the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case the Director of Student Activities will serve in this role. If the complaint involves the superintendent, the report may be filed directly with the School Board.

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education or both. ~~In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.~~

E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

III. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent

and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

- 1.** A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
- 2.** A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker

cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person’s status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

III.V. ~~GRIEVANCE REPORTING PROCEDURES~~ REPORTING PROHIBITED CONDUCT

- A. Any student who believes ~~he or she~~ they has ve been the victim of unlawful sex discrimination or sexual harassment, ~~by a teacher, administrator or other school district personnel~~, or any person (including the parent of a student) with actual knowledge ~~or belief~~ of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts ~~immediately as soon as possible to the Title IX Coordinator. an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal/supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this~~

policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. ~~Building Level Reporting. The building principal/supervisor is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any~~ employee of the adult school district personnel who has experienced, has actual knowledge of, or has witnessed ~~receives a report of~~ unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations. ~~toward a student shall inform the building principal/supervisor immediately.~~
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.
- ~~E. Upon receipt of a report or grievance, the principal/supervisor must immediately notify the school district human rights officer, without screening or investigating the report. The responsible person may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the responsible person to the human rights officer. If the report was given verbally, the responsible person shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the responsible person. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.~~
- ~~D. The School Board hereby designates the Director of Human Resources, 4855 Bloom Avenue, White Bear Lake, 651-407-7550, as the school district human rights officer to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent.~~
- E. ~~The school district shall conspicuously post the names of the Title IX coordinator and human rights officer, including office address and telephone numbers and work e-mail addresses.~~

- F. ~~Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.~~
- G. ~~Use of formal reporting forms is not mandatory.~~
- H. ~~The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible; consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.~~

IV.VI. INVESTIGATION INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of

1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A.** At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B.** The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C.** The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D.** The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E.** At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A.** Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

 - 1.** Would not meet the definition of sexual harassment, even if proven;
 - 2.** Did not occur in the school district's education program or activity; or
 - 3.** Did not occur against a person in the United States.
- B.** The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein.
 2. The respondent is no longer enrolled or employed by the school district; or
 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the school district, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility

determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A.** After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B.** The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C.** The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D.** When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1.** Identification of the allegations potentially constituting sexual harassment;
 - 2.** A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3.** Findings of fact supporting the determination;
 - 4.** Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5.** A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6.** The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

- E.** In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F.** The written determination of responsibility must be provided to the parties simultaneously.
- G.** The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H.** The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A.** The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

 - 1.** A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2.** New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3.** The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B.** If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C.** After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D.** The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

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

~~V. SCHOOL DISTRICT ACTION~~

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

VI. XIII. REPRISAL RETALIATION PROHIBITED

- A.** Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies. ~~The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.~~
- B.** Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C.** Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

- A.** The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
1. The Title IX definition of sexual harassment;
 2. The scope of the school district's education program or activity;
 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

~~VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES.~~

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

~~VIII. XV. DISSEMINATION OF POLICY AND EVALUATION~~

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions. ~~publicly on the district website.~~
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

~~B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.~~

XVI. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; sex discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing regulations of Title IX)
20 U.S.C § 1400, et seq. (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, et seq. (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross Reference: WBLASB Policy 102 (Equal Educational Opportunity)
WBLASB Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
WBLASB Policy 528 (Student Parental, Family, and marital Status Nondiscrimination)

AGENDA ITEM: **Policy 714, Fund Balances**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 714, Fund Balances, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in sections III, V, VIII, and IX.

The purpose of this policy is to ensure the financial stability of the White Bear Lake Area Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to respond to unforeseen budget expenditures and revenue shortfalls.

RECOMMENDED ACTION:

Approve School Board Policy 714, Fund Balances, as recommended by the School Board Policy Committee and Cabinet.

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to ensure the financial stability of the White Bear Lake Area Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to ~~deal with~~ **respond to** unforeseen budget expenditures and revenue shortfalls.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. “Assigned” fund balance amounts are ~~comprised~~ **composed** of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are ~~comprised~~ **composed** of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.

