

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET**

March 13, 2023

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: March 8, 2023

A meeting of the White Bear Lake Area School Board will be held on **Monday, March 13, 2023** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting is open to the public.

AGENDA

A. PROCEDURAL ITEMS

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

B. PUBLIC FORUM

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

1. Speakers must reside in the District, be a guardian of a student(s) in the District, be a student in the District or be employed by the District. The School Board will give priority to individuals who wish to address a specific item that is on the agenda for that meeting. After this priority has been applied, any remaining openings to speak - up to the total of ten individuals - will be determined by lot.
2. Public Forum will be open for up to 30 minutes. (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic). Speakers are encouraged to avoid repeating comments that other speakers have made.
3. Those who wish to address the School Board must submit a written request to speak before 3:00 pm on the day of the School Board meeting. Requests must be submitted to the following email address: publiccomment@isd624.org, or by phone at 651-407-7563.

4. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Speakers must be in person to be recognized. Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period.
5. School District policy and data privacy laws preclude the School Board from publicly discussing personnel and student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
6. Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion.
7. If a speaker violates any of the established procedures or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.
8. An appropriate school district official may be assigned to contact the speaker with answers to their questions or with follow-up information.
9. A handout on the purpose of the Public Forum and the process is available at each regular School Board meeting.
10. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.

C. INFORMATION ITEMS

1. Student Recognition
2. Superintendent's Report

D. DISCUSSION ITEMS

1. First Reading of School Board Policies:
 - a. 211, Criminal or Civil Action Against School District, School Board Member, Employee or Student
 - b. 212, School Board Member Development
 - c. 214, Out-of-State Travel by School Board Members
 - d. 215, School Board Member Code of Conduct
 - e. 410, Family and Medical Leave Policy
 - f. 721, Uniform Grant Guidance Policy Regarding Federal Revenue Sources
 - g. 802, Disposition of Obsolete Equipment and MaterialThe policies listed above will be on the April 10, 2023 agenda or subsequent agenda for a second reading.

E. OPERATIONAL ITEMS

1. Action on the FY24-26 Achievement and Integration Plan
2. Action on Acceptance of Glasrud Grants
3. Action on Bids for Security Upgrade Package #4 at Oneka Elementary, Otter Lake Elementary, and the District Grounds and Maintenance Building

4. Action on School Board Policies:
 - a. 101, Legal Status of the School District
 - b. 101.1, Name of the School District
 - c. 102, Equal Educational Opportunity
 - d. 103, Complaints - Students, Employees, Parents, Other Persons
 - e. 511, Student Fundraising
 - f. 532, Use of Peace Officers and Crisis Teams to Remove Students from School Grounds
 - g. 616, School District System Accountability
 - h. 713, Student Activity Accounting
 - i. 809, Naming School Buildings or Facilities

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

AGENDA ITEM: **Consent Agenda**
MEETING DATE: **March 13, 2023**
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

RECOMMENDED ACTION:

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

AGENDA ITEM: **School Board Minutes**
MEETING DATE: **March 13, 2023**
SUGGESTED DISPOSITION: **Action Item**
CONTACT PERSON(S): **Angela Thompson, School Board Clerk**

BACKGROUND:

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

RECOMMENDED ACTION:

Approve minutes.

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

A meeting of the White Bear Lake Area School Board was held on **Monday, February 13, 2023** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was open to the public and a recording is posted on the website.

AGENDA

A. PROCEDURAL ITEMS

1. Chair Ellison called the meeting to order at 5:30 p.m.
2. Roll Call - Present: Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Absent: none.
Ex-Officio: Dr. Wayne Kazmierczak.
3. Pledge of Allegiance.
4. Newmaster moved and Daniels seconded to approve the agenda as presented.
Voice vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.
5. Beloyed moved and Streiff Oji seconded to approve the consent agenda consisting of:
 - a) Minutes for regular Board meeting on January 9, 2023, and January 23, 2023;
 - b) Invoices based upon a random sample, all of which met the standards and guidelines as set by the School Board;
 - c) Correspondence;
 - d) Resolution regarding acceptance of gifts with thank you letters directed to the donors;
 - e) Field trips;
 - f) Resolution regarding personnel items to include:

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

CRAIG AICHELE – Bus Driver - Bus Garage

Employed by District 624 since 09/02/2014

Effective Date: 02/16/2023

JESSICA EBERT – Paraeducator - Oneka Elementary

Employed by District 624 since 10/05/2020

Effective Date: 01/20/2023

HUSSEIN ISACK – Custodian - Sunrise Park Middle School

Employed by District 624 since 10/05/2020

Effective Date: 02/03/2023

ROXANNE JOHNSON – NS Assistant - Sunrise Park Middle School

Employed by District 624 since 09/06/2022

Effective Date: 02/26/2023

MELISSA LEOHR – Lunchroom Supervisor - Oneka Elementary

Employed by District 624 since 09/08/2021

Effective Date: 01/03/2023

MARY LOWRY – Lunchroom Supervisor & OST Program Assistant - Birch Lake Elementary

Employed by District 624 since 09/21/2015

Effective Date: 01/03/2023

PAMELA MEYERS – Bus Driver - Bus Garage

Employed by District 624 since 01/27/2003

Effective Date: 02/01/2023

DORIS WALD – Paraeducator - Otter Lake Elementary

Employed by District 624 since 09/06/2022

Effective Date: 01/13/2023

KEYERA WHITE – OST Program Assistant - Otter Lake Elementary

Employed by District 624 since 01/17/2023

Effective Date: 02/02/2023

➤ **RESIGNATION/TERMINATION/NON-RENEWAL –
NON-AFFILIATED**

JENNA BATTAGLIA – Accountant - District Center

Employed by District 624 since 09/17/2014

Effective Date: 01/27/2023

SHERI GAYLE – American Indian Education Program Coordinator - District Center

Employed by District 624 since 09/08/2021

Effective Date: 01/19/2023

TIMOTHY WARREN – Academic Achievement Specialist - Sunrise Park Middle School

Employed by District 624 since 02/22/2021

Effective Date: 02/17/2023

➤ **RETIREMENT – CLASSIFIED STAFF**

CHERYL LANIGAN – Tier I Field Technician - District Wide

Employed by District 624 since 09/30/2002

Effective Date: 03/01/2023

NANCY VOGT – Media Clerk - WBLAHS - South Campus

Employed by District 624 since 08/27/1996

Effective Date: 09/09/2022

KATHRYN YOUNKER – Accounts Payable - District Center

Employed by District 624 since 04/05/2000

Effective Date: 04/08/2023

➤ **RETIREMENT – CERTIFIED STAFF**

STEVEN ALLEN – 2nd Grade Teacher - Vadnais Heights Elementary

Employed by District 624 since 08/22/1996

Effective Date: 06/12/2023

➤ **EXTRA ASSIGNMENT – CERTIFIED STAFF**

SARAH ATKINS – .2 FTE Science Teacher - WBLAHS - South Campus

MA + 45, Step 9 \$6,994.41

Effective Date: 1/30/2023 through 06/12/2023

THOMAS BREAUULT – .2 FTE Science Teacher - WBLAHS - South Campus

BA + 30, Step 13 \$7,434.96

Effective Date: 1/31/2023 through 06/12/2023

DAVID CAVA – .2 FTE Science Teacher - WBLAHS - South Campus

MA + 30, Step 13 \$8,182.49

Effective Date: 2/13/2023 through 06/12/2023

CASSANDRA LYDON – .2 FTE Science Teacher - WBLAHS - South Campus

MA + 60, Step 13 \$9,025.91

Effective Date: 1/30/2023 through 06/12/2023

DANIEL ROSSITER – .2 FTE Industrial Tech - ALC

MA + 60, Step 13 \$9,025.91

Effective Date: 1/30/2023 through 06/12/2023

➤ **CHANGE IN ASSIGNMENT – CLASSIFIED STAFF**

AMANDA JOSEPHSON - From Paraeducator - Normandy Park

To Accounts Payable Clerk - District Center

From \$20.61 To \$21.70, From 26 hrs to 40 hrs.

Effective Date: 02/13/2023

➤ **CHANGE IN ASSIGNMENT – CERTIFIED STAFF**

MICHAEL SANISLO – Science Teacher - WBLAHS - South Campus

Permanent change of FTE, from 1.0 FTE to .2 FTE

Effective Date: 01/30/2023

➤ **FULL TIME LEAVE OF ABSENCE – CLASSIFIED STAFF**

JESSICA REBEAU - Paraeducator - Otter Lake Elementary

Employed by District 624 since 03/29/2021

Effective Date: 07/20/2022 through 06/30/2023

CYNTHIA STEELE - OST Program Assistant - Oneka Elementary

Employed by District 624 since 11/02/2015

Effective Date: 11/22/2022 through 01/25/2023

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

DANIEL BARRETT – 3/4th Grade Teacher - Oneka Elementary

Employed by the District 624 since 08/22/2016

Effective Date: 01/25/2023 through 06/12/2023

MARGARET JAKOBLICH – Art Teacher - Sunrise Park Middle School

Employed by the District 624 since 08/26/2010

Effective Date: 10/13/2022 through 01/13/2023

PAMELA SCHEUERELL – Special Ed Teacher - WBLAHS - North Campus

Employed by the District 624 since 04/22/2015

Effective Date: 11/03/2022 through 06/12/2023

➤ **NEW PERSONNEL - CLASSIFIED STAFF**

MAGGIE CAPPELEN – Paraeducator - Sunrise Park Middle School

\$20.61 per hr., 32.5 hrs. per wk.

Effective Date: 02/06/2023

MICHAEL DUFAULT – NS Assistant - WBLAHS - South Campus

\$17.50 per hr., 18.75 hrs. per wk.

Effective Date: 01/09/2023

FELICIA FRANKE – OST Program Assistant - Vadnais Heights Elementary

22.49 hrs. per wk., \$18.50 hrs. per wk.

Effective Date: 01/23/2023

DANIELLE JOHNSON – OST Program Assistant - North Star and Oneka Elementary

21.25 hrs. per wk., \$18.50 hrs. per wk.

Effective Date: 01/25/2023

DANIELLE JOHNSON – Lunchroom Supervisor - Oneka Elementary

15 hrs. per wk., \$19.32 hrs. per wk.

Effective Date: 01/25/2023

ALICA LANDA – Administrative Assistant Registrar/Records - WBLAHS - North Campus

\$20.51 per hr., 40 hrs. per wk.

Effective Date: 01/04/2023

WILLIAM MENIER – Paraeducator - WBLAHS - North Campus

\$20.61 per hr., 32.5 hrs. per wk.

Effective Date: 01/30/2023

EKATERINA SCHREIFELS – OST Program Assistant - Matoska International

24.99 hrs. per wk., \$18.50 hrs. per wk.

Effective Date: 01/27/2023

EKATERINA SCHREIFELS – Lunchroom Supervisor - Matoska International

12.5 hrs. per wk., \$19.32 hrs. per wk.

Effective Date: 01/27/2023

ERICA ROBERTSON – Paraeducator - Otter Lake Elementary

\$20.61 per hr., 32.5 hrs. per wk.

Effective Date: 02/13/2023

CHRISTINE SOLA – OST Program Assistant - Oneka Elementary

14.99 hrs. per wk., \$18.50 hrs. per wk.

Effective Date: 02/13/2023

NAKAYLA THOR – OST Program Assistant - Otter Lake Elementary

19.99 hrs. per wk., \$18.50 hrs. per wk.

Effective Date: 01/30/2023

KEYERA WHITE – OST Program Assistant - Otter Lake Elementary

\$18.50 per hr., 22.49 hrs. per wk.

Effective Date: 01/17/2023

➤ **NEW PERSONNEL – NON-AFFILIATED STAFF**

BRENT BAKKE – OST Site Supervisor - Matoska International

40 hrs. per wk., \$58,328 annually

Effective Date: 01/23/2023

AMANDA HARRIS – Senior Accountant - District Center

40 hrs. per wk., \$81,000 annually

Effective Date: 02/01/2023

KELLY SELLKE – District Lead Nurse - District Center

20 hrs. per wk., \$56,160 annually

Effective Date: 02/06/2023

DAVID VELARDE – OST Site Supervisor - Lincoln Elementary

40 hrs. per wk., \$60,669 annually

Effective Date: 01/12/2023

STEPHANIE WENDEL – Accountant - District Center

40 hrs. per wk., \$75,000 annually

Effective Date: 02/15/2023

➤ **NEW PERSONNEL - PROFESSIONAL**

BRIAN WHITE – MTSS Coordinator - District Center

40 hrs. per wk., \$91,000 annually

Effective Date: 01/09/2023

➤ **NEW PERSONNEL - CERTIFIED STAFF**

WILBER JOHNSON – Physical Education Teacher - Central Middle School

1.0 FTE BA, Step 1, \$16,735.98

Effective Date: 01/03/2023

➤ **LONG TERM SUBSTITUTE - CERTIFIED STAFF**

ARI HOPTMAN – German Teacher - WBLAHS - South Campus

.2 FTE MA+60 , Step 10, \$3,288.64

Effective Date: 02/06/2023 through 04/06/2023

KIMBERLY PFENNING – EL Teacher - Oneka Elementary

.5 FTE BA+15 , Step 1, \$36,340.20

Effective Date: 01/23/2022 through 06/12/2023

ELISABETH RILEY – Intervention Teacher - Oneka Elementary

1.0 FTE MA , Step 11, \$36,340.20

Effective Date: 01/23/2022 through 06/12/2023

ROBIN SOLID – Language Arts Teacher - WBLAHS - North Campus

1.0 FTE MA + 30 , Step 9, \$30,357.09

Effective Date: 02/13/2023 through 06/12/2023

Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.

B. PUBLIC FORUM - Tom Snell

C. INFORMATION ITEMS

1. Student Recognition - Students in the high school fall musical were recognized and congratulated by Dr. Kazmierczak for earning state recognition.
2. Superintendent's Report - Lauren Collier, student liaison spoke about the Winter Dance, the upcoming Boys Basketball game, Valentine's Day activities, and the Environmental Club bake sale. Dr. Kazmierczak thanked those who attended the Circle Back to North Campus and the Phase 1 Open House events. He gave information about the new Field House walking track opening up to our community members, I Love to Read month and the Black History Month Showcase. He finished by thanking our School Board members for their work during School Board Recognition month.
3. American Indian Parent Advisory Committee Resolution of Concurrence or Nonconcurrence - A report was given on the AIPAC resolution of nonconcurrence.

D. DISCUSSION ITEMS

1. Overview of FY23 Revised Budget and FY24 Projected Budget - Tim Wald, Assistant Superintendent for Finance and Operations and Andi Johnson, Director of Finance presented a revised fiscal year 2022-23 budget. Additionally, a projected budget for fiscal year 2023-24 was presented. The projected budget is used for planning purposes until the preliminary 2023-24 budget is prepared and approved by the Board in June.
2. First Reading of School Board Policies: a) 101, Legal Status of the School District; b) 101.1, Name of the School District; c) 102, Equal Educational Opportunity; d) 103, Complaints - Students, Employees, Parents, Other Persons; e) 511, Student Fundraising; f) 532, Use of Peace Officers and Crisis Teams to Remove Students from School Grounds; g) 616, School District System Accountability; h) 713, Student Activity Accounting; and i) 809, Naming School Buildings or Facilities. The policies listed above will be on the March 13, 2023 or subsequent agenda for a second reading.

E. OPERATIONAL ITEMS

1. Arcand moved and Newmaster seconded to approve the action on Name for Middle School. **Voice vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
2. Daniels moved and Streiff Oji seconded to approve the action on the Updated 2022-23 School Year Calendar. **Voice vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
3. Newmaster moved and Arcand seconded to approve the action on Bid for Lincoln Partial Roof Replacement in the amount of \$468,850. **Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
4. Streiff Oji moved and Daniels seconded to approve the action on FY23 Revised Budget. **Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
5. Daniels moved and Streiff Oji seconded to approve the action on Annual Resolution Directing the Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore. **Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
6. Beloyed moved and Thompson seconded to approve the action on Official Depositories for the School District Funds and Authorized Bank Accounts and Signatures. **Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**
7. Daniels moved and Newmaster seconded to approve the action on Property Purchase Agreement for the property described as PID #143022130039 located in the City of White Bear Lake, County of Ramsey, State of Minnesota. The Board authorizes the Superintendent and the Assistant Superintendent for Finance and Operations to sign all documents as necessary to acquire said property. **Roll call vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**

F. BOARD FORUM

- G. ADJOURNMENT** - Arcand moved and Newmaster seconded to adjourn the meeting at 6:29 p.m. **Voice vote: Ayes, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.**

Submitted by: Angela Thompson, 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, February 27, 2023** at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN. This meeting was open to the public and a recording is posted on the website.

AGENDA

A. PROCEDURAL ITEMS

1. Call to Order - Chair Ellison called the meeting to order at 5:30 p.m.
2. Roll Call - Present: Ellison, Newmaster, Streiff Oji, Thompson, Arcand, Beloyed.
Absent: Daniels.

B. DISCUSSION ITEMS

1. Teaching and Learning Update: White Bear Lake Peer Support - Ang Nelson, Principal at WBLAHS - North Campus along with student Peer Helpers presented an update on the White Bear Lake Peer Support program.
2. FY 24-26 Achievement and Integration Plan - Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning and Brenton Shavers, Director of Educational Equity and Achievement discussed the process and progress of White Bear Lake Area School' FY 24-26 A&I plan.
3. Overview of North Star Wetland Project - Bryan Bear, Hugo City Administrator and Shayla Denaway, City of Hugo Parks Planner shared information related to the North Star Elementary wetland bank project that will include recreational pedestrian trails on the District's property.

C. ADJOURNMENT - Arcand moved and Beloyed seconded to adjourn the meeting at 6:36 p.m. ***Voice vote: Ayes, Ellison, Newmaster, Streiff Oji, Thompson, Arcand, Beloyed. Nays, none. Motion carried.***

Submitted by: Angela Thompson, clerk

AGENDA ITEM: **Monthly Check Registers**

MEETING DATE: **March 13, 2023**

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 - February 2023

		<u>2/15/2023</u>	<u>2/28/2023</u>
Direct Deposit	666053-667570	2,298,351.01	
Direct Deposit	667571-669063		2,251,300.99
<hr/>			

Check Number	Vendor	Amount	Check Date	Check Type
129578	KEYSTONE INTERPRETING SOLUTIONS	(\$1,125.00)	2/13/2023	V
130111	AALLWAYS ASSOCIATES INC	\$2,309.25	2/1/2023	R
130112	ABBOTT PAINT & CARPET INC	\$44.31	2/1/2023	R
130113	ACADEMIC THERAPY PUBLICATIONS	\$400.00	2/1/2023	R
130114	ACME TOOLS	\$17,549.93	2/1/2023	R
130115	ALBRECHT, GARY A.	\$77.00	2/1/2023	R
130116	ALM, DENNIS M.	\$78.00	2/1/2023	R
130117	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130118	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130119	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130120	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130121	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130122	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130123	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130124	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130125	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130126	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130127	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130128	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130129	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130130	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130131	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130132	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130133	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130134	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130135	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130136	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130137	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130138	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130139	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130140	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130141	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130142	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130143	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130144	AMAZON CAPITAL SERVICES	\$0.00	2/1/2023	C
130145	AMAZON CAPITAL SERVICES	\$24,974.75	2/1/2023	R
130146	ANCHOR SOLAR INVESTMENTS LLC	\$2,263.22	2/1/2023	R
130147	ANDERSON, ANTHONY J.	\$82.00	2/1/2023	R
130148	ANDERSON, KAITLIN	\$36.05	2/1/2023	R
130149	ARAMARK UNIFORM SERVICES	\$0.00	2/1/2023	C
130150	ARAMARK UNIFORM SERVICES	\$380.14	2/1/2023	R
130151	ARISE OUTDOOR SERVICES LLC	\$0.00	2/1/2023	C
130152	ARISE OUTDOOR SERVICES LLC	\$5,495.00	2/1/2023	R
130153	ARRIOLA, MARK W.	\$95.00	2/1/2023	R
130154	ASL INTERPRETING SERVICES INC	\$132.00	2/1/2023	R