- E. “Nonspendable” fund balance amounts are ~~comprised~~ **composed** of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are ~~comprised~~ **composed** of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned General Fund balance of ~~12.5~~ **8** percent ~~and 16.7 percent of the annual budget~~, which equates to ~~a range of 1.5 to 2 months~~ of operating expenses. This policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the Board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The Board also delegates the power to assign fund balances to the following: Superintendent and ~~chief financial officer~~ **Assistant Superintendent for Finance and Operations**. ~~Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.~~

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level **as part of the annual budgeting process**.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding

AGENDA ITEM: **Policy 901, Community Education**
MEETING DATE: **April 12, 2021**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Tim Maurer, Director of Community Services**

BACKGROUND:

School Board Policy 901, Community Education, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in section II.

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

RECOMMENDED ACTION:

Approve School Board Policy 901, Community Education, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: October 9, 1995
Revised: February 8, 2016
Revised: April 10, 2017*

*White Bear Lake Area
School District #624 Policy 901*

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The **School Board** ~~school-board~~ affirms a strong commitment to the Community Services and Recreation Department's community education program. In addition, the **School Board** ~~school-board~~ welcomes, and strongly encourages use of district buildings and grounds by the community when they are not being used **for** district activities or programs. The school administration will strive to accomplish the following objectives in relation to community education services, programs, and facilities/grounds:

- A. Maximum use should be made of district facilities and grounds.
- B. Educational needs and interest of area residents will be evaluated periodically.
- C. District and available community resources and the expertise of residents should be utilized to develop vibrant, well-rounded community education programming.
- D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY SERVICES ADVISORY COUNCIL

- A. A Community Services Advisory Council shall assist in promoting the goals and objectives of the program.
- B. The membership of the Community Services Advisory Council shall represent a cross section of the community.
- C. Bylaws of the Council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.
- D. On an annual basis, the council shall review and recommend approval of the community Services and Recreation budget for presentation to the School Board.

Legal References: Minn. Stat. § 124D.19 (Community Education Programs; Advisory Council)

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: WBLASB Policy 902 (Use of School District Facilities and Equipment)

AGENDA ITEM: **Policy 903, Visitors to School District Property and Facilities; Policy 903, Addendum A; and Policy 903, Procedures**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Maurer, Director of Community Services;**
Lisa Ouren, Director of Student Support Services;
Tim Wald, Assistant Superintendent of Finance and Operations

BACKGROUND:

School Board Policy 903, Visitors to School District Property and Facilities, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in sections V, VI, and VII. The changes to the addendum are in sections I, and II. The changes to the procedures are in the 4th paragraph.

The purpose of this policy is to establish rules and procedures governing visits to District property and District facilities.

RECOMMENDED ACTION:

Approve School Board Policy 903, Visitors to School District Property and Facilities, as recommended by the School Board Policy Committee and Cabinet.

Adopted: April 28, 1997
Revised: December 10, 2001
Revised: August 25, 2003
Revised: April 9, 2012
Revised: December 10, 2018

White Bear Lake Area
School District #624 Policy 903

Revised: June 10, 2017
Revised:

903 VISITORS TO SCHOOL DISTRICT PROPERTY AND FACILITIES

I. PURPOSE

The purpose of this policy is to establish rules and procedures governing visits to District property and District facilities.

II. GENERAL STATEMENT OF POLICY

The School Board encourages interest on the part of parents and community members in the District's programs and activities. The School Board recognizes that reasonable restrictions must be placed on visits to District facilities in order to maintain an environment that is safe and conducive to learning and working.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

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

IV. DEFINITIONS

- A. "Central administrator" means the superintendent and any director with district-wide responsibilities.
- B. "District facility" means any building that is owned, leased, or operated by the District.
- C. "District property" means any real property that is owned, leased, or operated by the District, including, but not limited to, athletic stadiums and athletic fields.
- D. "Parent" means a biological parent, adoptive parent, legal guardian, or conservator.