130155 BATTERIES PLUS BULBS	\$206.70	2/1/2023 R
130156 BELL, DANIEL	\$173.00	2/1/2023 R
130157 BINNS, GARY L.	\$82.00	2/1/2023 R
130158 BLUE CROSS / BLUE SHIELD OF MN	\$19,443.00	2/1/2023 R
130159 BOWER, BARBARA	\$17.90	2/1/2023 R
130160 BSN SPORTS, LLC	\$12,423.26	2/1/2023 R
130161 BURGRAFF, HALEY	\$308.00	2/1/2023 R
130162 CAMBRIDGE EDUCATIONAL SERVICES INC	\$1,199.25	2/1/2023 R
130163 CAPITAL ONE TRADE CREDIT	\$816.95	2/1/2023 R
130164 CAPITAL ONE TRADE CREDIT	\$0.00	2/1/2023 C
130165 CAPITAL ONE TRADE CREDIT	\$0.00	2/1/2023 C
130166 CAPITAL ONE TRADE CREDIT	\$625.85	2/1/2023 R
130167 CAPOCASA, JOSEPH M.	\$95.00	2/1/2023 R
130168 CARGILL INC	\$5,560.26	2/1/2023 R
130169 CEL PUBLIC RELATIONS, INC	\$11,455.00	2/1/2023 R
130170 CHAPMAN, RONALD J. JR	\$64.00	2/1/2023 R
130171 CINTAS CORP	\$282.23	2/1/2023 R
130172 CITY OF VADNAIS HEIGHTS	\$2,631.49	2/1/2023 R
130173 CL BENSON CO INC	\$1,910.28	2/1/2023 R
130174 COLLEGE ENTRANCE EXAMINATION BOARD	\$2,538.00	2/1/2023 R
130175 COLLIER, RONALD B.	\$173.00	2/1/2023 R
130176 COMMUNITY EDUCATION	\$255.00	2/1/2023 R
130177 CONSCIOUS DISCIPLINE	\$478.40	2/1/2023 R
130178 CONTINENTAL RESEARCH CORP	\$956.93	2/1/2023 R
130179 CORNERSTONE OCCUPATIONAL HEALTH SPECIALISTS	\$82.00	2/1/2023 R
130180 CRESCENT ELECTRIC SUPPLY CO	\$287.93	2/1/2023 R
130181 CRYSTEEL TRUCK EQUIPMENT	\$1,094.98	2/1/2023 R
130182 CUB FOODS OF WHITE BEAR TWSHP	\$0.00	2/1/2023 C
130183 CUB FOODS OF WHITE BEAR TWSHP	\$0.00	2/1/2023 C
130184 CUB FOODS OF WHITE BEAR TWSHP	\$0.00	2/1/2023 C
130185 CUB FOODS OF WHITE BEAR TWSHP	\$1,297.20	2/1/2023 R
130186 CULINEX	\$61,515.29	2/1/2023 R
130187 CUSTOM TRUCK ONE SOURCE, L.P.	\$177.02	2/1/2023 R
130188 DALCO CORPORATION	\$0.00	2/1/2023 C
130189 DALCO CORPORATION	\$0.00	2/1/2023 C
130190 DALCO CORPORATION	\$0.00	2/1/2023 C
130191 DALCO CORPORATION	\$0.00	2/1/2023 C
130192 DALCO CORPORATION	\$0.00	2/1/2023 C
130193 DALCO CORPORATION	\$0.00	2/1/2023 C
130194 DALCO CORPORATION	\$22,248.48	2/1/2023 R
130195 DANIELSON, WILLIAM J. III	\$95.00	2/1/2023 R
130196 DECKER EQUIP/SCHOOL FIX	\$105.06	2/1/2023 R
130197 DEGARDNER, RICHARD D.	\$96.00	2/1/2023 R
130198 DELEON, PAUL R.	\$95.00	2/1/2023 R
130199 DELL MARKETING LP	\$9,996.22	2/1/2023 R
130200 DELONG, KRYSTA	\$96.00	2/1/2023 R
130201 DEMCO INC	\$1,137.25	2/1/2023 R

130202 DINEHART, CHARLOTTE L.	\$50.00	2/1/2023 R
130203 DISCOUNT SCHOOL SUPPLY	\$252.61	2/1/2023 R
130204 DOMINOS PIZZA	\$0.00	2/1/2023 C
130205 DOMINOS PIZZA	\$3,250.20	2/1/2023 R
130206 DEFINITIVE TECHNOLOGY SOLUTIONS	\$163.00	2/1/2023 R
130207 EAT! @ BANNING AND 5TH	\$920.00	2/1/2023 R
130208 ECKROTH MUSIC	\$0.00	2/1/2023 C
130209 ECKROTH MUSIC	\$8,072.60	2/1/2023 R
130210 EDUCERE LLC	\$748.00	2/1/2023 R
130211 EDWARDS CAST STONE COMPANY	\$38,339.00	2/1/2023 R
130212 EHLERS	\$1,300.00	2/1/2023 R
130213 ERICKSON, ROBERT	\$173.00	2/1/2023 R
130214 FASTENAL COMPANY	\$173.36	2/1/2023 R
130215 FESTIVAL FOODS-KNOWLAN'S	\$0.00	2/1/2023 C
130216 FESTIVAL FOODS-KNOWLAN'S	\$315.26	2/1/2023 R
130217 FIRST STUDENT INC	\$308,924.24	2/1/2023 R
130218 FIRST TECHNOLOGIES INC	\$15,677.00	2/1/2023 R
130219 FOLLETT SCHOOL SOLUTIONS, LLC	\$366.75	2/1/2023 R
130220 FUN EXPRESS LLC	\$237.59	2/1/2023 R
130221 GEPHART TRUCKING	\$15,655.00	2/1/2023 R
130222 GILSON, RYAN	\$118.00	2/1/2023 R
130223 GOLDCOM INC	\$490.73	2/1/2023 R
130224 GRAINGER	\$0.00	2/1/2023 C
130225 GRAINGER	\$0.00	2/1/2023 C
130226 GRAINGER	\$4,017.68	2/1/2023 R
130227 GREATER WBL COMM FOUNDATION	\$1,000.00	2/1/2023 R
130228 GREENE, KATHLEEN	\$2,000.00	2/1/2023 R
130228 GREENE, KATHLEEN	(\$2,000.00)	2/13/2023 V
130229 GRESCZYK, RANDY	\$450.00	2/1/2023 R
130230 GROTH MUSIC CO	\$2,095.00	2/1/2023 R
130231 GROUP MEDICAREBLUE RX	\$12,804.00	2/1/2023 R
130232 HALLBERG ENGINEERING INC	\$3,667.50	2/1/2023 R
130233 HANSON, CARLY J.	\$96.00	2/1/2023 R
130234 HILL MURRAY HIGH SCHOOL	\$810.00	2/1/2023 R
130235 HILLYARD INC MINNEAPOLIS	\$644.02	2/1/2023 R
130236 HOENIGSCHMIDT, KAYLEA	\$6,082.00	2/1/2023 R
130237 HOGLUND BUS COMPANY (DO NOT USE)	\$0.00	2/1/2023 C
130238 HOGLUND BUS COMPANY (DO NOT USE)	\$1,989.34	2/1/2023 R
130239 HOOK, JACKIE M.	\$58.95	2/1/2023 R
130240 HOPKINS SPORTS CAMPS, LLC	\$550.00	2/1/2023 R
130241 HOUSE OF PRINT	\$2,362.26	2/1/2023 R
130242 HUGO EQUIPMENT CO	\$39.86	2/1/2023 R
130243 HUGO FEED MILL & HARDWARE	\$81.84	2/1/2023 R
130244 IDEAL ENERGIES SOLAR LEASING LLC	\$7,394.96	2/1/2023 R
130245 IDENTISYS INC	\$335.86	2/1/2023 R
130246 IFD	\$2,404.32	2/1/2023 R
130246 IFD	(\$2,404.32)	2/13/2023 V

130247 INNOVATIVE OFFICE SOLUTIONS	\$0.00	2/1/2023 C
130248 INNOVATIVE OFFICE SOLUTIONS	\$3,046,644.25	2/1/2023 R
130249 INTERMIX BEVERAGE	\$417.42	2/1/2023 R
130250 JEZORSKI, JEFF	\$77.00	2/1/2023 R
130251 JOCELYN, GAVIN	\$156.00	2/1/2023 R
130252 JOHNSON, KEITH	\$101.00	2/1/2023 R
130253 JOSTENS INC	\$5,189.45	2/1/2023 R
130254 JW PEPPER & SON INC	\$0.00	2/1/2023 C
130255 JW PEPPER & SON INC	\$757.90	2/1/2023 R
130256 KAUFMAN, MICHAEL	\$122.00	2/1/2023 R
130257 KEYSTONE INTERPRETING SOLUTIONS	\$1,760.55	2/1/2023 R
130258 KFI ENGINEERS	\$12,452.42	2/1/2023 R
130259 KNIGHT, MARTIN C.	\$77.00	2/1/2023 R
130260 KNOPS, MEGAN E.	\$96.00	2/1/2023 R
130261 KONE INC	\$4,970.87	2/1/2023 R
130262 KRAFT MECHANICAL LLC	\$7,347.75	2/1/2023 R
130263 KRAUS ANDERSON CONSTRUCTION CO	\$193,700.51	2/1/2023 R
130264 KULLY SUPPLY COMPANY	\$470.02	2/1/2023 R
130265 LANGUAGE LINE SERVICES	\$832.88	2/1/2023 R
130266 LARA, SUMMER	\$450.00	2/1/2023 R
130267 LAUE, CRAIG	\$162.00	2/1/2023 R
130268 LEXIA LEARNING SYSTEMS LLC	\$9,960.00	2/1/2023 R
130269 LIFE FITNESS, LLC	\$126,837.39	2/1/2023 R
130270 L T G POWER EQUIPMENT	\$0.00	2/1/2023 C
130271 L T G POWER EQUIPMENT	\$631.46	2/1/2023 R
130272 LUTZ, ANGELA R.	\$10.99	2/1/2023 R
130273 MAAP	\$595.00	2/1/2023 R
130274 MACKIN EDUCATIONAL RESOURCES	\$1,942.24	2/1/2023 R
130275 MARCO TECHNOLOGIES LLC	\$6,595.38	2/1/2023 R
130276 MASA/MASE	\$329.00	2/1/2023 R
130277 MATH ADVANTAGE TUTORING	\$220.00	2/1/2023 R
130278 MATH LEARNING CENTER	\$588.50	2/1/2023 R
130279 MAVO SYSTEMS INC	\$63,500.00	2/1/2023 R
130280 MCCRAY EXPRESS SPORTS NETWORK	\$900.00	2/1/2023 R
130281 MN COMMUNITY EDUC ASSOC (MCEA)	\$1,985.00	2/1/2023 R
130282 MCKINLAY, SHANE	\$156.00	2/1/2023 R
130283 MCMASTER-CARR	\$171.93	2/1/2023 R
130284 MCNAUGHTON, NATE	\$118.00	2/1/2023 R
130285 THE MEDI-KID CO., INC.	\$127.00	2/1/2023 R
130286 MERLES WATER CONDITIONING	\$329.63	2/1/2023 R
130287 METROPOLITAN TRANSPORTATION NETWORK	\$105,174.53	2/1/2023 R
130288 MEULEMANS, JASON	\$156.00	2/1/2023 R
130289 MIDAMERICA BOOKS	\$427.00	2/1/2023 R
130290 MIDWEST BUS PARTS INC	\$106.97	2/1/2023 R
130291 MIDWEST SAFETY COUNSELORS INC	\$179.90	2/1/2023 R
130292 MINNESOTA HOSA	\$285.00	2/1/2023 R
130293 MN INSURANCE SCHOLASTIC TRUST	\$1,869.15	2/1/2023 R

130294 MN ASSOC OF STUDENT COUNCILS	\$100.00	2/1/2023 R
130295 MN DEPT OF NATURAL RESOURCES - OMB	\$388.71	2/1/2023 R
130296 MN TRUE TEAM TRACK & FIELD	\$190.00	2/1/2023 R
130297 MN ULTIMATE	\$800.00	2/1/2023 R
130298 MN INTERSCHOLASTIC ATHLETIC ADM ASSOC	\$1,030.00	2/1/2023 R
130299 MNTOPSS ST CLOUD APOLLO H.S.	\$60.00	2/1/2023 R
130300 MOBILE RADIO ENGINEERING INC	\$901.20	2/1/2023 R
130301 MOYNIHAN, LINDSAY	\$77.00	2/1/2023 R
130302 MURPHY, KEVIN L.	\$0.00	2/1/2023 C
130303 MURPHY, KEVIN L.	\$310.50	2/1/2023 R
130304 NASP INC	\$3,783.00	2/1/2023 R
130305 NCS PEARSON INC	\$674.04	2/1/2023 R
130306 NEUBECK, TRAVIS	\$156.00	2/1/2023 R
130307 NORTH CENTRAL BLUE BIRD BUS SALES	\$131,286.54	2/1/2023 R
130308 NORTHEAST METRO INTERMEDIATE DISTRICT 916	\$56,219.65	2/1/2023 R
130309 NORTHWEST EVALUATION ASSOC	\$2,571.50	2/1/2023 R
130310 NYSTROM PUBLISHING CO INC	\$11,780.35	2/1/2023 R
130311 O'REILLY AUTOMOTIVE INC	\$0.00	2/1/2023 C
130312 O'REILLY AUTOMOTIVE INC	\$202.59	2/1/2023 R
130313 OLIVE, MATT	\$118.00	2/1/2023 R
130314 ORTIZ, KLEBER I.	\$4,400.00	2/1/2023 R
130315 OXYGEN SERVICE COMPANY INC	\$96.46	2/1/2023 R
130316 PAI	\$425.00	2/1/2023 R
130317 PAR CODE SYMBOLOGY INC	\$485.60	2/1/2023 R
130317 PAR CODE SYMBOLOGY INC	(\$485.60)	2/13/2023 V
130318 PARTS TOWN, LLC	\$27.42	2/1/2023 R
130319 PATTERSON, JAMES	\$118.00	2/1/2023 R
130320 PERFORMANCE TOURS	\$3,513.33	2/1/2023 R
130321 PETERSEN, BILL	\$64.00	2/1/2023 R
130322 PETERSON BROS ROOFING & CONST	\$1,353.72	2/1/2023 R
130323 PHIPPS, JAHMAI	\$82.00	2/1/2023 R
130324 WALSER POLAR CHEVROLET	\$210.02	2/1/2023 R
130325 POSSEHL, JACQUELINE A.	\$140.00	2/1/2023 R
130326 PRESENTATION SYSTEMS INC.	\$98.00	2/1/2023 R
130327 PRO-ED INC	\$200.20	2/1/2023 R
130328 PROFESSIONAL WIRELESS COMM	\$4,335.00	2/1/2023 R
130329 QUADIENT LEASING	\$474.42	2/1/2023 R
130330 R & R SPECIALTIES INC	\$37.50	2/1/2023 R
130331 RAMSEY COUNTY PARKS/REC DEPT	\$175.00	2/1/2023 R
130332 READ TO THEM INC	\$1,807.30	2/1/2023 R
130333 REAGAN, JOHN	\$64.00	2/1/2023 R
130334 REDWOOD TOXICOLOGY LABORATORY	\$170.08	2/1/2023 R
130335 REGENTS OF THE UNIV OF MN	\$4,158.90	2/1/2023 R
130336 REPUBLIC SERVICES #899	\$10,064.79	2/1/2023 R
130337 REVOLUTION SPORTING GOODS	\$845.00	2/1/2023 R
130338 RIVERSIDE INSIGHTS	\$1,137.40	2/1/2023 R
130339 RM COTTON COMPANY	\$389.16	2/1/2023 R

130340 RODRIGUEZ, ANTHONY R.	\$82.00	2/1/2023 R
130341 ROOF SPEC INC	\$3,300.00	2/1/2023 R
130342 RUPP ANDERSON SQUIRES	\$7,882.50	2/1/2023 R
130343 SAMUELSON, SUSAN A.	\$96.00	2/1/2023 R
130344 SANKEY, DEVIN M.	\$156.00	2/1/2023 R
130345 SCHOLASTIC	\$19.77	2/1/2023 R
130346 SCHOOL SPECIALTY LLC	\$217.84	2/1/2023 R
130347 SCHWANTES, JUSTIN	\$268.00	2/1/2023 R
130348 SCOTT ELECTRIC	\$803.00	2/1/2023 R
130349 SENTRY SYSTEMS INC	\$250.00	2/1/2023 R
130350 SHIFFLER EQUIPMENT SALES INC	\$76.70	2/1/2023 R
130351 SKOW, KAREN L.	\$891.00	2/1/2023 R
130352 SOLIANT	\$5,567.50	2/1/2023 R
130353 SOUTH ST PAUL HIGH SCHOOL	\$275.00	2/1/2023 R
130354 SPENCE, MELAINA K.	\$0.00	2/1/2023 C
130355 SPENCE, MELAINA K.	\$315.00	2/1/2023 R
130356 ST PAUL SAINTS	\$180.00	2/1/2023 R
130357 STAY TUNED PIANO SERVICES	\$130.00	2/1/2023 R
130358 STERICYCLE, INC.	\$1,188.46	2/1/2023 R
130359 STRATEGIC STAFFING SOLUTIONS	\$9,414.00	2/1/2023 R
130360 STRAUSS SKATES AND BICYCLES	\$1,538.00	2/1/2023 R
130361 TAMARACK NATURE CENTER	\$877.70	2/1/2023 R
130362 TECH ACADEMY	\$45.00	2/1/2023 R
130363 TESSIER, NEIL	\$95.00	2/1/2023 R
130364 TOWN LIFE	\$1,215.00	2/1/2023 R
130365 TR ENVIRONMENTAL CONSULTING LLC	\$2,070.00	2/1/2023 R
130366 TRADE PRESS INC	\$1,113.00	2/1/2023 R
130367 TRAFERA LLC	\$85,055.00	2/1/2023 R
130368 TRI TECH DISPENSING	\$230.00	2/1/2023 R
130369 TRI-STATE BOBCAT	\$1,387.75	2/1/2023 R
130370 TRIMARK MARLINN LLC	\$4,546.37	2/1/2023 R
130371 TURCOTTE, AMBER	\$96.00	2/1/2023 R
130372 TWIN CITY TRANSPORTATION INC	\$103,661.41	2/1/2023 R
130373 UHL COMPANY INC	\$0.00	2/1/2023 C
130374 UHL COMPANY INC	\$33,025.24	2/1/2023 R
130375 US FOODS CULINARY EQUIP & SUPPLIES	\$668.49	2/1/2023 R
130376 VIKING ELECTRIC SUPPLY	\$666.68	2/1/2023 R
130377 WASHINGTON CTY PUBLIC HEALTH	\$1,659.81	2/1/2023 R
130378 WHITE BEAR LOCKSMITH INC	\$80.50	2/1/2023 R
130379 WEST MUSIC COMPANY	\$0.00	2/1/2023 C
130380 WEST MUSIC COMPANY	\$0.00	2/1/2023 C
130381 WEST MUSIC COMPANY	\$4,014.52	2/1/2023 R
130382 WILLEMSEN, ABBY M.	\$200.00	2/1/2023 R
130383 WILSON, SCOTT T.	\$118.00	2/1/2023 R
130384 WINNICK SUPPLY	\$33.18	2/1/2023 R
130385 WOLTERS, JOSEPH	\$156.00	2/1/2023 R
130386 WOODBURY HIGH SCHOOL	\$250.00	2/1/2023 R

130387 WOODRICH, WARD F. III	\$96.00	2/1/2023 R
130388 WORTHAM, MAUDE	\$5.00	2/1/2023 R
130389 WURZER, MARY JO	\$344.00	2/1/2023 R
130390 XCEL ENERGY	\$0.00	2/1/2023 C
130391 XCEL ENERGY	\$0.00	2/1/2023 C
130392 XCEL ENERGY	\$163,450.28	2/1/2023 R
130393 YANEZ, BEN	\$173.00	2/1/2023 R
130394 ZABADAL, GEORGE J.	\$258.00	2/1/2023 R
130395 ZAPPETILLO, DAVID	\$96.00	2/1/2023 R
130396 AMAZON CAPITAL SERVICES	\$0.00	2/2/2023 C
130397 AMAZON CAPITAL SERVICES	\$0.00	2/2/2023 C
130398 AMAZON CAPITAL SERVICES	\$0.00	2/2/2023 C
130399 AMAZON CAPITAL SERVICES	\$0.00	2/2/2023 C
130400 AMAZON CAPITAL SERVICES	\$0.00	2/2/2023 C
130401 AMAZON CAPITAL SERVICES	\$2,762.41	2/2/2023 R
130402 CAPITAL ONE TRADE CREDIT	\$27.79	2/2/2023 R
130403 DEFINITIVE TECHNOLOGY SOLUTIONS	\$10,259.20	2/2/2023 R
130404 ISD #477 PRINCETON SCHOOL DISTRICT	\$670.00	2/2/2023 R
130405 MILACA WOLVES ARCHERY	\$0.00	2/2/2023 C
130406 MILACA WOLVES ARCHERY	\$862.00	2/2/2023 R
130407 RADAR CONSULTING LLC	\$10,400.00	2/2/2023 R
130408 VERIZON WIRELESS	\$735.43	2/2/2023 R
130409 WOLD ARCHITECTS AND ENGINEERS	\$0.00	2/2/2023 C
130410 WOLD ARCHITECTS AND ENGINEERS	\$0.00	2/2/2023 C
130411 WOLD ARCHITECTS AND ENGINEERS	\$503,337.48	2/2/2023 R
130412 CITY OF WHITE BEAR LAKE	\$260.00	2/13/2023 R
130413 A-1 HYDRAULIC SALES & SERVICE INC	\$12.28	2/15/2023 R
130414 ACCLAIM SERVICES INC	\$5,349.25	2/15/2023 R
130415 ADAPTIVE TECH SOLUTIONS	\$144.52	2/15/2023 R
130416 ADVANCE TERRAZZO & TILE CO INC	\$78,964.00	2/15/2023 R
130417 ADVANCED SYSTEMS INTEGRATION, LLC	\$50,618.86	2/15/2023 R
130418 AGCLASSROOM STORE AT USU	\$393.55	2/15/2023 R
130419 AI TECHNOLOGIES LLC	\$5,595.00	2/15/2023 R
130420 AJ MOORE ELECTRIC INC	\$17,353.33	2/15/2023 R
130421 ALL STATE COMMUNICATIONS	\$19,475.00	2/15/2023 R
130422 ALL STRINGS ATTACHED	\$168.00	2/15/2023 R
130423 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130424 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130425 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130426 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130427 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130428 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130429 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130430 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130431 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130432 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C
130433 AMAZON CAPITAL SERVICES	\$0.00	2/15/2023 C

130434	AMAZON CAPITAL SERVICES	\$0.00	2/15/2023	C
130435	AMAZON CAPITAL SERVICES	\$0.00	2/15/2023	C
130436	AMAZON CAPITAL SERVICES	\$0.00	2/15/2023	C
130437	AMAZON CAPITAL SERVICES	\$0.00	2/15/2023	C
130438	AMAZON CAPITAL SERVICES	\$10,325.41	2/15/2023	R
130439	AMERICAN DOOR WORKS	\$93,334.57	2/15/2023	R
130440	AMERICAN FLAGPOLE & FLAG CO	\$189.00	2/15/2023	R
130441	AMERICAN STRUCTURAL METALS INC	\$69,186.60	2/15/2023	R
130442	ANDERSON, KEVVAN	\$82.00	2/15/2023	R
130443	ANDERSON, PATRICIA M.	\$89.25	2/15/2023	R
130444	ARAMARK UNIFORM SERVICES	\$448.30	2/15/2023	R
130445	ARCHITECTURAL SALES OF MN INC	\$7,103.15	2/15/2023	R
130446	ARNTZEN, JEANNE	\$4.00	2/15/2023	R
130447	ARTHUR J GALLAGHER & CO	\$428.00	2/15/2023	R
130448	ASTLEFORD INTL MINNEAPOLIS	\$91.21	2/15/2023	R
130449	ATC GROUP SERVICES LLC	\$1,780.00	2/15/2023	R
130450	AUTONATION FORD WBL	\$311.89	2/15/2023	R
130451	AXEL H OHMAN INC	\$228,000.00	2/15/2023	R
130452	BARNES, FRED	\$64.00	2/15/2023	R
130453	BEAURLINE, CARL J.	\$95.00	2/15/2023	R
130454	BELL, ROYCE	\$93.00	2/15/2023	R
130455	BERNIER, KRISTIN G.	\$77.70	2/15/2023	R
130456	BERWALD ROOFING COMPANY INC	\$421,758.42	2/15/2023	R
130457	BEST BUY BUSINESS ADVANTAGE ACCT	\$106,707.56	2/15/2023	R
130458	BEVSO	\$0.00	2/15/2023	C
130459	BEVSO	\$15,457.93	2/15/2023	R
130460	BEYNON SPORTS SURFACES INC	\$4,655.00	2/15/2023	R
130461	BLADE, JULIE M.	\$466.07	2/15/2023	R
130462	BLB CONSULTING LLC	\$1,420.00	2/15/2023	R
130463	BLICK ART MATERIALS	\$1,400.43	2/15/2023	R
130464	THE BOELTER COMPANIES INC	\$81,059.85	2/15/2023	R
130465	BOOSHIE INC	\$219.95	2/15/2023	R
130466	BORLE, STACY M.	\$14.00	2/15/2023	R
130467	BRAATEN, HAROLD A.	\$77.00	2/15/2023	R
130468	BRADSHAW, NICHOLAS L.	\$95.00	2/15/2023	R
130469	BRAUN INTERTEC CORPORATION	\$5,727.00	2/15/2023	R
130470	BREDEMUS HARDWARE COMPANY	\$90.00	2/15/2023	R
130471	BREWSTER, GEORGE M.	\$64.00	2/15/2023	R
130472	BROADWAY, SALADIN	\$118.00	2/15/2023	R
130473	BSN SPORTS, LLC	\$53,050.26	2/15/2023	R
130474	BURCH, JOHN C.	\$20.00	2/15/2023	R
130475	BUREAU OF EDUCATION & RESEARCH	\$279.00	2/15/2023	R
130476	C-D PRODUCTS, INC	\$335.00	2/15/2023	R
130477	CAMMACK, HANNAH	\$1,030.74	2/15/2023	R
130478	CAP ELECTRIC INC	\$1,212.00	2/15/2023	R
130479	CAPITAL CITY GLASS INC	\$57,708.87	2/15/2023	R
130480	CAPITAL ONE TRADE CREDIT	\$0.00	2/15/2023	C

130481 CAPITAL ONE TRADE CREDIT	\$126.00	2/15/2023 R
130482 CAPOCASA, JOSEPH M.	\$78.00	2/15/2023 R
130483 CAPOCASA, KEVIN M.	\$190.00	2/15/2023 R
130484 CARDINAL, KATHLEEN T.	\$183.60	2/15/2023 R
130485 CEL PUBLIC RELATIONS, INC	\$6,620.00	2/15/2023 R
130486 CENTENNIAL HIGH SCHOOL	\$150.00	2/15/2023 R
130487 CENTURY FENCE COMPANY	\$5,175.45	2/15/2023 R
130488 CENTURY CONSTRUCTION COMPANY	\$9,300.50	2/15/2023 R
130489 CHAPMAN, RONALD J. JR	\$93.00	2/15/2023 R
130490 CHAPPELL CENTRAL INC	\$16,519.26	2/15/2023 R
130491 CHILDREN'S THEATER COMPANY	\$820.00	2/15/2023 R
130492 CHOUANARD, JANICE	\$36.98	2/15/2023 R
130493 CINTAS CORP	\$0.00	2/15/2023 C
130494 CINTAS CORP	\$0.00	2/15/2023 C
130495 CINTAS CORP	\$0.00	2/15/2023 C
130496 CINTAS CORP	\$0.00	2/15/2023 C
130497 CINTAS CORP	\$0.00	2/15/2023 C
130498 CINTAS CORP	\$0.00	2/15/2023 C
130499 CINTAS CORP	\$3,395.47	2/15/2023 R
130500 CITY OF HUGO	\$0.00	2/15/2023 C
130501 CITY OF HUGO	\$2,563.54	2/15/2023 R
130502 COLLER, RONALD B.	\$268.00	2/15/2023 R
130503 COMMERCIAL KITCHEN SERVICES	\$2,585.00	2/15/2023 R
130504 COMMERCIAL DRYWALL INC	\$126,176.22	2/15/2023 R
130505 COMPASS MINERALS	\$1,959.56	2/15/2023 R
130506 CONSTRUCTION SYSTEMS, INC	\$91,900.07	2/15/2023 R
130507 CONTINENTAL CLAY CO	\$53.76	2/15/2023 R
130508 CONTINENTAL RESEARCH CORP	\$881.10	2/15/2023 R
130509 CONTINENTAL PRESS	\$377.24	2/15/2023 R
130509 CONTINENTAL PRESS	(\$377.24)	2/15/2023 V
130510 COSNEY CORPORATION	\$151,941.12	2/15/2023 R
130511 CRAFT, PATRICIA S.	\$29.75	2/15/2023 R
130512 CRYSTEEL TRUCK EQUIPMENT	\$42.92	2/15/2023 R
130513 CUB FOODS OF WHITE BEAR TWSHP	\$167.05	2/15/2023 R
130514 CULINEX	\$1,079.02	2/15/2023 R
130515 CUMMINGS MOBILITY CONVERSIONS	\$174.64	2/15/2023 R
130516 CUMMINS SALES AND SERVICE	\$116.16	2/15/2023 R
130517 CUSTOM INK LLC	\$2,585.05	2/15/2023 R
130518 DALCO CORPORATION	\$0.00	2/15/2023 C
130519 DALCO CORPORATION	\$0.00	2/15/2023 C
130520 DALCO CORPORATION	\$0.00	2/15/2023 C
130521 DALCO CORPORATION	\$0.00	2/15/2023 C
130522 DALCO CORPORATION	\$0.00	2/15/2023 C
130523 DALCO CORPORATION	\$14,208.33	2/15/2023 R
130524 DEBILZAN, MELISSA M.	\$22.30	2/15/2023 R
130525 DEJARLAIS, MARILYN	\$149.81	2/15/2023 R
130526 DERAAD, MAX D.	\$509.60	2/15/2023 R

130527 DILLON, ROBERT	\$2,100.00	2/15/2023 R
130528 DIVERSE CONSTRUCTION SERVICES LLC	\$13,773.90	2/15/2023 R
130529 DOMINOS PIZZA	\$0.00	2/15/2023 C
130530 DOMINOS PIZZA	\$3,510.75	2/15/2023 R
130531 DOOR SERVICE COMPANY	\$6,932.69	2/15/2023 R
130532 DOUGLAS, SANDRA L.	\$300.00	2/15/2023 R
130533 DOYLE, MELISSA	\$95.00	2/15/2023 R
130534 DEFINITIVE TECHNOLOGY SOLUTIONS	\$163.00	2/15/2023 R
130535 DUFFY, CHERYL A.	\$30.00	2/15/2023 R
130536 EAST RIDGE HIGH SCHOOL	\$490.00	2/15/2023 R
130537 EBERT INC	\$4,772.75	2/15/2023 R
130538 ECKROTH MUSIC	\$0.00	2/15/2023 C
130539 ECKROTH MUSIC	\$834.38	2/15/2023 R
130540 ECSI SYSTEM INTEGRATORS	\$5,910.05	2/15/2023 R
130541 EDUCATIONAL ASSOCIATES INC	\$1,440.00	2/15/2023 R
130542 ELECTRIC MOTOR REPAIR	\$325.00	2/15/2023 R
130543 ENVISION GLASS INC	\$16,055.00	2/15/2023 R
130544 ENVISIO SOLUTIONS INC	\$16,500.00	2/15/2023 R
130545 ESTES, HAYLEY	\$78.00	2/15/2023 R
130546 FARMHOUSE STYLE FURNITURE	\$320.00	2/15/2023 R
130547 FASTENAL COMPANY	\$46.21	2/15/2023 R
130548 FESTIVAL FOODS-KNOWLAN'S	\$0.00	2/15/2023 C
130549 FESTIVAL FOODS-KNOWLAN'S	\$0.00	2/15/2023 C
130550 FESTIVAL FOODS-KNOWLAN'S	\$0.00	2/15/2023 C
130551 FESTIVAL FOODS-KNOWLAN'S	\$0.00	2/15/2023 C
130552 FESTIVAL FOODS-KNOWLAN'S	\$759.94	2/15/2023 R
130553 FIRELINE SPRINKLER LLC	\$1,102.48	2/15/2023 R
130554 FIRST	\$5,674.42	2/15/2023 R
130555 FLOORS BY BECKERS LLC	\$116,242.95	2/15/2023 R
130556 FLOWERS, CHRIS	\$128.00	2/15/2023 R
130557 FLYNN, BARBARA A.	\$29.25	2/15/2023 R
130558 FOLLETT SCHOOL SOLUTIONS, LLC	\$209.79	2/15/2023 R
130559 FORD METRO INC	\$3,786.70	2/15/2023 R
130560 FRANSEN DECORATING INC	\$51,717.29	2/15/2023 R
130561 GALLAGHERS NORTHWESTERN TIRE CO INC	\$2,284.16	2/15/2023 R
130562 GARVEY, PATRICIA	\$38.68	2/15/2023 R
130563 GENERAL SHEET METAL COMPANY LLC	\$90,272.83	2/15/2023 R
130564 GLASS, CHRISTEN J.	\$64.00	2/15/2023 R
130565 GOPHER	\$298.54	2/15/2023 R
130566 GRADOZ, COLETTE	\$13.60	2/15/2023 R
130567 GRAINGER	\$0.00	2/15/2023 C
130568 GRAINGER	\$722.09	2/15/2023 R
130569 GRAMS, COLLEEN	\$5.00	2/15/2023 R
130570 GRANDMA'S BAKERY INC	\$397.78	2/15/2023 R
130571 GREATAMERICA FINANCIAL SERVICES	\$804.67	2/15/2023 R
130572 GRIMALUSKUS, STEVEN	\$315.00	2/15/2023 R
130573 GROUP MEDICAREBLUE RX	\$12,637.50	2/15/2023 R

130574 H&B SPECIALIZED PRODUCTS INC	\$24,852.95	2/15/2023 R
130575 H2I GROUP INC	\$11,404.75	2/15/2023 R
130576 HAAG, LOIS	\$66.00	2/15/2023 R
130577 HALO TRANSPORTATION	\$45,446.50	2/15/2023 R
130578 HANSON, TRAVIS	\$156.00	2/15/2023 R
130579 HASTINGS CREAMERY LLC	\$647.04	2/15/2023 R
130580 HAYES, ALLYSAN G.	\$96.00	2/15/2023 R
130581 HAYES, CARILYN	\$96.00	2/15/2023 R
130582 HEGGIES PIZZA	\$4,411.60	2/15/2023 R
130583 HILLYARD INC MINNEAPOLIS	\$137.41	2/15/2023 R
130584 HOBART SERVICE	\$531.80	2/15/2023 R
130585 HOENIGSCHMIDT, KAYLEA	\$3,688.00	2/15/2023 R
130586 HOLLENBACK & NELSON INC	\$42,071.25	2/15/2023 R
130587 HRUBY, MICHAEL L.	\$144.00	2/15/2023 R
130588 HUBERT, SHAWN	\$64.00	2/15/2023 R
130589 HUGO BUSINESS ASSOCIATION	\$30.00	2/15/2023 R
130590 HUGO FEED MILL & HARDWARE	\$21.47	2/15/2023 R
130591 HUOT, JOHN D.	\$82.00	2/15/2023 R
130592 HUSNIK, ANDREA M.	\$8.50	2/15/2023 R
130593 INNOVATIVE OFFICE SOLUTIONS	\$0.00	2/15/2023 C
130594 INNOVATIVE OFFICE SOLUTIONS	\$0.00	2/15/2023 C
130595 INNOVATIVE OFFICE SOLUTIONS	\$94,661.24	2/15/2023 R
130596 INSTITUTE FOR MULTI SENSORY EDUCATION	\$464.00	2/15/2023 R
130597 JACON LLC	\$102,363.90	2/15/2023 R
130598 JENSEN, ETOILE W.	\$63.20	2/15/2023 R
130599 JOHN FOLEY MASONRY INC	\$50,153.66	2/15/2023 R
130600 JOHNSON CONTROLS INC	\$1,163.00	2/15/2023 R
130601 JW PEPPER & SON INC	\$238.77	2/15/2023 R
130602 JWOD SPORTS FLOORING LLC	\$265,185.85	2/15/2023 R
130603 JX EVENT SERVICES LLC	\$4,000.00	2/15/2023 R
130604 KELLINGTON CONSTRUCTION INC	\$17,845.76	2/15/2023 R
130605 KIEFER USA	\$352,967.75	2/15/2023 R
130606 KLAREN, LLOYD	\$173.00	2/15/2023 R
130607 KLEIN, JOHN	\$173.00	2/15/2023 R
130608 KNIGHT, MARTIN C.	\$77.00	2/15/2023 R
130609 KNOBLAUCH, THOMAS	\$82.00	2/15/2023 R
130610 KONE INC	\$17,825.76	2/15/2023 R
130611 KOVARIK, DAN	\$173.00	2/15/2023 R
130612 KRAFT MECHANICAL LLC	\$0.00	2/15/2023 C
130613 KRAFT MECHANICAL LLC	\$7,430.25	2/15/2023 R
130614 KUBITSCHKE, KEITH	\$118.00	2/15/2023 R
130615 KUNDINGER, CHARLES J.	\$17.80	2/15/2023 R
130616 LAKESHORE LEARNING MATERIALS	\$538.75	2/15/2023 R
130617 LALIBERTE, DAMON	\$118.00	2/15/2023 R
130618 LALIBERTE, ELAINE	\$2.55	2/15/2023 R
130619 LANDGRAFF, MARCIA J.	\$557.80	2/15/2023 R
130620 LANGEVIN, JOE	\$118.00	2/15/2023 R

130621 LARSON, BEVERLEY M.	\$14.24	2/15/2023 R
130622 LEONARD, MICHAEL	\$156.00	2/15/2023 R
130623 LEUTGEB, VIRGINIA (GINNY)	\$33.60	2/15/2023 R
130624 LIBERTY OXYGEN AND HOME CARE, INC	\$225.00	2/15/2023 R
130625 LISA'S PHOTOGRAPHY	\$231.00	2/15/2023 R
130626 LITCH, KARLA K.	\$120.00	2/15/2023 R
130627 LLOYD'S CONSTRUCTION SERVICES INC	\$4,008.48	2/15/2023 R
130628 LOCKMAN, MARY C.	\$20.00	2/15/2023 R
130629 LORENZ RECOGNITION CO	\$648.00	2/15/2023 R
130630 L T G POWER EQUIPMENT	\$324.35	2/15/2023 R
130631 LUNDGREN, JOANNE M.	\$38.25	2/15/2023 R
130632 MAC RUNNEL, MINDY L.	\$307.40	2/15/2023 R
130633 MACKIN EDUCATIONAL RESOURCES	\$0.00	2/15/2023 C
130634 MACKIN EDUCATIONAL RESOURCES	\$5,842.48	2/15/2023 R
130635 MALLOY/MONTAGUE/KARNOWSKI & CO	\$15,500.00	2/15/2023 R
130636 MASA/MASE	\$329.00	2/15/2023 R
130637 MAUER, THOMAS J.	\$82.00	2/15/2023 R
130638 MBDA	\$350.00	2/15/2023 R
130639 MCDONOUGH'S WATERJETTING AND DRAIN CLEANING	\$849.75	2/15/2023 R
130640 MCKINLAY, SHANE	\$78.00	2/15/2023 R
130641 MN COUNCIL OF TEACHERS OF ENGLISH	\$300.00	2/15/2023 R
130642 MED COMPASS	\$978.00	2/15/2023 R
130643 MEDICARE COMMERCIAL REPAYMENT CENTER - GHP	\$1,243.17	2/15/2023 R
130644 METRO MEALS ON WHEELS INC	\$4,647.50	2/15/2023 R
130645 MEULEMANS, JASON	\$156.00	2/15/2023 R
130646 MICHAELSON, RUTH F.	\$26.40	2/15/2023 R
130647 MILACA WOLVES ARCHERY	\$108.00	2/15/2023 R
130648 MILLIGAN, THERESA	\$107.10	2/15/2023 R
130649 MINNESOTA ACOUSTICS INC	\$116,593.50	2/15/2023 R
130650 MN INSURANCE SCHOLASTIC TRUST	\$1,869.15	2/15/2023 R
130651 MN CLAY	\$267.82	2/15/2023 R
130652 MINNESOTA REVENUE	\$1,502.00	2/15/2023 R
130653 MN SAFETY COUNCIL INC	\$0.00	2/15/2023 C
130654 MN SAFETY COUNCIL INC	\$1,633.00	2/15/2023 R
130655 MOBILE RADIO ENGINEERING INC	\$789.35	2/15/2023 R
130656 MOYNIHAN, LINDSAY	\$77.00	2/15/2023 R
130657 MUCKALA, NANCY A.	\$102.41	2/15/2023 R
130658 MULTIPLE CONCEPTS INTERIORS	\$17,425.12	2/15/2023 R
130659 MURPHY WINDOW AND DOOR COMMERCIAL INC	\$134,372.47	2/15/2023 R
130660 MUSKA ELECTRIC COMPANIES	\$338,412.41	2/15/2023 R
130661 NAC MECHANICAL & ELECTRICAL SERV	\$62,657.10	2/15/2023 R
130662 NARDINI FIRE EQUIPMENT CO INC	\$393.80	2/15/2023 R
130663 NASP INC	\$81.00	2/15/2023 R
130664 NASSEFF MECHANICAL CONTRACTORS INC	\$7,854.60	2/15/2023 R
130665 NCPERS GROUP LIFE INS	\$96.00	2/15/2023 R
130666 NEUBECK, TRAVIS	\$78.00	2/15/2023 R
130667 NEWTRAX	\$3,149.25	2/15/2023 R