- E. “School building” means any District facility where a program of education is offered to preschool, elementary school, middle school, high school, and alternative/transition school students.
- F. “Visitor” means any person who enters a district facility during the regular school year during scheduled school hours, except for the following: enrolled students who are in the facility to attend school, to participate in a school-sponsored event or activity, or to attend a meeting of a student-initiated, non-curriculum related group that is recognized by the District; employees who are assigned to work at the facility; volunteers who have been assigned to be in the facility at the time of the visit; and central administrators.

V. PROCEDURES

- A. **Visitor Procedures.** All visitors must comply with the following procedures when entering a District facility, unless they are attending an event or activity that is open to the public, such as parent-teacher conferences, a School Board meeting, or an athletic contest:
 - 1. Immediately upon entering a District facility, all visitors must report to the administrative office or reception desk. Signage indicating this reporting requirement must be prominently displayed on or near all unlocked doors to the facility.
 - 2. Upon reporting to the administrative office or reception desk, all visitors must provide information including ~~and~~ but not limited to: names, identification, purpose of their visit, time of their arrival, and location of the building in which the visit will occur.
 - 3. A central administrator or building principal may impose additional restrictions on any parent who has caused or may cause a disruption in a District facility or who has negatively impacted the school day and/or the educational setting.
 - 4. A central administrator, the building principal, an assistant principal, or a designee will follow this policy in determining whether or not permission will be granted for a visit to a school building. A central administrator will follow this policy in determining whether or not permission will be granted for a visit to a District facility that is not a school building.
 - 5. If permission for a visit is granted, the visitor will be given a visitor’s identification badge /label stating the visitor’s name and the location in the building where the visit will occur.
 - 6. All visitors must wear the issued visitor identification badge /label in a conspicuous location at all times while in a District facility.

7. If a District employee sees a visitor in a school building without a visitor's identification badge/label, the employee must either escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
8. Upon completing a visit, a visitor must return to the administrative office or reception desk, return ~~the~~ any reusable visitor's identification badge issued to the visitor, sign ~~his/her~~ their name on the same form that was signed upon entering the building, and state the time of ~~his/her~~ their departure.

B. Visits to Classrooms. Subject to the requirements of this policy, parents may observe their child in the classroom for up to two hours on two occasions per school year.

1. Parents who wish to observe their child in the classroom during the regular school day must schedule the visit at least three (3) school days in advance with the building principal.
2. A central administrator or building principal may consider the allowance of additional time beyond two visits if ~~he or she~~ they deems ~~it~~ appropriate.
3. A central administrator, building principal, assistant principal, or designee may reschedule or terminate any visit in the event of an emergency or unforeseen circumstance.

C. Parent Procedures for Communicating with Children. The District recognizes that under limited circumstances parents may occasionally need to communicate with their children during the school day. When this need arises, parents must follow one of the following procedures:

1. Parents may call the office and ask to speak with their child. School staff will then locate the child and instruct the child to come to the office to speak with the parent by telephone. This may occur by making an announcement over the school's intercom system. Students generally will not be permitted to place or receive a call from a classroom.
2. Parents may enter the administrative office of a school building and ask the office staff to call their child to the office. Parents may not go directly to a classroom or to any other location in a District facility without complying with the Visitor Procedures stated in this policy.

D. Administrative Procedures in Response to Inappropriate Conduct. Central administrators, building principals, assistant principals, and designees are encouraged to take the following steps when a visitor violates this policy or engages in any other inappropriate conduct:

1. Notify the offending visitor that his or her conduct is inappropriate.

2. Notify the offending visitor that if the conduct does not cease immediately, the visitor will be required to leave the building.
3. Notify the offending visitor that he or she is required to immediately leave the building.
4. Contact law enforcement.
5. Document the incident.
6. Take other action that the central administrator, building principal, assistant principal, or designee reasonably deems to be prudent or necessary in order to:
 - a. protect the safety of students, staff, or school property
 - b. maintain an environment that is conducive to learning and working
 - c. maintain an environment that is free from all forms of abusive and disruptive conduct
7. Any step or steps of this procedure may be skipped or addressed at a later time if the central administrator, building principal, assistant principal, or designee determines, in the exercise of ~~their~~^{his or her} professional judgment, that immediate removal of the offending visitor is in the best interests of the students or the staff.