130668	NEXT STAGE RENTAL AND MARKET LLC	\$131.10	2/15/2023 R
130669	NIKOLIC, CONNOR	\$93.00	2/15/2023 R
130670	NORTH CENTRAL BLUE BIRD BUS SALES	\$209.25	2/15/2023 R
130671	NORTH CENTRAL INTERNATIONAL, LLC	\$29.29	2/15/2023 R
130672	NORTHBOUND CREATIVE	\$100.00	2/15/2023 R
130673	NOVAK, JAMES	\$64.00	2/15/2023 R
130674	O'NEILL ELECTRIC INC	\$20,776.75	2/15/2023 R
130675	O'NEIL, LOIS	\$21.46	2/15/2023 R
130676	O'REILLY AUTOMOTIVE INC	\$0.00	2/15/2023 C
130677	O'REILLY AUTOMOTIVE INC	\$543.29	2/15/2023 R
130678	OLSON, CHRISTOPHER	\$309.43	2/15/2023 R
130679	OLSON, SUZANNE K.	\$138.55	2/15/2023 R
130680	OLYMPUS LOCKERS & STORAGE PRODUCTS INC	\$1,892.25	2/15/2023 R
130681	OXYGEN SERVICE COMPANY INC	\$414.11	2/15/2023 R
130682	PAN-O-GOLD	\$0.00	2/15/2023 C
130683	PAN-O-GOLD	\$4,092.48	2/15/2023 R
130684	PAR INC	\$485.60	2/15/2023 R
130685	PARTS TOWN, LLC	\$109.28	2/15/2023 R
130686	PATIENT TOOLS INC	\$235.00	2/15/2023 R
130687	PAULSON, MICHAEL J.	\$132.80	2/15/2023 R
130688	PERFORMANCE TOURS	\$200.00	2/15/2023 R
130689	PERKINS, JASON P.	\$118.00	2/15/2023 R
130690	PETERSON BROS ROOFING & CONST	\$943.04	2/15/2023 R
130691	PETERSON COMPANIES INC	\$75,323.33	2/15/2023 R
130692	PFAU, PATRICK	\$95.00	2/15/2023 R
130693	PHASOR ELECTRIC COMPANY	\$15,200.00	2/15/2023 R
130694	PINE TREE APPLE ORCHARD	\$0.00	2/15/2023 C
130695	PINE TREE APPLE ORCHARD	\$1,406.00	2/15/2023 R
130696	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	\$65.97	2/15/2023 R
130697	PITTENGER, VICKI	\$31.60	2/15/2023 R
130698	PRESS PUBLICATIONS	\$0.00	2/15/2023 C
130699	PRESS PUBLICATIONS	\$2,949.95	2/15/2023 R
130700	PRIOR LAKE HIGH SCHOOL	\$63.00	2/15/2023 R
130701	PROJECT LEAD THE WAY	\$13,964.25	2/15/2023 R
130702	PUNDSACK, ALICE	\$10.50	2/15/2023 R
130703	PUSH PEDAL PULL	\$530.10	2/15/2023 R
130704	QUISTAD, IDA	\$26.35	2/15/2023 R
130705	R & R SPECIALTIES INC	\$75.00	2/15/2023 R
130706	RAMIERZ, EDWARD	\$93.00	2/15/2023 R
130707	RAMSEY COUNTY PARKS/REC DEPT	\$0.00	2/15/2023 C
130708	RAMSEY COUNTY PARKS/REC DEPT	\$0.00	2/15/2023 C
130709	RAMSEY COUNTY PARKS/REC DEPT	\$36,010.84	2/15/2023 R
130710	READ NATURALLY INC	\$147.60	2/15/2023 R
130711	REAGAN, JOHN	\$64.00	2/15/2023 R
130712	RED CEDAR STEEL ERECTORS INC	\$31,265.45	2/15/2023 R
130713	REGENTS OF THE UNIV OF MN	\$4,158.90	2/15/2023 R
130714	THE RETROFIT COMPANIES INC	\$3,279.95	2/15/2023 R

130715 RIGHT-WAY CAULKING INC	\$1,189.00	2/15/2023 R
130716 RIGS4LESS	\$5,269.72	2/15/2023 R
130717 RM COTTON COMPANY	\$195.68	2/15/2023 R
130718 ROETTGER, DORIS	\$365.63	2/15/2023 R
130719 ROSEMOUNT HIGH SCHOOL	\$215.00	2/15/2023 R
130720 ROSEVILLE AREA HIGH SCHOOL	\$125.00	2/15/2023 R
130721 ROSSINI, PATRICIA D.	\$1,135.90	2/15/2023 R
130722 RTL CONSTRUCTION INC	\$9,817.62	2/15/2023 R
130723 S&J GLASS INC	\$50,476.60	2/15/2023 R
130724 SAFETYFIRST PLAYGROUND MAINTENANCE	\$8,749.20	2/15/2023 R
130725 SANKEY, DEVIN M.	\$156.00	2/15/2023 R
130726 SCHINDLER ELEVATOR CORP	\$2,728.71	2/15/2023 R
130727 SCHLIESMAN, PHILIP L.	\$64.00	2/15/2023 R
130728 SCHMIDT, RICHARD A.	\$93.00	2/15/2023 R
130729 SCHMITT MUSIC COMPANY	\$258.24	2/15/2023 R
130730 SCHUETTE, LUKE	\$28.20	2/15/2023 R
130731 SEEGER, MAX (JEFFREY)	\$183.00	2/15/2023 R
130732 SIEBENALER, KRISTEN J.	\$68.20	2/15/2023 R
130733 SKOLD SPECIALTY CONTRACTING LLC	\$201,756.93	2/15/2023 R
130734 SKOW, KAREN L.	\$396.00	2/15/2023 R
130735 SMITH, JENNIFER	\$96.00	2/15/2023 R
130736 SMITH, MICHAEL J. JR	\$150.00	2/15/2023 R
130737 SMITH, MICHAEL	\$194.00	2/15/2023 R
130738 SOLIANT	\$5,312.50	2/15/2023 R
130739 SPECIALTY PROMOTIONS INC	\$775.50	2/15/2023 R
130740 SPENCE, MELAINA K.	\$157.50	2/15/2023 R
130741 ST CROIX PREPARATORY ACADEMY	\$3,075.00	2/15/2023 R
130742 ST CROIX PREPARATORY ACADEMY	\$280.00	2/15/2023 R
130743 STANDARD INSURANCE COMPANY	\$40,369.42	2/15/2023 R
130744 STAPLES	\$0.00	2/15/2023 C
130745 STAPLES	\$0.00	2/15/2023 C
130746 STAPLES	\$0.00	2/15/2023 C
130747 STAPLES	\$0.00	2/15/2023 C
130748 STAPLES	\$2,054.16	2/15/2023 R
130749 STERNBERG, ZOE	\$156.00	2/15/2023 R
130750 STEVENS, DEBORAH	\$12.60	2/15/2023 R
130751 STILLWATER HIGH SCHOOL	\$110.00	2/15/2023 R
130752 STORLIE, ALAN	\$64.00	2/15/2023 R
130753 SUDDATH RELOCATION SYSTEMS OF MN LLC	\$9,619.25	2/15/2023 R
130754 SUPERIOR PAINTING & DECORATING INC	\$9,523.46	2/15/2023 R
130755 SUPERSET TILE & STONE	\$25,363.54	2/15/2023 R
130756 SYNOVIA SOLUTIONS	\$1,551.40	2/15/2023 R
130757 SZYMANSKI, KAELYN	\$78.00	2/15/2023 R
130758 TAMARACK NATURE CENTER	\$341.55	2/15/2023 R
130759 TEACHER SYNERGY LLC	\$4.90	2/15/2023 R
130760 TECRE CO., INC.	\$144.72	2/15/2023 R
130761 TEKTON CONSTRUCTION COMPANY	\$434,922.97	2/15/2023 R

130762 THAO, VONG	\$300.00	2/15/2023 R
130763 THE BAKER'S HORSE, LLC	\$500.00	2/15/2023 R
130764 THE MUSIC CONNECTION INC	\$75.00	2/15/2023 R
130765 THELEN HEATING & ROOFING INC	\$28,862.90	2/15/2023 R
130766 TR ENVIRONMENTAL CONSULTING LLC	\$3,804.00	2/15/2023 R
130767 TRADE PRESS INC	\$1,414.00	2/15/2023 R
130768 TRAINING HAUS	\$25,000.00	2/15/2023 R
130769 TRANE US INC	\$18,510.00	2/15/2023 R
130770 TRANS-MISSISSIPPI BIO SUPPLY	\$144.40	2/15/2023 R
130771 TRIMARK MARLINN LLC	\$7,322.49	2/15/2023 R
130772 TRIO SUPPLY COMPANY	\$0.00	2/15/2023 C
130773 TRIO SUPPLY COMPANY	\$0.00	2/15/2023 C
130774 TRIO SUPPLY COMPANY	\$0.00	2/15/2023 C
130775 TRIO SUPPLY COMPANY	\$0.00	2/15/2023 C
130776 TRIO SUPPLY COMPANY	\$0.00	2/15/2023 C
130777 TRIO SUPPLY COMPANY	\$7,808.23	2/15/2023 R
130778 TWIN CITY JANITOR SUPPLY CO	\$974.70	2/15/2023 R
130779 TWIN CITY TRANSPORTATION INC	\$59,257.20	2/15/2023 R
130780 TWIN CITY TEES	\$1,460.77	2/15/2023 R
130781 TWIN CITY HARDWARE COMPANY INC	\$0.00	2/15/2023 C
130782 TWIN CITY HARDWARE COMPANY INC	\$629,488.71	2/15/2023 R
130783 TWIN CITIES DOTS AND POP, LLC	\$501.60	2/15/2023 R
130784 TWOROSKI-WISE, MARCUS D.	\$82.00	2/15/2023 R
130785 UHL COMPANY INC	\$2,361.00	2/15/2023 R
130786 ULTRA CONCRETE LLC	\$950.00	2/15/2023 R
130787 US FOODS CULINARY EQUIP & SUPPLIES	\$523.80	2/15/2023 R
130788 US OMNI & TSACG COMPLIANCE SERVICES, INC	\$932.94	2/15/2023 R
130789 VAIL RESORTS MANAGEMENT CO., INC.	\$1,368.00	2/15/2023 R
130790 VAN GUILDER, CRAIG T.	\$190.00	2/15/2023 R
130791 VANG, STEPHANIE	\$1,505.00	2/15/2023 R
130792 VASALOPPET INC	\$600.00	2/15/2023 R
130793 VAVRICKA, ROCHELLE L.	\$10.45	2/15/2023 R
130794 VICTORY LANES & SPORTS BAR LLC	\$310.46	2/15/2023 R
130795 VIKING AUTOMATIC SPRINKLER CO	\$2,270.00	2/15/2023 R
130796 VIKING ELECTRIC SUPPLY	\$264.96	2/15/2023 R
130797 WARD'S SCIENCE	\$304.22	2/15/2023 R
130798 WARREN, MICHELE	\$154.80	2/15/2023 R
130799 WHITE BEAR CENTER FOR THE ARTS	\$6,375.00	2/15/2023 R
130800 WHITE BEAR LAWN & SNOW	\$57,643.75	2/15/2023 R
130801 WEIDNER PLUMBING & HEATING CO	\$225,899.55	2/15/2023 R
130802 WELLS CONCRETE PRODUCTS CO	\$174,133.13	2/15/2023 R
130803 WEST MUSIC COMPANY	\$8,435.14	2/15/2023 R
130804 WHISLER, ERIC	\$173.00	2/15/2023 R
130805 WINDSTREAM	\$2,859.54	2/15/2023 R
130806 XCEL ENERGY	\$2,356.57	2/15/2023 R
130807 ZABADAL, GEORGE J.	\$101.00	2/15/2023 R
130808 ZALLAR, CHERYL	\$125.00	2/15/2023 R

130809 ZAPPETILLO, DAVID	\$64.00	2/15/2023 R
130810 ZARAMBO, MARIA L.	\$77.00	2/15/2023 R
130811 CDW GOVERNMENT INC	\$2,045.80	2/16/2023 R
130812 CONTINENTAL RESEARCH CORP	\$377.24	2/16/2023 R
130813 CUB FOODS	\$43.20	2/16/2023 R
130814 GALLAGHER BASSETT SERVICES INC	\$20,000.00	2/16/2023 R
130815 MN INSURANCE SCHOLASTIC TRUST	\$10,868.67	2/16/2023 R
130816 PAYDHEALTH	\$8,831.44	2/16/2023 R
130817 PINZ	\$2,307.91	2/16/2023 R
130818 URBAN AIR	\$2,104.24	2/16/2023 R
130819 WOLD ARCHITECTS AND ENGINEERS	\$0.00	2/16/2023 C
130820 WOLD ARCHITECTS AND ENGINEERS	\$0.00	2/16/2023 C
130821 WOLD ARCHITECTS AND ENGINEERS	\$0.00	2/16/2023 C
130822 WOLD ARCHITECTS AND ENGINEERS	\$363,607.78	2/16/2023 R
130823 AIG	\$6,682.30	2/16/2023 R
130823 AIG	(\$6,682.30)	2/16/2023 V
130824 AMERICAN FUNDS	\$0.00	2/16/2023 C
130825 AMERICAN FUNDS	\$77,261.34	2/16/2023 R
130825 AMERICAN FUNDS	(\$77,261.34)	2/16/2023 V
130826 AMERIPRISE FINANCIAL SERVICES	\$21,011.14	2/16/2023 R
130826 AMERIPRISE FINANCIAL SERVICES	(\$21,011.14)	2/16/2023 V
130827 AXA EQUITABLE	\$29,074.80	2/16/2023 R
130827 AXA EQUITABLE	(\$29,074.80)	2/16/2023 V
130828 BENEFIT RESOURCE, INC	\$98,258.57	2/16/2023 R
130828 BENEFIT RESOURCE, INC	(\$98,258.57)	2/16/2023 V
130829 EDUCATION MN ESI BILLING TRUST	\$33,357.29	2/16/2023 R
130829 EDUCATION MN ESI BILLING TRUST	(\$33,357.29)	2/16/2023 V
130830 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
130831 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
130832 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
130833 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
130834 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
130835 INTERNAL REVENUE SERVICE	\$795,970.29	2/16/2023 R
130835 INTERNAL REVENUE SERVICE	(\$795,970.29)	2/16/2023 V
130836 METROPOLITAN LIFE	\$1,054.60	2/16/2023 R
130836 METROPOLITAN LIFE	(\$1,054.60)	2/16/2023 V
130837 MN DEPT OF HUMAN SERVICES	\$2,973.40	2/16/2023 R
130837 MN DEPT OF HUMAN SERVICES	(\$2,973.40)	2/16/2023 V
130838 MN DEPT OF REVENUE	\$0.00	2/16/2023 C
130839 MN DEPT OF REVENUE	\$132,787.29	2/16/2023 R
130839 MN DEPT OF REVENUE	(\$132,787.29)	2/16/2023 V
130840 MN REVENUE	\$1,413.20	2/16/2023 R
130840 MN REVENUE	(\$1,413.20)	2/16/2023 V
130841 MN STATE RETIREMENT	\$4,820.87	2/16/2023 R
130841 MN STATE RETIREMENT	(\$4,820.87)	2/16/2023 V
130842 PCS RETIREMENT - ASPIRE FINANCIAL SERVICES	\$3,202.97	2/16/2023 R
130842 PCS RETIREMENT - ASPIRE FINANCIAL SERVICES	(\$3,202.97)	2/16/2023 V

130843 PUBLIC EMP RETIREMENT ASSOC	\$0.00	2/16/2023 C
130844 PUBLIC EMP RETIREMENT ASSOC	\$131,206.69	2/16/2023 R
130844 PUBLIC EMP RETIREMENT ASSOC	(\$131,206.69)	2/16/2023 V
130845 TEACHERS RETIREMENT ASSOC	\$0.00	2/16/2023 C
130846 TEACHERS RETIREMENT ASSOC	\$412,499.07	2/16/2023 R
130846 TEACHERS RETIREMENT ASSOC	(\$412,499.07)	2/16/2023 V
130847 VANGUARD SMALL BUSINESS SERVICES	\$39,500.77	2/16/2023 R
130847 VANGUARD SMALL BUSINESS SERVICES	(\$39,500.77)	2/16/2023 V
130848 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	\$39,696.37	2/16/2023 R
130848 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	(\$39,696.37)	2/16/2023 V
130849 GREATER TWIN CITIES UNITED WAY	\$109.60	2/16/2023 R
130850 IUOE LOCAL 70	\$3,947.58	2/16/2023 R
130851 SCHOOL SERVICE EMPLOYEES	\$0.00	2/16/2023 C
130852 SCHOOL SERVICE EMPLOYEES	\$17,423.46	2/16/2023 R
130853 WBLA EDUCATIONAL FOUNDATION	\$1,374.00	2/16/2023 R
130854 GURSTEL CHARGO ATTORNEYS AT LAW	\$489.04	2/16/2023 R
130855 MESSERLI & KRAMER PA	\$1,246.25	2/16/2023 R
9994420 AIG	\$6,682.30	2/16/2023 R
9994421 AMERICAN FUNDS	\$0.00	2/16/2023 C
9994422 AMERICAN FUNDS	\$77,261.34	2/16/2023 R
9994423 AMERIPRISE FINANCIAL SERVICES	\$21,011.14	2/16/2023 R
9994424 AXA EQUITABLE	\$29,074.80	2/16/2023 R
9994425 BENEFIT RESOURCE, INC	\$98,258.57	2/16/2023 R
9994426 EDUCATION MN ESI BILLING TRUST	\$33,357.29	2/16/2023 R
9994427 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
9994428 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
9994429 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
9994430 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
9994431 INTERNAL REVENUE SERVICE	\$0.00	2/16/2023 C
9994432 INTERNAL REVENUE SERVICE	\$795,970.29	2/16/2023 R
9994433 METROPOLITAN LIFE	\$1,054.60	2/16/2023 R
9994434 MN DEPT OF HUMAN SERVICES	\$2,973.40	2/16/2023 R
9994435 MN DEPT OF REVENUE	\$0.00	2/16/2023 C
9994436 MN DEPT OF REVENUE	\$132,787.29	2/16/2023 R
9994437 MN REVENUE	\$1,413.20	2/16/2023 R
9994438 MN STATE RETIREMENT	\$4,820.87	2/16/2023 R
9994439 PCS RETIREMENT - ASPIRE FINANCIAL SERVICES	\$3,202.97	2/16/2023 R
9994440 PUBLIC EMP RETIREMENT ASSOC	\$0.00	2/16/2023 C
9994441 PUBLIC EMP RETIREMENT ASSOC	\$131,206.69	2/16/2023 R
9994442 TEACHERS RETIREMENT ASSOC	\$0.00	2/16/2023 C
9994443 TEACHERS RETIREMENT ASSOC	\$412,499.07	2/16/2023 R
9994444 VANGUARD SMALL BUSINESS SERVICES	\$39,500.77	2/16/2023 R
9994445 WHITE BEAR LAKE TEACHERS ASSOC (WIRE)	\$39,696.37	2/16/2023 R
222300724 ANDERSON, SHANNON A.	\$145.00	2/1/2023 A
222300725 BEACH, RODNEY W.	\$79.00	2/1/2023 A
222300726 BERGER, BRANDON J.	\$56.25	2/1/2023 A
222300727 BERNIER, CARYN S.	\$40.63	2/1/2023 A

222300728 BIEDRZYCKI, KAREN J.	\$145.00	2/1/2023 A
222300729 BORGES GATEWOOD, MARA F.	\$32.50	2/1/2023 A
222300730 BRISTOL, RYAN M.	\$359.00	2/1/2023 A
222300731 BUSSE, RYAN D.	\$55.20	2/1/2023 A
222300732 BUSTOS, KELLY R.	\$40.90	2/1/2023 A
222300733 CARLEY, ANDREA J.	\$51.75	2/1/2023 A
222300734 DANIELS, KATHLEEN S.	\$225.70	2/1/2023 A
222300735 DOUGLAS, RACHEL C.	\$35.75	2/1/2023 A
222300736 ENGSTRAN, PAUL A.	\$106.00	2/1/2023 A
222300737 FREEMAN, CHRISTINA J.	\$65.94	2/1/2023 A
222300738 GUTHRIE, ASHLEY M.	\$8.75	2/1/2023 A
222300739 HARDING, KATIE E.	\$30.39	2/1/2023 A
222300740 HIGGINS, SHEILA J.	\$178.42	2/1/2023 A
222300741 HOPKINS, JULIE C.	\$25.36	2/1/2023 A
222300742 JONES, MERCEDES D.	\$348.75	2/1/2023 A
222300743 JORGENSON, AMY L.	\$68.53	2/1/2023 A
222300744 KEEN, GARRETT M.	\$55.96	2/1/2023 A
222300745 KONE, AMINATA	\$43.96	2/1/2023 A
222300746 LARSON, TIMOTHY J.	\$50.19	2/1/2023 A
222300747 LITTLEFIELD, TRAVIS D.	\$62.51	2/1/2023 A
222300748 MERSCH, NICOLE A.	\$30.00	2/1/2023 A
222300749 NELSON, ANGELA A.	\$476.26	2/1/2023 A
222300750 O'LEARY, CHADRICK J.	\$100.43	2/1/2023 A
222300751 PHETTEPLACE, WANDA M.	\$35.00	2/1/2023 A
222300752 RANCOUR, RACHEL	\$20.00	2/1/2023 A
222300753 ROLOFF, STEPHANIE H.	\$360.15	2/1/2023 A
222300754 STAFKI, MEGAN E.	\$40.94	2/1/2023 A
222300755 STANIUS, TAMARA L.	\$142.89	2/1/2023 A
222300756 THOMAS, CHRISTINE L.	\$55.07	2/1/2023 A
222300757 TORKELSON, MITCHELL J.	\$137.33	2/1/2023 A
222300758 VICHICH, JOHN P.	\$19.00	2/1/2023 A
222300759 BEACH, RODNEY W.	\$188.64	2/15/2023 A
222300760 CARLEY, ANDREA J.	\$55.87	2/15/2023 A
222300761 CRAN, DOUGLAS R.	\$265.97	2/15/2023 A
222300762 DEEN, DENISE T.	\$90.39	2/15/2023 A
222300763 DENUCCI, KRISTINA E.	\$128.00	2/15/2023 A
222300764 DERBY, SARA A.	\$117.17	2/15/2023 A
222300765 DEUEL, LYN M.	\$30.00	2/15/2023 A
222300766 DIMEGLIO, JOSEPH V.	\$69.75	2/15/2023 A
222300767 FOURNIER, KRISTEN E.	\$295.00	2/15/2023 A
222300768 GALYON, AMY R.	\$57.64	2/15/2023 A
222300769 GILE, KRISTI L.	\$49.12	2/15/2023 A
222300770 GUSTAFSON, JOSEPH P.	\$44.22	2/15/2023 A
222300771 GUTHRIE, ASHLEY M.	\$20.80	2/15/2023 A
222300772 HARRIMAN, GRETCHEN E.	\$136.47	2/15/2023 A
222300773 HENNESSEY, ALEXANDER M.	\$45.20	2/15/2023 A
222300774 HUBBARD, MICHELLE K.	\$54.41	2/15/2023 A

222300775 IMMEL, COLLEEN M.	\$316.23	2/15/2023 A
222300776 INDLECOFFER, TRACI D.	\$277.50	2/15/2023 A
222300777 KILGO, GRACE C.	\$93.01	2/15/2023 A
222300778 KRUSEMARK, CARY L.	\$359.97	2/15/2023 A
222300779 LILLIE, KRISTEN	\$73.78	2/15/2023 A
222300780 NELSON, LISA C.	\$104.80	2/15/2023 A
222300781 O'LEARY, CHADRICK J.	\$448.07	2/15/2023 A
222300782 OTTAVIANI, AMY M.	\$862.60	2/15/2023 A
222300783 OUREN, LISA M.	\$368.50	2/15/2023 A
222300784 PERRON, PAULA H.	\$79.16	2/15/2023 A
222300785 QUIRK, CHRISTINE N.	\$165.51	2/15/2023 A
222300786 RANCOUR, RACHEL	\$77.62	2/15/2023 A
222300787 SCHMID, NICOLE R.	\$86.46	2/15/2023 A
222300788 SHAVERS, BRENTON D.	\$164.27	2/15/2023 A
222300789 SISTAD, TERAH L.	\$144.00	2/15/2023 A
222300790 STONEHOUSE, JULIA L.	\$417.80	2/15/2023 A
222300791 TORONTO, ERIKA	\$38.78	2/15/2023 A
222300792 ULVIN, JOHN M.	\$212.04	2/15/2023 A
222300793 VETTE, MARISA A.	\$516.76	2/15/2023 A
222300794 VO, SANG T.	\$123.68	2/15/2023 A
222300795 WILL, JAEMIE R.	\$64.50	2/15/2023 A
	\$13,967,596.94	

RESOLUTION FOR ACCEPTANCE OF GIFTS

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

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

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

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

AGENDA ITEM: **Acceptance of Gifts**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Action Item**

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

Donation	Donor	Recipient
\$500.00	Farmhouse Style Furniture, LLC	Birch Lake Elementary 5th Grade Environmental Camp
\$500.00	Joy Erickson, Edina Realty	Birch Lake Elementary 5th Grade Environmental Camp
\$500.00	Hallberg Engineering	Birch Lake Elementary 5th Grade Environmental Camp
\$500.00	Rink-Tec International, Inc.	Birch Lake Elementary 5th Grade Environmental Camp
\$500.00	KAGillespie, LLC	Birch Lake Elementary 5th Grade Environmental Camp
\$500.00	Cross Country Mortgage	Birch Lake Elementary 5th Grade Environmental Camp
\$317.65	Lakeaires PTO	Lakeaires Elementary Teachers
\$106.90	Blackbaud Giving Fund Land O' Lakes Foundation	Otter Lake Elementary
\$95.00	Anonymous % GiveMN	Vadnais Heights Elementary
\$1,000.00	White Bear Unitarian Universalist Church	WBLAHS - South Campus Black Student Union
\$150.00	St Andrew's Lutheran Church	WBLAHS - South Campus Choir Program
\$50.00	Janet Bowser	The Senior Center

\$25.00	Rachel Olson	The Senior Center Community Bridge
\$19.22	Charities Aid Foundation America	District Center

RECOMMENDED ACTION:

Approve.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for 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 and Destination	Requesting Staff Member(s)	Grade/ Team	School Days Missed	Students Attending	Total Cost per Student	Source(s) of Revenue	Trans- portation
March 1-8, 2023* Historically Black Colleges and Universities in Arkansas, Alabama, and Georgia	Aaron Turner and Patricia Farrell in partnership with Beyond College	WBLAHS North and South Black Student Union	4	up to 22	\$900	WBLAEF, WBLAS, Fundraising and Families	Coach bus

Purpose: This experience will allow BIPOC students access to colleges, students, staff, and faculty of whom have had similar struggles, who look like them, and are changing the narrative. Students will have access to multiple guest speakers and experiences that cannot be duplicated within White Bear Lake Area Schools or the state of Minnesota. Experiences will be at a cost savings compared to having contracted individually to visit schools.

*Approved by Dr. Alison Gillespie and Dr. Wayne Kazmierczak prior to the trip.

Date and Destination	Requesting Staff Member(s)	Grade/ Team	School Days Missed	Students Attending	Total Cost per Student	Source(s) of Revenue	Trans- portation
May 17-19, 2023 Camp Icaghowan, Amery, WI	Janet Dickinson, Josh Maloy, and Leah Armstrong	Lincoln Elementary 5th grade	3	73	\$200	Fundraising, Scholarships, Families	District Bus
Purpose: Wilderness Learning Camp - Outdoor Environmental Education Sessions: To promote new ideas in environmental education and science, to promote team-building and leadership, and to provide a culminating experience for the student's final year at Lincoln Elementary.							

Date and Destination	Requesting Staff Member(s)	Grade/ Team	School Days Missed	Students Attending	Total Cost per Student	Source(s) of Revenue	Trans- portation
May 20-22, 2023 Washington, D.C.	Huy Nguyen	7th Grade U.S. History Students, SPMS	1	70	\$1799	Families	Commercial Airline and Coach bus
Purpose: This is an enrichment opportunity that exposes and engages our citizen scholars with hands-on learning connected to our year long study of the nation's history. This also provides a personal growth beyond the traditional classroom walls to complete their educational experience.							

RECOMMENDED ACTION:

Approve the field trips listed as recommended by the administration.

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(e), 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(e).

RESIGNATION/TERMINATION/NON-RENEWAL - CLASSIFIED STAFF

SAMANTHA CISNEROS – Paraeducator - North Star Elementary

Employed by District 624 since 12/07/2020

Effective Date: 03/03/2023

NATHAN JOHNSON – Paraeducator - WBLAHS - South Campus

Employed by District 624 since 09/06/2022

Effective Date: 02/06/2023

KYLEE KWAPIS – Bus Aide - Bus Garage

Employed by District 624 since 09/20/2022

Effective Date: 02/24/2023

HEATHER SIEDSCHLAG – Health Assistant - North Star Elementary

Employed by District 624 since 04/26/2022

Effective Date: 03/03/2023

MELISSA STEUSSY – Paraeducator - Oneka Elementary

Employed by District 624 since 09/02/2019

Effective Date: 03/03/2023

RESIGNATION/TERMINATION/NON-RENEWAL - CERTIFIED STAFF

MARA BORGES – ELL Teacher - Central Middle School & Willow Lane Elementary

Employed by District 624 since 11/01/2021

Effective Date: 02/21/2023

HEATHER SCHMIDT – Instructional Coach - Central Middle School

Employed by District 624 since 08/23/2001

Effective Date: 06/12/2023

RESIGNATION/TERMINATION/NON-RENEWAL - NON-AFFILIATED

RACHEL DOUGLAS – Controller - District Center

Employed by District 624 since 05/04/2022

Effective Date: 03/03/2023

RESIGNATION/TERMINATION/NON-RENEWAL - PROFESSIONAL STAFF

JILEEN TESSMAN – Assistant Director of Student Support Services - District Center

Employed by District 624 since 08/01/2019

Effective Date: 03/10/2023

RETIREMENT - CLASSIFIED STAFF

GERALD MUNDELL – Custodian - Otter Lake and Vadnais Heights Elementary

Employed by District 624 since 08/19/2002

Effective Date: 03/24/2023

PATTI PRICE – Administrative Assistant Operations - District Center

Employed by District 624 since 09/24/2012

Effective Date: 06/09/2023

YEE KONG – Custodian - Otter Lake Elementary

Employed by District 624 since 09/19/2011

Effective Date: 06/09/2023

RETIREMENT - CERTIFIED STAFF

LAURA KRUGER – Physical Therapist - Normandy Park

Employed by District 624 since 08/22/1990

Effective Date: 06/12/2023

EXTRA ASSIGNMENT - CERTIFIED STAFF

HANNAH HENSLEY – .2 FTE Social Studies Teacher - WBLAHS - North Campus

BA, Step 3, \$4,806.51

Effective Date: 1/30/2023 through 06/12/2023

JASON KEHRER – .2 FTE Art Teacher - WBLAHS - North Campus

MA, Step 9, \$6,543.80

Effective Date: 1/30/2023 through 06/12/2023

CHANGE IN ASSIGNMENT - CLASSIFIED STAFF

MAGGIE CAPPELEN - Paraeducator - Sunrise Park Middle School

Increase in hours, From 6.5 hours to 6.75 hours per day

Effective Date: 02/14/2023

DEANA GALLAGHER - From Billing Clerk - Normandy Park

To Administrative Assistant EC - Normandy Park

From \$21.70 To \$25.32

Effective Date: 03/20/2023

MEGAN HODGIN - From Administrative Assistant EC - Normandy Park

To Administrative Assistant ECSE - Normandy Park

Effective Date: 03/20/2023

TARA WILCOX - From OST Activity Leader - Lincoln Elementary

To OST Program Assistant and Lunchroom Supervisor - Otter Lake Elementary

Effective Date: 03/13/2023

FULL TIME LEAVE OF ABSENCE - CERTIFIED STAFF

ROBERT ANDERSON – ELL Teacher - WBLAHS - South Campus & ALC

Employed by the District 624 since 08/22/2010

Effective Date: 03/04/2023 through 06/12/2023

NEW PERSONNEL - CLASSIFIED STAFF

TANSY BONG – Paraeducator - Normandy Park

\$20.61 per hr., 24 hrs. per wk.

Effective Date: 03/01/2023

BOBBIE BOUTTE – NS Assistant - Willow Lane Elementary

\$17.50 per hr., 18.75 hrs. per wk.

Effective Date: 02/13/2023

JEFFREY FRETWELL – Paraeducator - WBLAHS - South Campus

\$20.61 per hr., 32.5 hrs. per wk.

Effective Date: 02/13/2023

MEGAN HARRINGTON – OST Program Assistant - Otter Lake Elementary

\$18.50 per hr., 22.49 hrs. per wk.

Effective Date: 03/03/2023

JON JOVANOVIH – Custodian - Normandy Park & Sunrise Park Middle School

\$21.00 per hr., 40 hrs. per wk.

Effective Date: 02/27/2023

ALEXIS MADISON – OST Program Assistant - Birch Lake Elementary

\$18.50 per hr., 17.49 hrs. per wk.

Effective Date: 03/03/2023

YEN KHE NGUYEN – OST Program Assistant - Lakeaires Elementary

\$18.50 per hr., 19.99 hrs. per wk.

Effective Date: 02/21/2023

JOANN ORLIKOWSKI – Paraeducator - Oneka Elementary

\$20.61 per hr., 32.5 hrs. per wk.

Effective Date: 02/27/2023

EMILY SCHWEIGER – NS Assistant - Sunrise Park Middle School

\$17.50 per hr., 18.75 hrs. per wk.

Effective Date: 02/13/2023

LUCY ROSS – OST Program Assistant - Lincoln Elementary

\$18.50 per hr., 14.99 hrs. per wk.

Effective Date: 03/01/2023

STEPHANIE THURY – Instructional Assistant - Matoska International

\$20.12 per hr., 27.5 hrs. per wk.

Effective Date: 02/21/2023

NEW PERSONNEL - NON-AFFILIATED

VINCENT PATTON – American Indian Education Program Coordinator - District Center

\$73,274.31 (pro-rated \$23,955.06)

Effective Date: 03/06/2023

NEW PERSONNEL - CERTIFIED STAFF

ALYCIA MEIER – ELL Teacher - Central Middle School

1.0 FTE BA +30, Step 2, \$20,129.91

Effective Date: 02/21/2023

LONG TERM SUBSTITUTE - CLASSIFIED STAFF

AMANDA FISCHER – Paraeducator - TEC

\$20.61 per hr., 32.5 hrs. per wk., \$6,564.28

Effective Date: 02/13/2023 through 05/01/2023

LONG TERM SUBSTITUTE - CERTIFIED STAFF

SARA GOOS – 5th Grade Teacher - Willow Lane Elementary

1.0 FTE MA, Step 1, \$22,495.93

Effective Date: 02/23/2023 through 06/12/2023

B. PUBLIC FORUM

Listed below are the procedures for addressing the School Board on a topic of interest or concern.

1. Speakers must reside in the District, be a guardian of a student(s) in the District, be a student in the District, or be employed by the District. The School Board will give priority to individuals who wish to address a specific item that is on the agenda for that meeting. After this priority has been applied, any remaining openings to speak - up to the total of ten individuals - will be determined by lot.
2. Public Forum will be open for up to 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic). Speakers are encouraged to avoid repeating comments that other speakers have made.
3. Those who wish to address the School Board must submit a written request to speak before 3:00 pm on the day of the School Board meeting. Requests must be submitted to the following email address: publiccomment@isd624.org, or by phone at 651-407-7563.
4. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Speakers must be in person to be recognized. Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period.
5. School District policy and data privacy laws preclude the School Board from publicly discussing personnel and student matters or data, including information, which, if discussed in a public meeting could violate law or policy.
6. Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion.
7. If a speaker violates any of the established procedures or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.
8. An appropriate school district official may be assigned to contact the speaker with answers to their questions or with follow-up information.
9. A handout on the purpose of the Public Forum and the process is available at each regular School Board meeting.
10. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.

C. INFORMATION ITEMS

AGENDA ITEM: **Student Recognition**

MEETING DATE: **March 13, 2023**

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 meeting. Certificates and Bear pins have been distributed to the students.
Congratulations, students!

Honoree Name	Honor
Celia Fuhrman, 12th grade	Scholastic Art Awards - Gold Key and Honorable Mention
Malia Kunze, 12th grade	Scholastic Art Awards - Honorable Mention
Madelyn Reicher, 12th grade	Scholastic Art Awards - Honorable Mention
Sophia Sagerer, 12th grade	Scholastic Art Awards - Silver Key
Astrid Scharff, 12th grade	Scholastic Art Awards - Silver Key and Honorable Mention
Mia Binsfield, 11th grade	Scholastic Art Awards - Gold Key, Silver Key and Honorable Mention
Norah Mair, 11th grade	Scholastic Art Awards - Honorable Mention
Maddie Rahman, 8th grade	Scholastic Art Awards - Honorable Mention
Angus Levins, 9th grade	Boy's Alpine Ski State Tournament Participant

Gracyn Lehner, 11th grade	Girl's Gymnastics State Participant
Christian Carlson, 10th grade	Wrestling State Participant
Isaac Nasvik, 10th grade	Wrestling State Participant
Sam Lomoro, 11th grade	Boy's Swim and Dive State Meet Participant
Tony Parada Romero, 10th grade	Boy's Swim and Dive State Meet Participant
Charlie Brandon, 7th grade	Knowledge Bowl State Meet - 5th Place
Ethan Kinsella, 8th grade	Knowledge Bowl State Meet - 5th Place
Alex Maher, 8th grade	Knowledge Bowl State Meet - 5th Place
Marshall McNeil, 8th grade	Knowledge Bowl State Meet - 5th Place
Allie O'Hern, 8th grade	Knowledge Bowl State Meet - 5th Place
Max Willemssen, 7th grade	Knowledge Bowl State Meet - 5th Place

AGENDA ITEM: **Superintendent's Report**
MEETING DATE: **March 13, 2023**
SUGGESTED DISPOSITION: **Information Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

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

D. DISCUSSION ITEMS

AGENDA ITEM: **Policy 211, Criminal or Civil Action Against School District, School Board Member, Employee or Student**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 211, Criminal or Civil Action Against School District, School Board Member, Employee or Student, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections I, III, IV, and the legal and cross references.

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a School Board member, school district employee or student.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: November 13, 1995

Revised: May 9, 2005

Revised: November 8, 2007

Revised: October 10, 2011

Revised: July 13, 2020

*White Bear Lake Area
School District #624 Policy 211*

Revised: November 12, 2018

Revised: _____

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance ~~as to~~ about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a School Board member, school district employee or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against the school district, a School Board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to School Board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minn~~esota~~. Stat~~utes section~~ ~~§~~ 466.07, ~~S~~ubd~~ivision~~ 1, the school district shall defend and indemnify any School Board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the School Board member or employee, provided that ~~the School Board member or employee~~ ~~he or she~~ was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minn~~esota~~. Stat~~utes section~~ ~~§~~ 123B.25(b) with respect to teachers employed by the school district, upon written request of the teacher involved, the school district ~~shall~~ ~~must~~ provide legal counsel for

any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, and to the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, ~~he or she is to~~ the employee will inform the building administrator or designated supervisor, who shall immediately inform the Superintendent or designee. No School Board member or employee may release data without consultation in advance with the school district official ~~who is~~ designated as the responsible authority ~~responsible~~ for the collection, use and dissemination of data.

D. Service of Subpoenas.

~~The policy of the school district is that its~~ School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify.

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. **CRIMINAL CHARGES OR CONDUCT**

A. Employees.

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes section ~~§~~ 123B.02, ~~Subdivision-~~ 20, if reimbursement for a criminal defense is requested by a school district employee, the School Board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision ~~as to~~ whether to reimburse shall be made at the School Board's discretion ~~of the School Board~~. A School Board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the School Board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. ~~In order to further~~ To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make every reasonable effort, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless ~~there are~~ extenuating circumstances exist, ~~or~~ the matter being investigated is school-related, or as otherwise provided by law.
2. If ~~such~~ questioning at school is unavoidable, the school district will attempt to maintain confidentiality, to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents or guardians of a student under age 18 that police will be questioning their child. Normally, the Superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section ~~§~~ 260E.22 ~~626.556, Subd. 10~~), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with

~~Minnesota Statutes, Chapter~~ 13 (Minnesota Government Data Practices Act) and 20 ~~United States Code, §~~ section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the action, including but not limited to pertinent insurance companies, have particular duties regarding the persons involved in the action. Therefore, School Board members or school district employees shall make or release statements regarding the action only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of ing Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963);
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943);
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983);
Wood v. Strickland, 420 U.S. 308, ~~95 S.Ct. 992, 43 L.Ed.2d 214~~ (1975);

Cross References: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 408 (Subpoena of a School District Employee)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 515 (Protection and Privacy of ~~Pupil~~ Student Records)

AGENDA ITEM: **Policy 212, School Board Member Development**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 212, School Board Member Development, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in the legal references.

The purpose of this policy is to encourage the members of the School Board to participate in professional development activities designed for them so that they may perform their responsibilities.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: November 13, 1995
Revised: December 14, 2009
Revised: June 10, 2019
Revised: July 13, 2020

White Bear Lake Area
School Board #624 Policy 212

Revised: _____

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the School Board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. New School Board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association. School Board members will be provided the opportunity to receive training in school finance and management developed in consultation with MSBA.
- B. All School Board members are encouraged to participate in School Board and related workshops and activities sponsored by local, state and national school boards associations, as well as in the activities of other educational groups.
- C. School Board members are expected to report back to the School Board with materials of interest gathered at the various meetings and workshops.
- D. The School Board will reimburse the necessary expenses of all School Board members who attend meetings and conventions pertaining to school activities and the objectives of the School Board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (**Boards of Independent School Districts** ~~School Board Member Training~~)

Cross References: WBLASB Policy 214 (Out-of-State Travel by School Board Members)
WBLASB Policy 412 (Expense Reimbursement)

AGENDA ITEM: **Policy 214, Out-Of-State Travel By School Board Members**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 214, Out-Of-State Travel By School Board Members, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections III and the legal references.

The purpose of this policy is to control out-of-state travel by School Board members as required by law.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: August 14, 2006
Revised: January 9, 2012
Revised: June 10, 2017
Revised: July 13, 2020

White Bear Lake Area
School District #624 Policy 214

Revised: _____

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by School Board members as required by law.

II. GENERAL STATEMENT OF POLICY

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of ~~the National School Boards Association~~ **national school board organizations** is presumed to fulfill this purpose. ~~Travel to out-of-state meetings for which the member intends to seek reimbursement from the school district shall be preapproved by the School Board.~~

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The Superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The Superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts ~~School Board Member Training~~)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: WBLASB Policy 212 (School Board Member Development)
WBLASB Policy 412 (Expense Reimbursement)

AGENDA ITEM: **Policy 215, School Board Member Code of Conduct**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 215, School Board Member Code of Conduct, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections II, III and the cross references.

The purpose of this policy is to assist School Board members in communicating and understanding the reasonable expectations regarding acceptable conduct of individual School Board members.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: January 10, 2011
Revised: July 13, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 215

215 SCHOOL BOARD MEMBER CODE OF CONDUCT

I. PURPOSE

The purpose of this policy is to assist School Board members in communicating and understanding the reasonable expectations regarding acceptable conduct of individual School Board members. It is the responsibility of the School Board to make reasonable rules and regulations for the governing of School Board member behavior and conduct. This policy supplements School Board Policy 209, Code of Ethics, which is incorporated by reference. All rules and regulations regarding School Board member conduct will be approved by the School Board.

II. GENERAL STATEMENT OF POLICY

~~The policy of the School Board to regulate the proper functions of a School Board member.~~ The effectiveness of the School Board depends upon community respect and confidence in individual School Board members. Conduct which detracts from this respect and confidence is detrimental to the public interest and is prohibited. The policy of the School Board is to investigate claims that an individual School Board member has engaged in unbecoming conduct, and to impose appropriate sanctions. Each School Board member shall follow the code of conduct set forth in this policy.

III. SCOPE AND GUIDING PRINCIPLES

This policy applies to the conduct of all School Board members. The following principles shall serve as guidelines for the School Board member code of conduct.