VI. RULES OF CONDUCT FOR VISITORS

- A. **Required Conduct.** All visitors must demonstrate respect and civility when interacting with other individuals during a visit. In addition, all visitors must immediately comply with any and all lawful directives given by a District employee, including a directive to leave the building.
- B. **Prohibited Conduct.** Visitors must not do any of the following during a visit:
 1. Violate any law;
 2. Violate any District or school policy, regulation, rule, or procedure;
 3. Make any threat or engage in any threatening or intimidating behavior;
 4. Engage in any conduct that is designed to intimidate another person or that could reasonably be perceived as being designed to intimidate another person;
 5. Demonstrate hostility toward another person;

6. Engage in conduct that is objectively rude;
7. Use any obscene or foul language;
8. Make or participate in making any personal attacks against another person;
9. Make or participate in making any objectively disrespectful, demeaning, disparaging, or insulting comments or statements about or to another person;
10. Make unwelcome physical contact with any person other than their own child, unless the physical contact is part of the normal greeting process, such as a handshake, or is reasonably necessary to prevent imminent harm to another person or serious harm to property;
11. Photograph, film, or otherwise create an audio or video record of any students, employees, or volunteers of the District, unless the visitor is on District property or in a limited part of a District facility to attend an event or activity that is open to the public, such as a School Board meeting or an athletic contest;
12. Enter onto school property while impaired from the use of alcohol or any other chemical;
13. Create or participate in creating a disruption to the learning or working environment. Examples of disruptive behavior include, but are not limited to, using a raised voice with shouting or yelling; swearing; talking with a teacher, classroom aide, or a student while observing in a classroom; using or allowing an electronic device to create ~~make~~ noise or visual distractions or to make audio or video recordings in the classroom; and engaging in other conduct that interrupts a lesson while observing in a classroom.

VII. GROUNDS FOR DENYING A REQUEST TO VISIT

A. Parent Visits for Purpose Other than Classroom Observation. A central administrator, a building principal, an assistant principal, or a designee may deny permission for a parent to visit any part of a District facility if the central administrator, the principal, the assistant principal, or the designee determines that:

1. The parent has refused or failed to comply with any part of this policy;
2. The parent violated any rule or procedure of this policy while visiting a District facility on a prior occasion during the school year;
3. The requested date or time for the visit is educationally inappropriate or inconvenient;

4. The parent has created a disruption during a prior visit and is likely to create a disruption if permitted to visit again;
5. The parent's presence in the District facility is not in the best interests of student or staff;
6. The parent presents a risk of harm to other persons, including but not limited to students, staff members, other parents or community members, or to District property;
7. The parent's parental rights have been terminated or the parent does not have physical or legal custody or visitation rights during the school day or the period of time when the parent wants to visit the District facility; or
8. The parent's actions or words suggest that the parent is impaired from using alcohol or another chemical.

B. Classroom Observations by Parent. A central administrator, the building principal, an assistant principal, or a designee may deny a parent's request to observe ~~his or her~~ **their** child in the classroom, or may revoke permission for such a visit, if the central administrator, principal, assistant principal, or designee determines that:

1. Any of the reasons for denying a visit in Section V(A) of this policy have been met;
2. The parent has failed or refused to schedule the classroom observation in advance;
3. The parent observed in the classroom on a prior occasion during the school year and created a disruption;
4. The requested date or time for the observation is educationally inappropriate or inconvenient, such as when a test is being administered, when a substitute teacher or guest speaker is present, or when students are attending an assembly or going on a field trip;
5. The parent has already observed the child in the classroom on two occasions during the school year;
6. The parent's presence in the classroom is not in the best interests of the other persons, including but not limited to students, staff members, other parents or community members.