- A. School Board members shall conduct themselves in accordance with all applicable laws, ordinances, and rules, and shall not knowingly exceed their authority in their official actions on behalf of the School Board.
- B. School Board members shall not exhibit any conduct that discredits themselves ~~himself or herself~~ or the School Board or otherwise impairs their ~~his or her~~ ability to perform School Board duties or represent the School Board in a manner consistent with the integrity and trustworthiness expected by the public. Such conduct includes, but is not limited to the following

1. School Board members shall not make disparaging remarks, in or out of School Board meetings, about other members of the School Board.
 2. School Board members shall not make any promises regarding votes on any proposition in advance of meetings at which the proposition will be considered by the School Board.
 3. School Board members shall refer all complaints to the proper school district administrators and shall not undertake independent investigation.
- C. School Board members shall treat all members of the public courteously and with respect and shall exercise reasonable courtesy in dealing with fellow School Board members, school district administrators and district staff.
- D. School Board members shall not compromise the integrity of the School Board by accepting, giving or soliciting any gratuity which could be reasonably interpreted as capable of influencing official acts or judgments.
- E. School Board members shall observe the confidentiality of information available to them due to their status as School Board members, and shall not knowingly violate any legal restrictions for the release or dissemination of school district information.

IV. PROCEDURES FOR ADMINISTERING POLICY

- A. Allegations of violations of this policy may be received from internal or external sources. In an instance where an allegation is made that could serve as the basis for the imposition of sanctions against an individual School Board member under this policy, the School Board will:
1. Advise the School Board member of the allegation in writing within a reasonable period of time.
 2. If the allegation cannot be readily resolved, the School Board will conduct an investigation of the allegation to determine whether the individual School Board member has violated this policy.
 3. Allow the individual School Board member an opportunity to be heard by the School Board in defense of the allegation and to present any relevant information regarding the allegation.
 4. Specify the expected conduct or modification of conduct to be required from the individual School Board member.

- B. The determination whether a violation of this policy has occurred, and whether sanctions are to be imposed, shall be made by the School Board.
- C. The School Board retains the right to remove a School Board member as appropriate, subject to relevant governing law.

V. SANCTIONS

- A. The form of sanctions imposed on an individual School Board member for violation(s) of this policy may vary depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful, and whether the individual School Board member has been the subject of prior sanctions of the same or a different nature. The forms of sanctions that may be imposed by the School Board include, but are not limited to:
 - 1. A warning of the individual School Board member by the School Board;
 - 2. Public censure of the individual School Board member by the School Board;
 - 3. A resolution disavowing the inappropriate behavior by the individual School Board member;
 - 4. Imposition of a one-time reduction in the individual School Board member's compensation in an amount determined by the School Board; or
 - 5. Removal of the individual School Board member from the School Board in accordance with Minnesota law.
- B. Other sanctions, including any combination of the forms described above, may be imposed if, in the judgment of the School Board, another sanction would better accomplish the School Board's objective of stopping or correcting the offending conduct.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)

Cross References: WBLASB Policy 209 (Code of Ethics)
MSBA Standards for School Board Leadership
~~MSBA Service Manual, Chapter 1, School Board Member Code of Ethics~~

AGENDA ITEM: **Policy 410, Family and Medical Leave Act and District Leaves of Absence Policy**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 410, Family and Medical Leave Act and District Leaves of Absence Policy, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections III, IV, V, VIII and the legal and cross references.

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA), the Parenting Leave Act, and the Military Family Leave Act, and to provide guidance regarding other leaves of absence that may be provided by the school district.

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: April 29, 1996

Revised: May 9, 2005

Revised: September 14, 2009

Annual Review: August 8, 2011

Annual Review: October 13, 2014

Annual Review: December 9, 2019

Annual Review: April 11, 2022

White Bear Lake Area

School District #624 Policy 410

Annual Review: September 10, 2012

Annual Review: April 9, 2018

Annual Review: July 12, 2021

Annual Review: _____

410 FAMILY AND MEDICAL LEAVE ACT AND DISTRICT LEAVES OF ABSENCE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA), the Parenting Leave Act, and the Military Family Leave Act, and to provide guidance regarding other leaves of absence that may be provided by the school district.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws as well as Military Family Leave Act.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section § 101(a)(13)(B). Deployment to a foreign country means deployment to areas outside of the United States, the District of Columbia, or any Territory or possession of the United States, including international waters.

B. “Covered service member” means:

1. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is

otherwise on the temporary disability retired list, for a serious injury or illness; and

2. A veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy.
- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling their Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 month of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee’s fulfillment of his or her National Guard or Reserve military service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military caregiver leave” means leave taken to care for a covered service member with a serious injury or illness.
- E. “Next of kin of a covered service member” means the nearest blood relative other than the covered service member’s spouse, parent, or child son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered service member by court decree or statutory provisions, siblings ~~brothers and sisters~~, grandparents, aunts and uncles, and first cousins, unless the covered service member has specifically designated in writing another blood relative as their ~~his or her~~ nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered service member, all such family members shall be considered the covered service member’s next of kin, and the employee may take FMLA leave to provide care to the covered service member, either consecutively or simultaneously. When such designation has been

made, the designated individual shall be deemed to be the covered service member's only next of kin.

- F. "Outpatient status" means, with respect to a covered service member, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member's child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to ~~five~~ fifteen calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member; ~~and~~
 8. to address care needs of a covered military member's parent who is incapable of self-care; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. “Spouse: means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a ~~same-sex or~~ common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. “Veteran” has the meaning given in 38 United States Code ~~section~~§ 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth or adoption of the employee’s child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee’s spouse, child ~~son, daughter~~ or parent with a serious health condition;
 - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
 - e. any qualifying exigency arising from the employee’s spouse, child ~~son, daughter~~, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces

2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.
5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
 - b. in the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50

percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

- (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment: or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistant for Family Caregivers.
- 6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.l.e. above.
- 7. Depending on the type of leave, intermittent or reduced schedule leave may be granted at the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
- 8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
- 9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and

second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, child ~~son, daughter~~, parent, or covered service member being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV. A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for implementation of this policy, if any. Employees eligible for leave must comply with the

family and medical leave directives and guidelines prior to starting leave. The Superintendent or Superintendent's designee shall be responsible to develop directives and guidelines as necessary to implement this policy. ~~Such directives and guidelines shall be submitted to the School Board periodically for review.~~

The school district shall comply with the written notice requirement as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.A. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district ~~employer~~. The employee may qualify if they have ~~he or she has~~ worked for the school district for at least 12 months and have ~~has~~ worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district ~~employer~~ so that the total leave does not exceed 12 weeks, unless agreed to by the school district ~~employer~~, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district ~~employer~~ reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six week Service ~~m~~Member Family Military Leave

1. An eligible employee who is the spouse, **child**, ~~son, daughter,~~ parent, or next of kin of a covered service member shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the service member. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a service member includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered service member and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered service member with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered service member and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., and IV.A.12., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES.

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This

includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or
2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a trimester or semester may be required to extend the leave through the end of the trimester or semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a trimester or semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the trimester or semester.
2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a trimester or semester, the school district may require that the leave be continued until the end of the trimester or semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the trimester or semester.
3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of a trimester or semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the trimester or semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the

instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

~~D. — The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.~~

VI. DISTRICT LEAVE PROVISIONS

A. General leaves of absence

1. All leaves of absence that are of a duration of 20 workdays or greater require School Board approval, as does the employment of a replacement for an employee on said leave. The Director of Human Resources has the authority to approve leaves of absence of a duration less than 20 workdays, as well as the employment of a replacement for an employee on said leave.
2. All leave of absence requests must be submitted in writing to the Human Resources Department at least 30 workdays in advance of the leave unless the leave is for an entire school year, in which case the request needs to be submitted by March 1 of the previous school year. Notice of intent to return to work following an annual leave of absence must be submitted in writing to the Human Resources Department by March 1 of the year of the leave (failure to do so will result in the district assuming the employee is returning to work as scheduled). The Director of Human Resources has the authority to waive these timelines based on a consideration of all the surrounding facts and circumstances.
3. In acting on employee leave requests, the School Board will observe provisions of the appropriate employee master agreement, district policy, and applicable state and federal statutes. In making recommendations to the School Board regarding leave without pay approval, district administration will consider both the reasons for the employee's request and the needs of the district. In general, concerns related to the educational program will take precedence over personal interests of the employee. Factors to be considered may include the following:
 - a. The stated reason(s) of the employee in requesting a leave;

- b. Relevant provisions of the appropriate employee master agreement, district policy and/or state and federal statute(s);
- c. Length of service to the district of the employee applying for the leave. (Normally the district will not approve any leave during an employee's probationary period other than leaves required by law or collective bargaining agreement.)
- d. Length of leave request. Normally, the length of an approved leave of absence for other reasons shall not exceed one (1) year. In extenuating circumstances, an extension of one (1) additional year may be granted for a maximum of two consecutive years of leave.
- e. Record of previous leaves taken by the employee;
- f. Availability of qualified substitute employees;
- g. Number of other employees in the same assignment category currently on leaves of absence;
- h. Timing of the leave as it relates to potential disruption to students, other staff, and educational programming. Whenever possible, leaves should begin when the school year begins and end when the school year ends. If that is not possible, the beginning or ending of a leave should coincide with a natural break point during the school year.
- i. Potential benefits to the district;
- j. Whether the purpose of the leave can be scheduled or accomplished during a non-duty (school vacation/break) period.

B. Non-delivering parent leave

- 1. An eligible employee may use available accumulated paid leave for a period not to exceed six weeks following the date of birth or adoption of a child. Eligible employee means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. A statement certifying the birth or adoption of a child must be produced.
- 2. Employees that do not meet the eligibility requirement in VI. B. 1. may use up to ten (10) days of available accumulated paid leave

following the date of birth or adoption of a child. A statement certifying the birth or adoption of a child must be produced.

C. Jury Duty

1. Personnel shall be released from job responsibilities in order to perform jury duty.
2. On days when jury duty requires only a portion of the work day, the employee shall work the remaining portion of the day.
3. The compensation of an employee shall not be reduced as a result of jury duty.
4. Any jury compensation, excluding mileage, meals or lodging, shall be assigned to the district.

VII. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VIII. DISSEMINATION OF POLICY

- A. ~~This policy~~ A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)

10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)

29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)

38 U.S.C. § 101 (Definitions)

29 C.F.R. pt. 825 (Family and Medical Leave Act)

Cross References: MSBA ~~Service Manual, Chapter 13,~~ School Law Bulletin “M”
(~~Licensed and Non-Licensed School District Employee~~
~~Leave~~ Statutory Provisions Which Grant Leaves to Licensed as well
as Non-Licensed School District Employees -- Family and Medical
Leave Act Summary)

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

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 721, Uniform Grant Guidance Policy Regarding Federal Revenue Sources, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections II, IV, V, VII, VIII and the legal references.

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

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: November 14, 2016
Revised: January 14, 2019
Revised: April 13, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 721

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

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

II. DEFINITIONS

A. Grants

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

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

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

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section § 200.101 (Applicability); or
- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from

a pass-through entity, as described in 2 ~~Code of Federal Regulations~~ section § 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 ~~Code of Federal Regulations~~ section § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 ~~Code of Federal Regulations~~ Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000 except as otherwise discussed in 48 ~~Code of Federal Regulations~~ Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$250,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

- 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 ~~Code of Federal Regulations~~ section § 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 ~~Code of Federal Regulations~~ section § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict

of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received

and for selecting recipients;

- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
- e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

- a. The item is available only from a single source;
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
- d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed

product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

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

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations sections § 200.311, 200.314, and 200.315.

- B. Equipment

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

minimum, meet the following requirements:

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

VI. FINANCIAL MANAGEMENT REQUIREMENTS

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

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

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

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

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

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

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

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

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

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

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
 2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 Code of Federal Regulations, Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or pass-through entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;
 7. Employee morale, health, and welfare costs;
 8. Equipment and other capital expenditures;

9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

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

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;

4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 ~~Code of Federal Regulations~~ section § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program

specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program - for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

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

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

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

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

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

VIII. COMPENSATION - PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation - Personal Services

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

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

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation - Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave,

holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and workers' compensation insurance (except as indicated in 2 Code of Federal Regulations section § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances

of the particular employment.

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

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

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

- 1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established travel policy.

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

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

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

Legal References: 2 C.F.R. § 200.12 (**Definitions**; Capital Assets)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
2 C.F.R. § 200.214~~2~~ (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (**Federal** Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (**Federally-owned and Exempt Property** **Real Property**)
2 C.F.R. § 200.313(d) (Equipment)

2 C.F.R. § 200.314 (Supplies)
 2 C.F.R. § 200.315 (Intangible Property)
 2 C.F.R. § 200.318 (General Procurement Standards)
 2 C.F.R. § 200.319(c) (Competition)
 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
 2 C.F.R. § 200.321 (Contracting with Small and Minority
 Businesses, Women's Business Enterprises, and Labor Surplus Area
 Firms)
 2 C.F.R. § 200.328 (Financial Reporting ~~Monitoring and Reporting
 Program Performance~~)
 2 C.F.R. § 200.339 ~~8~~ (~~Remedies for Noncompliance~~)
 2 C.F.R. § 200.403(c) (Factors Affecting Allowability ~~Allow Ability~~
 of Costs)
 2 C.F.R. § 200.430 (Compensation - Personal Services)
 2 C.F.R. § 200.431 (Compensation - Fringe Benefits)
 2 C.F.R. § 200.447 (Insurance and Indemnification)
 2 C.F.R. § 200.463 (Recruiting Costs)
 2 C.F.R. § 200.464 (Relocation Costs of Employees)
 2 C.F.R. § 200.474 ~~3~~ (Transportation Costs)
 2 C.F.R. § 200.475 ~~4~~ (Travel Costs)

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

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

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

School Board Policy 802, Disposition of Obsolete Equipment and Material, was reviewed by the School Board Policy Committee and Cabinet, and is being recommended for a first reading. The changes recommended to this policy are in sections IV, and the legal and cross references.

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

RECOMMENDED ACTION:

Review the policy and provide suggestions or feedback to the administration, with the policy placed on the April 11, 2023 or a subsequent School Board meeting agenda for action.

Adopted: August 18, 1997

Revised: August 27, 2001

Revised: March 9, 2009

Revised: May 11, 2015

Revised: April 13, 2020

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

*Revised: July 15, 2019
Revised: _____*

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. MANNER OF DISPOSITION

- A. Authorization.

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

- B. Contracts over \$175,000

- 1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the School Board shall deem necessary.

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

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

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

D. Contracts \$25,000 or Less

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

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

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

F. Notice of Quotation.

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

G. Sales to Employees.

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

possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

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

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

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

E. OPERATIONAL ITEMS

AGENDA ITEM: **Action on FY 24-26 Achievement and Integration Plan**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning;**
Brenton Shavers, Director of Educational Equity and Achievement

BACKGROUND:

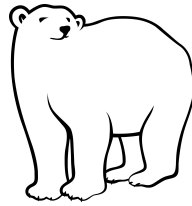
The purpose of Achievement and Integration (A&I) is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. White Bear Lake Area Schools qualifies for Achievement and Integration funding to support efforts to close the achievement gap while simultaneously raising achievement for all students. Every three years, the School Board must formally develop and implement a long term A&I plan. As part of the process in developing the plan, WBLAS must collaborate with key stakeholders including members of the Systems Accountability and American Indian Parent Advisory Committees. At the February 27, 2023 School Board work session, Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, and Mr. Brenton Shavers, Director of Educational Equity and Achievement, discussed the process and progress of White Bear Lake Area Schools' FY 24-26 A&I plan.

RECOMMENDED ACTION:

Approve the FY 24-26 Achievement and Integration Plan.

Achievement and Integration Plan

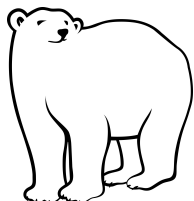
White Bear Lake Area Schools



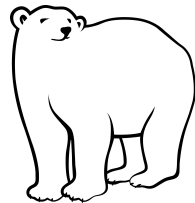
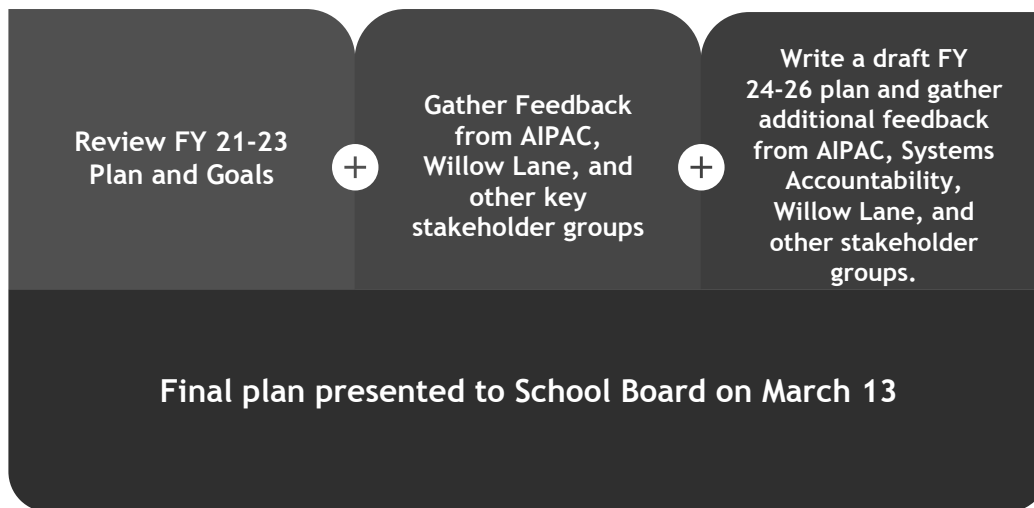
Mr. Brenton Shavers
March 13, 2023

Achievement and Integration

- Purpose: The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.
- Goals:
 - Increase racial and economic integration;
 - Reduce achievement disparities;
 - Increase access to effective and diverse teachers.
- New Plan: 2023-24, 2024-25, and 2025-26



Plan Development



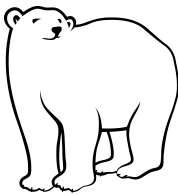
WBLAS FY 24-26 A&I Goals

- Goal #1: The graduation rate for White Bear Lake Area High School American Indian students will increase from 80% in 2019 to 96% by June, 2026.
 - Type of goal: Achievement Disparity
 - WBWF area: All students graduate from high school.
- Goal #2: The percentage of White Bear Lake Area High School Latinx and Black students who, by the end of their senior year, earn 12 college-level credits will increase from 18% in 2022 to 35% by June of 2026.
 - Type of goal: Integration
 - WBWF area: All students are ready for career and college.
- Goal #3: White Bear Lake Area Schools will increase BIPOC Staff from 4% in 2022 to 7% in 2026.
 - Type of goal: Teacher Equity
 - WBWF area: N/A



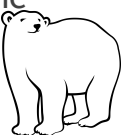
WBLAS Strategies:

- Continued implementation of standards-based learning framework
 - Evidence-based, culturally-responsive and affirming instruction
- Deeper implementation of BARR, AVID, and MTSS to raise achievement for all students while closing the achievement and opportunity gaps that exist in our school system.
- Professional development for leaders, educators and staff
- Enhanced parent and family partnership opportunities using our Equitable Family Engagement Framework.
- Staff affinity support groups to assist in retention of racially diverse staff



Willow Lane Elementary: FY 24-26 A&I Goals

- Goal #1: The percentage of Willow Lane grade 3 students who are proficient on the MCA-III Reading Assessment will increase from 43.5% in 2022 to 68.1% in 2026.
 - Type of goal: Achievement Disparity
 - WBWF area: All 3rd grade students can read at grade level.
- Goal #2: Willow Lane students' confidence and leadership skills will increase by 30% as reported by students on pre and post test survey data as a result of their integrated learning experiences during the 2023-24 school year.
 - Type of goal: Integration
 - WBWF area: All students are ready for career and college.
- Goal #3: White Bear Lake Area Schools Willow Lane Elementary School will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.
 - Type of goal: Teacher Equity
 - WBWF area: N/A

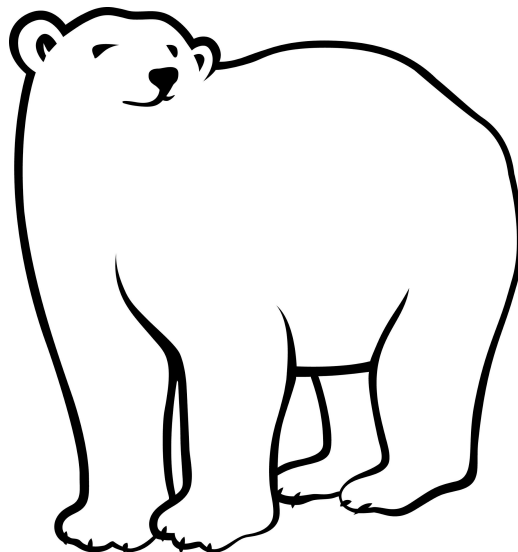


Willow Lane Strategies:

- Continued implementation of literacy work including LETRS and standards-based learning framework
 - Evidence-based, culturally-responsive and affirming instruction
 - Using formative data to celebrate progress and adjust instruction based on student needs.
- Professional development for leaders, educators and staff
- Enhanced parent and family partnership opportunities using our Equitable Family Engagement Framework.
- Staff affinity support groups to assist in retention of racially diverse staff
- Enhancement of Freedom School Summer Programming



What questions might you have?



Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

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

Schools

District Integration Status: Adjoining District (A).

Superintendent: Dr. Wayne Kazmierczak

Phone: 651-407-7563

Email: wayne.kazmierczak@isd624.org

Plan submitted by: Mr. Brenton Shavers

Title: Director of Educational Equity and Achievement

Phone: 651-407-7683

Email: brenton.shavers@isd624.org

Racially Identifiable Schools within District

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

1. Willow Lane Elementary School
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.

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

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

1. South St. Paul Public Schools - A - Adjoining
2. Forest Lake - A - Adjoining
3. Inver Grove Heights Public Schools - A - Adjoining
4. Roseville Area Schools - A - Adjoining

School Board Approval

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

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

Superintendent: Enter name here.

Signature:

Date Signed: Enter date here.

School Board Chair: Enter name here.

Signature:

Date Signed: Enter date here

Plan Input

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

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

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

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

AIPAC Member Signature (if applicable): _____ Date Signed: [Enter date here](#)

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

Multidistrict Collaboration Council: Mr. Brenton Shavers serves as the District Representative on the American Indian Parent Advisory Council (AIPAC). Initial planning, goals, strategies, and measurements were shared at an AIPAC meeting on January 18, 2023. Additionally, ideas and discussions were brought to multiple District stakeholder meetings including the Systems Accountability Committee (Sarah O'Gara, Darcy Rodriguez, Jen Latuff, Lisa Ouren, Brian White, Briana Santoscoy, Christina Pierre, Cynthia Mueller, Melinda Fierro, Steve Asper, Tim Maurer, Jen Babiash, and Brenton Shavers), throughout the months of January and early February. Mr. Shavers reached out via email to gather additional input from AIPAC members, but did not receive any additional feedback. The final plan was scheduled to be shared with AIPAC committee members on February 15, but unfortunately the meeting wasn't held due to low attendance. Mr. Shavers will share the final plan at the March AIPAC meeting. A draft plan was presented to our School Board on February 27 at a Work Study session and the final plan approved by the School Board on March 13.

Additionally, plan details were discussed partnering districts through individual meetings held by Mr. Shavers. Mr. Shavers is working to pull together monthly multidistrict collaboration meetings as they were helpful pre-pandemic.

Community Collaboration Council for Racially Identifiable School(s): Willow Lane Leadership Team and the Willow Lane PTO members were included in discussions around the goals, strategies and key indicators of progress for this plan. The Leadership Team consisted of Matt Menier, Julie Vang, Carrie Podgorski, Dani deWitt, Debra Hibbard, Gregory Swenson, Jaime Verkuil, Jen LaFrinier, Katherine Bergman, Kelly Pylkas-Bock, Kristine Lahr, Lisa Chevalier, Lubna Abu-Sharkh, Megan Church, Molly Britt, and Shane Whalen. The PTO consisted of Mike Amundsen, Kristi Anderson, Dawn Johnson, Katy Bonsell, Stephanie Minor, John Witt, Julie Vang, and Matt Menier.

Mr. Shavers reached out via email to gather additional input from AIPAC members, but did not receive any additional feedback. The final plan was scheduled to be shared with AIPAC committee members on February 15, but unfortunately the meeting wasn't held due to low attendance. Mr. Shavers will share the final plan at the March AIPAC meeting. A draft plan was presented to our School Board on February 27 at a Work Study session and the final plan approved by the

School Board on March 13.

Additionally, plan details were discussed partnering districts through individual meetings held by Mr. Shavers. Mr. Shavers is working to pull together monthly multidistrict collaboration meetings as they were helpful pre-pandemic.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

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

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

Goal #1: The graduation rate for White Bear Lake Area High School American Indian Students will increase from 80% in 2019 to 96% by June, 2026.

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

Goal #2: The percentage of White Bear Lake Area High School Latinx and Black students who, by the end of their senior year, earn 12 college-level credits will increase from 18% in 2022 to 35% by June of 2026.

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

Goal #3: White Bear Lake Area Schools will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.

Aligns with WBWF area: N/A. **Goal type:** Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

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

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

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

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Goal #1: The graduation rate for White Bear Lake Area High School American Indian Students will increase from 80% in 2019 to 96% by June, 2026.

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

Strategy Name and # 1: Create a Welcoming Environment where cultural heritage is appreciated and honored.

Type of Strategy: Family Engagement Activities to Increase Student Engagement

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

Educational Equity Specialists will partner with building Principals and staff to engage and facilitate communication with students and families that ensures access and opportunity to high quality teaching and achievement.

- Buildings will address barriers to learning and provide opportunities for post secondary and career opportunities through HBCU tours and other collaborative efforts.
- Building staff will work in collaboration with Equity staff to increase knowledge of both in school resources as well as community resources to assist students and families in need of additional support.
- Building staff will work collaboratively with Educational Equity Specialists to plan, promote, and engage in family engagement activities.

White Bear Lake Area Schools District Administration including our Director of Educational Equity and Achievement, Educational Equity Specialists, Student, Family, and Community Engagement Coordinator and **American Indian Education Program Coordinator** will partner closely with the American Indian Parent Advisory Council (AIPAC) to ensure that we partner with outside agencies to provide culturally relevant family and community engagement activities and academic supports to increase student success inside and outside of the classroom. We will **partner with other metro districts to offer programming opportunities for students and families**. The American Indian Education Program Coordinator will meet regularly with students, families, and community groups to focus on cultural identity which will increase a sense of belonging. Additionally, WBLAS district administration in partnership with the AIEP Coordinator and AIPAC will ensure transparency in communication regarding budgets and programming for American Indian Education Programming to the AIPAC.

WBLAS will implement the following family engagement activities led by our **Student, Family and Community Engagement Coordinator** with the goal of developing partnerships between families and schools that increase dialogue, engagement, trust, transparency, and shared and collaborative decision making that will lead to an overall increase in student achievement.

- Utilize resources and tools that have been made available to staff, such as our WBLAS Equitable Family Engagement (EFE) Framework, our EFE Resource and Planning Tool for Goals and Best Practices, and our WBLAS EFE Interpretation and Translation Resources (including Language Line and TalkingPoints), in order to build more meaningful and impactful relationships and partnerships between school and home.
- Expand implementation of **ISIs (Intentional Social Interactions)** in WBLAS.
- Work towards organizing and planning a **Parent Engagement Education Program (PIQE)** to support families in creating a stronger family/school partnership.
- Create a foundation for collaboration of mutual partnership while embracing individual uniqueness that promotes a culture of learning that is child centered, age appropriate and family driven.
- **Family/Community Affinity Leadership Groups at WBLAS**
- **Equitable Family Engagement Site teams** that will help to support and guide Family Engagement work at Sites.
- Continue to enhance community partnerships that offer important resources for WBLAS students & families.
- Support and enhance **home visiting practices** by all staff.

Location of services: School Buildings and District Office

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of parents participating at PTO and/or AIPAC meetings will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10%	>10%	>10%
The number of family engagement activities taking place in individual buildings will increase by 2 activities each year. Baseline data will be collected at the end of the 2022/23 school year.	+2	+2	+2
The percentage of American Indian students participating in cultural enrichment activities will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10%	>10%	>10%

Strategy Name and # 2: Professional Development.

Type of Strategy: Professional Development Opportunities focused on the achievement of all students.

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

To enhance the knowledge and skill level of staff through the use of best practices targeted at increasing student achievement using Culturally Affirming Pedagogy, which is a model that focuses on multiple aspects of student achievement and supports to uphold their cultural identity. The following professional strategies and activities will be implemented:

- Partner with Calvin Terrell, of the Social Centric Institute, or a similar organization and/or consultant to focus on historical trauma and how that affects our work in White Bear Lake Area Schools.
- Training all building level Equity Teams on the Equity Framework, 4-Way Equity Decision Making Protocol, and Family Engagement Tools.
- Develop a professional development calendar which also includes resources for staff including Courageous Conversations, Affinity Groups, and connects to our Standards- Based Learning framework.
- Increase the participation of staff in the Urban Leadership Academy which will lead to more equitable experiences for staff, students and families.
- Increase staff opportunities for professional development on American Indian history, beliefs, and laws.
- Teams at each building will participate in Restorative Practices professional development. Each building's leadership team will provide ongoing support and coaching to all staff.
- Moving the Multi-Tiered System of Support (MTSS) structure into the daily practices of each classroom in each building.
- Continue to expand Conscious Discipline, Trauma Informed Practices, and Building Assets Reducing Risk (BARR) into the secondary level and show the direct correlation to MTSS and how it is used to close the opportunity gap.

Location of services: School Buildings and District Office

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

The percentage of building level administration and teachers that are trained on how to effectively utilize Equity Specialists within their buildings to increase engagement will increase to 100% yearly.	100%	100%	100%
The percentage of staff trained on the historical/generational trauma and its impact on our current American Indian/BIPOC families will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10%	>10%	>10%
The effective use of academic intervention strategies by teachers will decrease the percentage of students receiving failing grades by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	<10%	<10%	<10%

Strategy Name and # 3: Assisting students in further developing their academic identity

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

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

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

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

Add narrative here.

Location of services: School Buildings

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

Building Assets Reducing Risks (BARR) will be implemented districtwide. BARR requires that students are scheduled in cohorts with a team of teachers who follow a protocol for ensuring student success. Teachers and students work together to examine student grades, attendance, behavior, etc. in weekly team meetings. Student interventions are discussed amongst the team and implemented with either the teacher and/or student support personnel. As teams progress through this protocol, students who aren't yet responding to interventions are discussed in a risk review meeting so that other school resources can become involved. Additionally, teachers teach mini-lessons on school success habits and strategies and social emotional learning. BARR has been implemented nationally with research from

the American Institute of Research showing the skills students learn impact their trajectory in school with an increase in high school graduation rate, a decrease in disparity gaps, more students enrolling in rigorous courses, and significant reduction of failing grades. Student and teacher perceptions of the program and skills being developed along with data around passing and failing grades are collected yearly to determine how we are successfully meeting the goals of BARR.

Our district utilizes the **Advancement Via Individual Determination (AVID) school wide framework** as a way to examine systems and structures that are in place to best create a culture of post-secondary success for students. Along with our school wide efforts, the AVID elective at each secondary site will support students in the academic middle who have not yet found success in school to develop their academic identity, develop positive student habits, and to stretch themselves in choosing rigorous courses. AVID teachers provide family engagement events as a way to ensure AVID student success. Student supplies and testing fees are also included as a way to remove barriers to student success. College and experiential learning field trips along with AVID tutors provide much needed inspiration and support as students navigate their stretch academic classes and future goals. AVID students will also receive summer programming support through a collaborative relationship with Roseville Public Schools where students will have the opportunity to take classes in order to ensure they have room in their high school schedule for the AVID elective during the school year.

Location of services: School Buildings

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of WBLAHS Black, Latinx, and American Indian 9th grade students passing all of their classes with a C or better will increase by 10% each year.	>10%	>10%	>10%
Daily attendance for WBLAS Black, Latinx, and American Indian students will be at least 90% each year in every grade.	90% or greater	90% or greater	90% or greater
The percentage of WBLAS Black, Latinx and American Indian students participating in AVID programming will increase by 10% each year.	Baseline	>10%	>10%

Goal #2: The percentage of White Bear Lake Area High School Latinx and Black students who, by the end of their senior year, earn 12 college-level credits will increase from 18% in 2022 to 35% by June of 2026.

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

Strategy Name and # 1: Create a Welcoming Environment where cultural heritage is appreciated and honored.

Type of Strategy: Family Engagement Activities to Increase Student Engagement

Strategy Name and # 2: Professional Development.

Type of Strategy: Professional Development Opportunities focused on the achievement of all students.

Strategy Name and # 3: Assisting students in further developing their academic identity

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

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

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

Goal #3: White Bear Lake Area Schools will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.

Aligns with WBWF area: N/A. **Goal type:** Teacher Equity

Strategy Name and # 4: Affinity Groups

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

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

We will bring together individuals, who are linked by a common purpose, in an inclusive environment where all are valued, included, and empowered to succeed. ALL BIPOC and/or LGBTQ+- Students, Staff, and Community will convene monthly to discuss their realities of being in White Bear Lake Area Schools and the community through the use of an outside facilitator. We will build on commonalities between groups and provide opportunities for areas of growth and understanding. Our purpose is to create a space for individuals to share thoughts and provide a climate check on how equity work is or isn't progressing in the district. We will develop participants' use of their Authentic Voice and sense of belonging, appreciation for contributions and acknowledging the importance of recognition, collaborative decision making, and partnership. Creating an atmosphere of cooperation, while planning for activities and celebrations throughout the year.

Location of services: School Buildings, District Office, and/or Community Locations

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of BIPOC and LGBTQ+ staff, students, and community members that participate in Affinity group monthly meetings will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10%	>10%	>10%
Increase the number of staff recruitment efforts at Historical Black Colleges and Universities (HBCU) by 2 events each year. Baseline data will be collected during the 2022/23 school year.	>2	>2	>2
Increase the number of professional development opportunities for staff that focus on culturally responsive teaching and the effects of historical trauma on our marginalized communities by 2 events each year. Baseline data will be collected during the 2022/23 school year.	>2	>2	>2

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). This plan is aligned to important work that is occurring across our district. Our three goals are mirrored in our World's Best Workforce goals and plans: graduation rate, 12 college-level credits by graduation, and 3rd grade reading scores. The strategies are aligned to frameworks that are district-wide including our strategic plan, Building Assets Reducing Risks (BARR), Advancement Via Individual Determination (AVID), Title programming, MTSS, etc. As we align these frameworks, for example, around family engagement we will increase the effectiveness of this strategy and its impact on our student outcome goals not only for our achievement and integration plan, but also other systemwide goals. Additionally, our work with StoryArk and the multidistrict collaboration council will continue to illuminate additional efficiencies as we implement programming and professional development to reach our goals.

Racially Identifiable School(s) (RIS)

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

Achievement and Integration Goals

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

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

RIS Goal # 1 The percentage of Willow Lane grade 3 students who are proficient on the MCA-III Reading Assessment will increase from 43.5 % in 2022 to 68.1% in 2026.

Aligns with WBWF area: All 3rd grade students can read at grade level. **Goal type:** Achievement Disparity

RIS Goal # 2 Willow Lane students' confidence and leadership skills will increase by 30% as reported by students on pre and post test survey data as a result of their integrated learning experiences during the 2023-24 school year.

Aligns with WBWF area: **Goal type:** Integration

RIS Goal # 3 White Bear Lake Area Schools Willow Lane Elementary School will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.

Aligns with WBWF area: N/A **Goal type:** Teacher Equity

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

Racially Identifiable School Strategies

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

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

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

Copy and paste the strategy section below for each additional strategy.

RIS Goal # 1 The percentage of Willow Lane grade 3 students who are proficient on the MCA-III Reading Assessment will increase from 43.5 % in 2022 to 68.1% in 2026.

Aligns with WBWF area: All 3rd grade students can read at grade level. **Goal type:** Achievement Disparity

RIS Strategy Name and # 1: Create a Welcoming Environment where cultural heritage is appreciated and honored.

Type of Strategy: Family Engagement Activities to Increase Student Engagement

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

Educational Equity Specialists will partner with the Willow Lane Building Principals and staff to engage and facilitate communication with students and families that ensures access and opportunity to high quality teaching and achievement.

- Willow Lane staff will work in collaboration with Equity staff to increase knowledge of both in school resources as well as community resources to assist students and families in need of additional support.
- Willow Lane staff will work collaboratively with Educational Equity Specialists to plan, promote, and engage in family engagement activities.

White Bear Lake Area Schools District Administration including our Director of Educational Equity and Achievement, Willow Lane's Educational Equity Specialists, the Student, Family, and Community Engagement Coordinator and **American Indian Education Program Coordinator** will partner closely with the American Indian Parent Advisory Council (AIPAC) to ensure that we partner with outside agencies to provide culturally relevant family and community engagement activities and academic supports to increase student success inside and outside of the classroom at Willow Lane Elementary School. We will **partner with other metro districts to offer programming opportunities for students and families**. The American Indian Education Program Coordinator will meet regularly with students, families, and community groups to focus on cultural identity which will increase a sense of belonging.

Location of services: Willow Lane Elementary School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of PK-3 teachers who received professional development on aReading and/or EarlyReading, will increase to 100% by the end of each year.	100%	100%	100%
The percentage of students entering Kindergarten with a Fastbridge composite score of 25 or higher, who were enrolled in a WBLAS preschool program, will increase by 2% each year.	>2%	>2%	>2%

The number of students participating in summer enrichment activities, such as Freedom Schools, will increase by 10% each year.	>10%	>10%	>10%
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RIS Strategy Name and # 2: Professional Development.

Type of Strategy: Professional Development Opportunities focused on the achievement of all students.

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

To enhance the knowledge and skill level of staff through the use of best practices targeted at increasing student achievement using Culturally Affirming Pedagogy, which is a model that focuses on multiple aspects of student achievement and supports to uphold their cultural identity. The following professional strategies and activities will be implemented:

- Partner with Calvin Terrell, of the Social Centric Institute, to focus on historical trauma and how that affects our work in White Bear Lake Area Schools including Willow Lane Elementary School Building Administration.
- Training Willow Lane's Equity Teams on the Equity Framework, 4-Way Equity Decision Making Protocol, and Family Engagement Tools.
- Increase the participation of Willow Lane staff in the Urban Leadership Academy which will lead to more equitable experiences for staff, students and families.
- Increase Willow Lane staff opportunities for professional development on American Indian history, beliefs, and laws

Location of services: Willow Lane and District Office

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

The percentage of Willow Lane Staff who attend and participate in the Urban Leadership Academy will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10%	>10%	>10%
100% of the Willow Lane Staff will participate in professional development regarding Historical Trauma and how to become more culturally responsive in their teaching by the end of each year.	100%	100%	100%

RIS Strategy # 3 Integrated Experiential Learning

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

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

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

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

CDF Freedom Schools program is a research-based educational program that is culturally inclusive and affirming. White Bear Lake Area Schools will utilize Freedom Schools programming at Willow Lane Elementary to reduce enrollment racial and economic enrollment disparities through this enriching summer programming offered to White Bear Lake area schools elementary students. Willow Lane Elementary students will experience a more racially and economically diverse summer programming option while still benefiting from a summer school experience that is offered at their neighborhood school and one that integrates reading, conflict resolution, and social action in this hands-on and activity-based curriculum that promotes social, cultural and historical awareness.

Location of services: Willow Lane Elementary

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Willow Lane Elementary students will experience a more racially and socially economically diverse learning environment compared to their school year experience by examining racial demographic data as well as students who qualify for free and reduced price meals.	Baseline		Reduce disparities by 10%
Enrollment in Freedom Schools will increase each year across all WBLAS Elementary Schools.	Baseline	>10%	>10%

RIS Goal #2: Willow Lane students' confidence and leadership skills will increase by 30% as reported by students on pre and post test survey data as a result of their integrated learning experiences during the 2023-24 school year.

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

RIS Strategy # 4 Integrated Experiential Learning

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

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

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

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

Willow Lane Elementary School students will seek integrated experiential learning experiences with two of our non-racially isolated elementary schools. The schools will partner intentionally through activities that develop students' leadership skills, personal stories through storytelling and nature center experiential learning. Each partnership will include staff development around the purpose of the partnership and how to make this authentic learning experience a truly impactful integrative experience for our students through our partnership with students in other districts through StoryArk. More detailed information about the experiential learning is provided below.

- **Nature Center Experiential Learning:** Willow Lane students will partner with a non-racially identifiable elementary school throughout the school year. Teachers from each school will be partnered to offer a racially integrated nature center experience for their students throughout the year. Students will be partnered as "buddies" with students from different racial and/or socio economic backgrounds. Students will meet virtually and face-to-face throughout the year. Multiple opportunities for students to connect prior to and after their learning experiences will be included through the school year. Some examples include: letter writing, buddies and google hangout sessions with their peers. Each face-to-face visit begins with a social interaction to get the students reacquainted as they will be with the same students throughout the school year. They will participate

in the nature learning experience with the goal of establishing friendships with peers of different racial backgrounds than their own.

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

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
100% of 5th grade students at Willow Lane and its partner elementary school will report that their experience with experiential learning increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
The percentage of teachers indicating that more support is needed in ensuring the integrated experiential learning experiences are authentic and meeting intended goals will decrease by 10% each year.	Baseline	<10%	<10%
100% of students at Willow Lane and its partner elementary school will attend the nature center experiential learning activities.	Baseline		100%

RIS Goal #3: White Bear Lake Area Schools Willow Lane Elementary School will increase the percentage of BIPOC teachers from 4% in 2022 to 7% in 2026.

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

RIS Strategy Name and # 5: Affinity Groups

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

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

We will bring together individuals, who are linked by a common purpose, in an inclusive environment where all are valued, included, and empowered to succeed. ALL Willow Lane BIPOC and/or LGBTQ+- Staff will convene monthly to discuss their realities of being in White Bear Lake Area Schools and Willow Lane Elementary through the use of an

outside facilitator. We will build on commonalities between groups and provide opportunities for areas of growth and understanding. Our purpose is to create a space for individuals to share thoughts and provide a climate check on how equity work is or isn't progressing in the district. We will develop participants' use of their Authentic Voice and sense of belonging, appreciation for contributions and acknowledging the importance of recognition, collaborative decision making, and partnership. Creating an atmosphere of cooperation, while planning for activities and celebrations throughout the year.