C. Classroom Observations by an Independent Examiner. If the parent of a special education student requests an independent educational evaluation (IEE) or hires an independent examiner to evaluate a child, and the parent requests that the

independent examiner be permitted to observe the child in the classroom, the District will allow the independent examiner to visit and observe the student in the classroom to the extent permitted by law, provided that the independent examiner complies with all provisions of this policy and does not create a disruption. The District may assign a staff member to accompany an independent examiner during all observations. An independent examiner may not interview any students at school or any District employees without prior written permission from the District. A District representative will be present during any interviews.

- D. Parent's Right to Appeal.** If a parent believes that a request to visit a District facility has been improperly denied, the parent may submit a written appeal to the Superintendent. The decision of the Superintendent, or a designee of the Superintendent, is final.
- E. Visits by Third Parties.** A central administrator, a building principal, an assistant principal, or a designee may, as ~~he or she~~ **they** sees fit, deny a visitor's request to visit any part of a District facility if the visitor is not a parent of a child who attends school in the facility.

VIII. PARKING

During school hours, visitors must park their vehicles in spaces designated for visitors. Vehicles that are parked in unauthorized spaces may be towed to a different location at the vehicle owner's expense.

VIV. PENALTIES

Permission to be in a District facility is conditioned upon compliance with this policy.

Pursuant to Minnesota Statutes section 609.605, subdivision 4, any person who violates this policy may be found guilty of a misdemeanor. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner and for a reasonable period of time pending the arrival of a law enforcement officer. In addition to imposing other consequences specified in this policy, a central administrator, building principal, or assistant principal may issue an order prohibiting a person from entering onto school property.

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

Cross References:

Adopted: November 19, 1973

Revised: October 24, 1994

Revised: October 9, 1995

Revised: June 10, 2017

Revised: December 10, 2018

*White Bear Lake Area
School District #624 Policy 903
Addendum A*

Revised:

Administrative Guidelines For Visitors To School Buildings And Sites

These guidelines are intended to assist in the implementation of School District #624 Policy 903, Visitors to School District Buildings and Sites.

I. VISITOR ACCOMMODATIONS AND LIMITATIONS

- A. Parents, citizens, alumni and other adult visitors are welcome and encouraged to visit the White Bear Lake Area Schools; however, the school district reserves the right to decline or withdraw permission for parents, citizens, alumni and other adult visitors to visit district schools if deemed necessary to ensure the physical or emotional safety of students and staff of the district or to prevent the disruption of the district's educational programs. These rules are in effect for all school activities, functions and meetings.
- B. Visitors must, upon entering any school building, first come to the administrative office so that they may be directed to the teacher, student or class they wish to see.
- C. Parents wishing a conference with a teacher should not expect to interrupt the teacher's class, **but** rather must telephone the school in order to arrange for such an appointment in advance. In the event of an emergency requiring that parents have immediate access to their student, parents may either call or go to the office to:
 - 1. Explain the circumstances of the emergency; and
 - 2. Request that their student be called to the office to meet with them and/or talk with them on the telephone, if doing so does not disrupt the educational program.

II. EXPECTATIONS OF VISITOR CONDUCT

- A. Certain conduct including but not limited to those listed below, occurring in person or via email, text, voice message, or other are unacceptable and will not be tolerated.
 - 1. Inappropriately raised voices, shouting or yelling;

2. Obscene or foul language;
 3. Insulting a staff member's intelligence, judgment or professionalism;
 4. Threats, intimations or suggestions of violence or other intimidating types of behavior; and
 5. Unpermitted and unwelcome touching of any nature, regardless of the degree of force used.
- B. In the event that any such conduct occurs, the following steps may be taken:
1. The visitor will be informed that the conduct violates district policy and a copy of this policy will be given to the visitor.
 2. The visitor will be told that if the behavior continues, the discussion will be terminated.
 3. The visitor will be told that a memorandum of the incident will be prepared and maintained in the district's files.
 4. The incident will promptly be reported to the building administration and the superintendent.
 5. The building principal will write a letter to the visitor that includes a summary of the incident and, if deemed appropriate, specific restrictions on future visits.
 6. If deemed appropriate, an administrator or principal will advise the visitor(s) that ~~he/she~~ they are prohibited from school property for a period of up to six months from the date of notice and that violation of the directive will result in a report to the police pursuant to state statute. In addition, the person may be issued a trespass notice.
- C. In the event that the visitor is prohibited from coming onto school property, arrangements will be made to conduct statutorily required meetings, such as IEP team meetings, at either another district facility or at a public meeting place.

III. STAFF EXPECTATIONS

- A. In applying this policy, staff members must always be aware that there is an important distinction between declining to be treated in an unacceptable or disrespectful manner and, on the other hand, refusing to carry out a legitimate request for information or assistance. The former is not a reason for the latter. Timelines ~~are~~ created by a statute or a district policy for making a response to an

otherwise legitimate request must be observed even while the issue of unacceptable or disrespectful conduct is being addressed.

IV. COMMUNICATIONS

- A. It is expected that Board Policy 903 and these administrative guidelines will be broadly communicated via district and building publications and the district web page.

Adopted: December 10, 2018
Revised:

*White Bear Lake Area
School District #624 Policy 903
Procedures*

POLICY 903: INDEPENDENT DISTRICT 624 VISITOR PROCEDURES

School is one of the safest places for students. This is because they are surrounded by caring and capable adults, as well as being involved in comforting, established routines. A safe school environment is essential for learning and is one of the highest priorities for White Bear Lake Area Schools. For the security of our students and staff and the safety of our visitors, a uniform District Visitor Policy, 903, has been implemented.

Visitors to District #624 will be asked to produce proof of identification. Visitors will follow the building procedures when entering any district building.

Visitors will be signed in by a staff member and will be issued visitor identification, which must be visible at all times. During events that are open to the public, exceptions and modifications to these procedures may be posted.

When leaving, visitors must return any reusable ~~their~~ badge issued to them. The time of departure will be recorded. This is a very important step, because in the event of an emergency evacuation, such as a fire drill, we will be using the visitor log to make sure that all visitors are accounted for and have exited safely.

Parents/guardians are welcome to observe their children in the classroom setting. One of the best ways to understand a child's classroom program is through direct observation. Parents/guardians should make an appointment for an appropriate time to visit as per Policy 903. Classes may be involved in an assembly, special event or testing if a parent/guardian arrives without notice.

Members of the media who visit the schools must produce identification upon entering the building as a visitor and must provide media credentials when covering school-related activities, including but not limited to classroom visits, assemblies, sporting events and extracurricular event coverage. Media credentials must be visible at all times when covering school-related stories.

While some of these measures may create anxiety, inconvenience or delays, they are necessary steps to provide the safest and most secure learning environment possible.

We hope that, by following these basic procedures, our schools will be safer for our guests, our staff, and especially for our students.

Thank you for being our partners in this important effort.

AGENDA ITEM: **Policy 905, Advertising**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Maurer, Director of Community Services;**
Tim Wald, Assistant Superintendent for
Finance and Operations;
Marisa Vette, Director of Communications
and Community Relations

BACKGROUND:

School Board Policy 905, Advertising, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in section III.

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

RECOMMENDED ACTION:

Approve School Board Policy 905, Advertising, as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 10, 2001
Revised: July 16, 2018
Revised:

White Bear Lake Area
School District #624 Policy 905

905 ADVERTISING

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising for alcohol, tobacco, electronic cigarettes, drugs, drug paraphernalia, weapons, or pornographic or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectiveness of the school district or inappropriate for inclusion in the publication. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, gender, disability, ethnic, racial, and religious harassment.
- B. The district may approve advertising in school district facilities or on school district property. ~~Any approval will state precisely where such advertising may be placed.~~ The restrictions listed in Section A above will apply. ~~Advertising will not be allowed outside the specific area approved by the School Board.~~ Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- C. Donations that include or carry advertisements must be approved by the superintendent or designee.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by", "sponsored in part by", or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.

- E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the superintendent or designee. Advertising will be limited to the specific event or purpose approved by the superintendent or designee.
- F. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, organization, or activity.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS.

- Legal References:*** Minn. Stat. § 123B.93 (Advertising on School Buses)
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)
- Cross References:*** WBLASB Policy 421 (Gifts to Employees and School Board Members)
WBLASB Policy 702 (Accounting)

AGENDA ITEM: **Policy 906, Community Notification of
Predatory Offenders**

MEETING DATE: **April 12, 2021**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 906, Community Notification of Predatory Offenders, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in section IV, the Legal References and the Cross References.

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

RECOMMENDED ACTION:

Approve School Board Policy 906, Community Notification of Predatory Offenders, as recommended by the School Board Policy Committee and Cabinet.

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified and have access to Offender Fact Sheets as appropriate.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

III. DEFINITIONS

- A. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)
- B. "Law enforcement agency" means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))

C. “Notification or Disclosure by Law Enforcement Agency”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a public community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

D. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
2. Level III Offender Fact Sheets will be distributed at a public community meeting conducted by the local law enforcement agency.

E. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

F. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.

3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

- G. The “Sex Offender Community Notification Act,” Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and District Center administrators. This would include transportation, food service, **and** buildings and grounds supervisors, **and Community Services & Recreation.**
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, **school-age care workers**, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from the Minnesota Bureau of Criminal Apprehension. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from the BCA. The

offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of public community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the public community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the public community meeting.
4. When notified of a Level III predatory offender public community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Community Notification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § ~~14071~~ 16901 et seq. (Jacob Wetterling Crimes Against
Children and Sexually Violent Offender Registration Program)
Dept. of Admin. Advisory Op. No. 98-004

Cross References: WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical
or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of
Vulnerable Adults)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 903 (Visitors to School District Buildings Property and
Facilities)

AGENDA ITEM: **Policy 910, Awarding of Honorary Diploma**
MEETING DATE: **April 12, 2021**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Tim Maurer, Director of Community Services**

BACKGROUND:

School Board Policy 910, Awarding of Honorary Diploma, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in March and is being recommended for a second reading. The changes to this policy are in section II.

The purpose of this policy is to provide guidelines for the awarding of honorary diplomas.

RECOMMENDED ACTION:

Approve School Board Policy 910, Awarding of Honorary Diploma, as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 10, 2008
Revised: February 8, 2016
Revised:

White Bear Lake Area
School District #624 Policy 910

910 AWARDING OF HONORARY DIPLOMA

I. PURPOSE

The purpose of this policy is to provide guidelines for the awarding of honorary diplomas.

II. GENERAL STATEMENT OF POLICY

In the interest of recognizing individuals who have attended the White Bear Lake Area Public Schools or those schools which subsequently were made part of the White Bear Lake Public Schools, the School Board may, by **majority vote approval** of the Board at a regularly scheduled meeting, honor such individuals by the designation of an honorary diploma.

III. DEFINITION

An honorary diploma shall be a recognition bestowed upon an individual consistent with the criteria in this policy. An honorary diploma shall not be a substitute for a regular diploma, nor shall it carry with it the meaning of a White Bear Lake Area Schools diploma as specified in Policy 613, Graduation Requirements.

IV. LEGAL AUTHORITY FOR GRANTING AN HONORARY DIPLOMA

The authority to grant an honorary diploma shall be consistent with the applied powers granted by Minnesota State Statutes, and as described in Policy 201, Legal Status of the School Board.

V. CRITERIA FOR AWARDING AN HONORARY DIPLOMA

The School Board may, at its discretion, award an honorary diploma to an individual who meets all of the following criteria.

- A. Attendance at a White Bear Lake Area Schools elementary or secondary school, or a school which subsequently was made a part of the school district, but did not graduate from a White Bear Lake High School; and
- B. Demonstrated lifelong exemplary service to the community, state, or nation; and
- C. Demonstrates through this lifelong service character consistent with the School District's mission statement and core values.

Cross References: WBLASB Policy 201 (Legal Status of the School Board)
 WBLASB Policy 613 (Graduation Requirements)