Location of services: Willow Lane Elementary and/or an off site location as determined by the facilitator and group.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of Willow Lane Elementary BIPOC and LGBTQ+ staff that participate in Affinity group monthly meetings will increase by 10% each year. Baseline data will be collected at the end of the 2022/23 school year.	>10	>10	>10%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). This plan is aligned to important work that is occurring across our district. One goal mirrors our World's Best Workforce goals and plans: 3rd grade reading scores. The strategies are aligned to frameworks that are district-wide including our strategic plan, Building Assets Reducing Risks (BARR), Title programming, MTSS, etc. As we align these frameworks, for example, around family engagement we will increase the effectiveness of this strategy and its impact on our student outcome goals not only for our achievement and integration plan, but also other systemwide goals. Additionally, our work with StoryArk and the multidistrict collaboration council will continue to illuminate additional efficiencies as we implement programming and professional development to reach our goals.

AGENDA ITEM: **Action on Resolution for Acceptance of
Glasrud Grants**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Items**

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

BACKGROUND:

The White Bear Lake Area Educational Foundation has forwarded 6 Glasrud Grants to the Superintendent.

RECOMMENDATION:

Accept the following resolution for 6 Glasrud Grants from the White Bear Lake Area Educational Foundation as shown in the attached materials.

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:

2023 WBLAEF Board Approved Glasrud Grants (2/8/23)

#1. "Teacher Shadowing Experience in Finland"

Traci Indlecoffer: Lincoln Elementary - First grade

Traci would like to travel to Helsinki, Finland from March 1 -10,2023 to participate in a teacher shadowing experience through Visit EDUfinn. She will be observing and interacting with Finnish teachers and students in primary schools. She will also meet with a pedagogical expert. Finnish pedagogy exemplifies teaching to the whole child's well being. She will also travel to Tampere, Finland to visit the Korento Nature School to observe their unique outdoor learning environment.

#2. "Guest Directing the Association for Music in International School's High School Honor Orchestra at the American School of Madrid."

Todd Weinhold: Sunrise Park Middle School - Orchestra 6-8

Todd has been selected to guest direct the orchestra at this event. The orchestra is composed of students across Europe, Africa, and the Middle East. This will take place April 19-23rd, 2023.

#3. "Villahermosa, Mexico"

Denise Callen: Sunrise Park and Central Middle Schools - Spanish 8th grade

Denise will travel to Villahermosa, Mexico, March 3-6, 2023 where she will teach martial arts in Spanish. She will also visit the Palenque ruins to learn more about the Mayan culture. She says this will challenge her by stepping out of her comfort zone to teach to a group of non English language learners and to gain more insight as to how her students learn. She will hone her own language skills at the same time.

#4. "Nature Pedagogy and Outdoor Education"

Jenna Vollmer: Normandy Park Education Center - Early Childhood Special Education

Jenna will travel to Perth and Kinross, Scotland to work with Claire Warden (educational consultant) who developed the approach of nature pedagogy which believes that children learn best through outdoor preschools as they are able to learn from their own learning experiences). Jenna will visit several preschools who have implemented these curricula. She will be traveling April 26-May 5th.

#5. "BARR National Conference" (Building Assets, Reducing Risks)

Amber Rustand, Calli Moreau: Central Middle School

The experience is to have a teacher and counselor attend the BARR National Conference in Palm Springs, CA from April 25-27. This will provide a team approach to learn strategies and resources to find solutions for students who are struggling. We sent Tamara Dobbins as the

lead BARR coordinator for District #624 last year. She is trying to help put together a team that has been trained in this approach - coordinator, counselor and teacher.

#6. “Speech Pathology Study Abroad: Working with Bilingual Students”

Maggie Skatrud: North Star Elementary - Speech-Language Pathologist K-5

Maggie will travel to the Dominican Republic from June 22-27 to listen to hands-on presentations, visit historical and cultural sites, and interact with people and local languages. The focus of the program is to “enhance the ability to serve children from any culture and language background.”

AGENDA ITEM: **Action on Bids for Security Upgrade Package #4 at Oneka Elementary, Otter Lake Elementary, and the District Grounds and Maintenance Building**

MEETING DATE: **March 13, 2023**

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 recommendation letter and bid tabulation sheet for the District Security Upgrade Package #4 for Oneka Elementary, Otter Lake Elementary and the District Grounds and Maintenance Building in Hugo. Bids were opened on March 7, 2023. After reviewing the bids with our project designer at True North Consulting Group, it is recommended we award the bid to the low bidder, LVC, with a bid of \$767,679. The highest bid for the project was \$931,735.

RECOMMENDED ACTION:

Accept the overall bid for the District Security Upgrade Package #4 for Oneka Elementary, Otter Lake Elementary and the District Grounds and Maintenance Building as presented to LVC in the amount of \$767,679.



March 07, 2023

Dan Roeser
White Bear Lake Area Schools

Re: White Bear Lake Area Schools District Wide Security Upgrades, Bid Pack 4 - Letter of Recommendation for Bid Award

Dan,
On March 07, 2023 the District received bids from ECSI for \$931,735.00 and LVC for \$767,679.00.

The bid pack included complete building wide interior/exterior video surveillance systems, electronic access door control systems, door hardware, door intercom systems, intrusion detection systems, and lock down systems for Otter Lake, Oneka and the Hugo Grounds and Maintenance facility including the areas under construction. This project included one additional video server to handle the new cameras and will connect to the existing access control servers.

True North Consulting Group (TNCG) has evaluated the bids received by the two companies and all meet the minimum qualifications and submitted all the correct documents. Based on the bids received with LVC being the lowest responsible bidder, TNCG recommends the District pursue a contract with LVC for \$767,679.

LVC meets or exceeds all the minimum level of qualifications and certifications required to install, support and service the District's Avigilon security systems and the Bosch intrusion detection system. LVC 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.

Thank you,

Brandon Frazier
Director | Security Technologies
True North Consulting Group

WBLAS Bid Pack 4 Security - Bid Tab Sheet

Bids received by 3:00pm on 3-7-23

Bidder	Bid Amount	Addendums	Bid Bond	Insurance	Responsible Contractor Forms	Technology Useage Agreement	Tennessee Notice	Qualifications
ECSI	\$931,735.00	X	X	X	X	X	X	X
LVC	\$767,679.00	X	X	X	X	X	X	X

AGENDA ITEM: **Policy 101, Legal Status of the School District**
MEETING DATE: **March 13, 2023**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 101, Legal Status of the School District, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in sections III, and IV, and the Legal and Cross References.

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

RECOMMENDED ACTION:

Approve School Board Policy 101, Legal Status of the School District as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 13, 1995

Revised: January 10, 2005

Revised: October 8, 2012

Revised: April 11, 2016

Revised: _____

*White Bear Lake Area
School District #624 Policy 101*

Revised: April 13, 2020

101 LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RELATIONSHIP TO OTHER ENTITIES

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

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

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

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

B. Raising Funds

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

C. Property

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

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes, section 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

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

E. Textbooks, Educational Materials, and Studies

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

F. Actions and Suits

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

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

Cross References: WBLASB Policy 201 (Legal Status of School Board)
WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 606 (Textbooks and Instructional Materials)
WBLASB Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
WBLASB Policy 705 (Investments)
WBLASB Policy 706 (Acceptance of Gifts)
WBLASB Policy 801 (Equal Access to Facilities of Secondary Schools)
~~MSBA Service Manual, Chapter 3, Employee Negotiations~~
~~MSBA Service Manual, Chapter 13,~~ School Law Bulletin "F" (School District Contract and Bidding Procedures)

AGENDA ITEM: **Policy 101.1, Name of the School District**
MEETING DATE: **March 13, 2023**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 101.1, Name of the School District, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in the legal references.

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

RECOMMENDED ACTION:

Approve School Board Policy 101.1, Name of the School District as recommended by the School Board Policy Committee and Cabinet.

Adopted: December 10, 2001
Revised: April 11, 2016
Revised: April 13, 2020
Revised: _____

*White Bear Lake Area
School District #624 Policy 101.1*

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. UNIFORM NAME

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

Legal References: Minn. Stat. § ~~122.02~~ **123A.55** (Classes, Number)

Cross References:

AGENDA ITEM: **Policy 102, Equal Educational Opportunity**
MEETING DATE: **March 13, 2023**
SUGGESTED DISPOSITION: **Operational Item**
CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

School Board Policy 102, Equal Educational Opportunity, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in section II, and the legal and cross references.

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

RECOMMENDED ACTION:

Approve School Board Policy 102, Equal Educational Opportunity as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 13, 1995

Revised: December 10, 2001

Revised: April 11, 2016

Revised: July 11, 2016

Revised: April 13, 2020

*White Bear Lake Area
School District #624 Policy 102*

Revised: October 8, 2018

Revised: _____

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age. The school district also makes reasonable accommodations for ~~disabled~~ students with disabilities.
- B. The school district prohibits ~~the harassment~~ and discrimination of any individual based on any of the protected classifications ~~categories~~ listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- ~~E.~~ E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, and other rights or privileges of enrollment.

~~D.F.~~ Every school district employee shall be responsible for complying with this policy.

~~E.G.~~ Any student, parent or guardian having any questions regarding this policy should discuss it with the District Human Rights Officer or the Superintendent.

Legal References: Minn. Stat. § ~~127.46~~ 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: ~~WBLASB Policy 402 (Disability Nondiscrimination)~~
WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Title IX Student Sex Nondiscrimination Policy,
Grievance Procedure and Process)

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

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 103, Complaints - Students, Employees, Parents, Other Persons, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in section II, and the cross references.

The purpose of this policy is to provide a procedure that must be used if a specific complaint procedure is not provided within any other policy of the school district.

RECOMMENDED ACTION:

Approve School Board Policy 103, Complaints - Students, Employees, Parents, Other Persons as recommended by the School Board Policy Committee and Cabinet.

Adopted: November 13, 1995
Revised: April 11, 2016
Revised: April 13, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 103

103 COMPLAINTS - STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes chapter Ch. 13 (Minnesota Government Data Practices Act) and other law.

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

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

AGENDA ITEM: **Policy 511, Student Fundraising**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 511, Student Fundraising, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in the cross references.

The purpose of this policy is to address student fundraising efforts.

RECOMMENDED ACTION:

Approve School Board Policy 511, Student Fundraising as recommended by the School Board Policy Committee and Cabinet.

Adopted: August 12, 1996

Revised: June 11, 2001

Revised: January 10, 2005

Revised: November 8, 2007

Revised: _____

*White Bear Lake Area
School District #624 Policy 511*

Revised: January 14, 2019

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes a desire and a need by some student organizations for fundraising. The School Board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

- A. The building administrators shall be responsible for developing recommendations to the Superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the building principal/activities advisor. Participation in non-approved activities shall be considered a violation of school district policy.
- C. The Superintendent assigns the building administrators to assure fundraising activities are coordinated at the building level.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interest of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The Superintendent shall report to the School Board, at least annually, on the financial status of student activity accounts.

Legal References: Minn. Stat. § 120A.20 (Age Limitations: Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: WBLASB Policy 506 (Student Discipline)
WBLASB Policy 713 (Student Activity Accounting)

AGENDA ITEM: **Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in section IV, and the legal and cross references .

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student, including a student with an Individualized Education Plan (IEP), from school grounds.

RECOMMENDED ACTION:

Approve School Board Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds as recommended by the School Board Policy Committee and Cabinet.

Adopted: May 9, 2005
Revised: November 8, 2007
Revised: June 13, 2011
Revised: April 9, 2012
Revised: January 13, 2020

White Bear Lake Area
School District #624 Policy 532

Revised: June 9, 2014
Revised: _____

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student, including a student with an Individualized Education Plan (IEP), from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. Reasonable precautions should be taken to protect students from physical or emotional harm at school and school sponsored events and activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy, unless the IEP team determines that the discipline policy should not apply. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If any student, including a student with an IEP, engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors, any other persons or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

- B. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper. A “peace officer” is not an agent or an employee of the District.
- D. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students. A “police liaison officer” is not an agent or employee of the District.
- E. The phrase “remove the student from school grounds” refers to the act of securing the person of a student, which may include a student with an IEP, and escorting that student from the school building or school sponsored event or activity.
- F. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors, any other persons or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, visitors, any other persons or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may

immediately request assistance from the school resource officer or a peace officer.

B. Removal By School Resource Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors, any other persons or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors, any other persons or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel ~~may~~^{shall} transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and the school district's policy, Protection and Privacy of Pupil Records.

The fact that a student has an IEP and is covered by special education law does not prevent a peace officer or school resource officer from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student from school grounds, including a student with an IEP, a school administrator, crisis team member, teacher, other member of the instructional, support, supervisory staff, or other agents of the school district may use reasonable force upon the student or toward the student when it is necessary under the circumstances to restrain the student from self-injury or to prevent injury to another person.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minnesota Statutes, section § 121A.58;
2. ~~Requiring~~ Require the student to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. ~~Restrict, t~~ Totally or partially; restricting the student's senses as punishment;
4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. Denying or restricting the student's access to equipment and devices such as walkers, wheelchairs, hearing aids and communication boards that facilitate the student's functioning, except temporarily when necessary to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device must be returned to the student as soon as possible;
6. Interacting with the student in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E section ~~626.556~~;
7. Withholding regularly scheduled meals or water;
8. Denying the student access to bathroom facilities; or
9. Physical holding (as defined in Minnesota Statutes, section § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso. The school district does not use prone restraints.

D. Parental Notification

The building administrator or designee shall make a reasonable effort to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

If a student with an IEP is repeatedly removed from school, the IEP team must meet to review and determine the appropriateness of the IEP in light of the removals.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. ~~Ch. 13 § 13.01, et seq.~~ (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094, ~~125A.0941 &~~ 125A.0942 (~~R~~ Restrictive ~~p~~ Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education ~~Improvement Act of 2004 (IDEA)~~)
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: WBLASB Policy 506 (Student Discipline)
 WBLASB Policy 507 (Corporal Punishment)
 WBLASB Policy 515 (Protection and Privacy of ~~Pupil~~ Student Records)
 WBLASB Policy 525 (Violence Prevention)
 WBLASB Policy 806 (Crisis Management Policy)

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

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

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

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

RECOMMENDED ACTION:

Approve School Board Policy 616, School District System Accountability as recommended by the School Board Policy Committee and Cabinet.

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
Revised: March 14, 2022

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

Revised: December 14, 2009
Revised: March 12, 2012
Revised: October 8, 2018
Revised: May 10, 2021
Revised: _____

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

Implementation of Minnesota K-12 Academic Standards and federal law requires ~~a level of~~ accountability for the school district. The school district ~~will establish~~ maintains a 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 best workforce” means striving to meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

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

A. School District Goals

1. The School Board has established school district-wide goals ~~which~~ that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 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 Systems Accountability Committee.
2. The district's improvement goals ~~shall~~ should address recommendations ~~identified through~~ reviewed by the Systems Accountability Committee process. The school district's goal setting process will include consideration of individual site goals. ~~School district goals may be developed through an education effectiveness program, a committee to evaluate student progress, 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 Minnesota K-12 Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes and principal evaluations under Minnesota Statutes ~~section~~ § 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, Subd. 5. See Policy 616 Addendum A - Continuous Improvement Model for Teaching and Learning

C. Implementation of Graduation Requirements

1. The 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 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 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 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. Systems Accountability Committee

1. ~~In the Fall of e~~ Each year, the 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 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 K-12 Academic ~~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; and
 - d. Advising the School Board about development of the annual budget.
3. The 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 for Teaching and Learning
 - Director of Teaching and Learning ~~Curriculum and Instruction~~
 - Director of Educational Equity and Achievement ~~Engagement~~
 - Director of Technology and Innovation
 - Selected principals
 - Selected School Board members

- Student representatives
- One teacher from each building
- One parent from each building
- Educational Equity Specialists
- Community-at-large representatives

4. Translation services should be provided to the extent appropriate and practicable. ~~The Systems Accountability Committee shall meet throughout the year to provide input regarding the system of continuous improvement. The Systems Accountability Committee should offer recommendations to the School Board for its input and approval.~~

E. Evaluation of Student Progress

The Department of Teaching and Learning 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 Systems Accountability Committee to review curriculum, instruction, educational equity and student achievement at the school site. This plan shall be approved annually by the School Board.

F. Reporting

1. Consistent with Minnesota Statutes, section § 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.

2. 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.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
~~Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)~~
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth 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; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147, ~~Subd. 3~~ (Principals)
Minn. Rules Parts 3501.0640-3501.0655 ~~0550~~ (Graduation Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 ~~00-3501.0815~~ (Graduation Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Graduation Academic Standards for 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 713, Student Activity Accounting**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 713, Student Activity Accounting, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in sections III, and V, and the legal references.

The purpose of this policy is to assure maximum accountability for public funds and student activity funds.

RECOMMENDED ACTION:

Approve School Board Policy 713, Student Activity Accounting as recommended by the School Board Policy Committee and Cabinet.

Adopted: June 10, 2019
Revised: April 13, 2020
Revised: _____

White Bear Lake Area
School District #624 Policy 713

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

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

B. Extracurricular Activities

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

C. Non-Student Activities

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

III. DEFINITIONS

A. Co-curricular Activity

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

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

B. Curricular Activity

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

C. Extracurricular (Noncurricular/Supplementary) Activity

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

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

D. Public Purpose Expenditure

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

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Co-curricular Activities

1. All money received on account of co-curricular activities shall be turned over to the Director of Finance, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the School Board upon properly allowed itemized claims.

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

B. Extracurricular Activities

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

account shall be administered in accordance with the terms of the gift or donation and school district policy.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

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

~~B. Fundraiser Report~~

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

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14⁵, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

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

AGENDA ITEM: **Policy 809, Naming School Buildings or Facilities**

MEETING DATE: **March 13, 2023**

SUGGESTED DISPOSITION: **Operational Item**

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

BACKGROUND:

School Board Policy 809, Naming School Buildings or Facilities, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in February and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, IV, V, VI, and VII.

The purpose of this policy is to establish guidelines for the naming of school buildings or facilities, including grounds.

RECOMMENDED ACTION:

Approve School Board Policy 809, Naming School Buildings or Facilities as recommended by the School Board Policy Committee and Cabinet.

Adopted: March 1, 2021
Revised: _____

White Bear Lake Area
School District #624 Policy 809

809 NAMING SCHOOL BUILDINGS OR FACILITIES

I. PURPOSE

The purpose of this policy is to establish guidelines for the naming of school buildings or facilities, including grounds.

II. GENERAL STATEMENT OF POLICY

The naming of school buildings, major portions of buildings, or school grounds is the responsibility of the White Bear Lake Area Schools School Board and applies to buildings, rooms, internal spaces, landscape **features** ~~materials~~, courts, athletic fields, open spaces, and all other areas owned, operated or controlled by the White Bear Lake Area Schools.

III. GUIDELINES FOR NAMING OF SCHOOL OR FACILITIES

The policy of the School Board is to name school buildings as close as possible to the time construction begins in order to lessen the confusion about the new school.

- A. ~~The School Board, when they deem appropriate, will direct administration to submit recommendations for a name for Board consideration for their new facility or for the renaming of an existing structure.~~
- B. Naming proposals for schools and facilities will be considered at any time ~~the Board chooses~~, including naming proposals recommended prior to construction, when construction is in progress, or after being acquired by the District.
- C. The Superintendent may delegate responsibility to administrative designee(s) or a task force charged with the responsibility of determining the process for soliciting and evaluating names, pursuant to providing a recommendation to the Superintendent and School Board for consideration. **When a task force is formed:**
 - 1. The ~~school~~ **N**aming ~~T~~ask ~~F~~orce will include representatives from the school attendance area (or likely attendance area if boundaries are not yet established at the time of naming), ~~both elementary and secondary~~ student(s), staff, and cabinet.
 - 2. The ~~School~~ **N**aming ~~T~~ask ~~F~~orce will provide the opportunity to take recommendations from the public for a period of no less than ~~21~~ **30** days.
 - 3. School buildings or facilities may be named after landmarks, locations, or topographical features which have local significance; individuals who have achieved a significant place in School District life, or have local,

state, or national significance; or symbols or words that capture the essence for the place or function of the school.

4. The school naming task force will submit their top two or more choices to the Superintendent, one of which the Superintendent may present to the Board.

- D. Portions of school facilities such as media center/library, theaters, athletic facilities, and other spaces shall be named according to their educational purpose; however, names of individuals or entities may also be associated with these facility subunits upon designation by the Board.
- E. The Superintendent, designee, or task force chair/co-chairs, upon completing their work, will make a recommendation to the School Board for approval. The decisions of the School Board shall be final.

IV. HONORARY NAMING OF FACILITIES, PORTIONS OF FACILITIES, AND GROUNDS

At the recommendation of administration, the School Board may approve naming of school facilities or grounds or portions of facilities and grounds as a recognition of significant contribution to the School District ~~by granting naming rights, either through financial contribution or without financial contribution~~. Due regard should be taken of ~~the need to maintain an appropriate balance between commercial considerations and~~ the role the names of buildings and spaces contribute to the School District's sense of identity, as well as their role in assisting staff, students, and visitors to orient themselves within a campus.

- A. Honorary naming of an individual without financial contribution is recognition of a significant contribution to the School District that the District wishes to honor. The Board will apply the following guidelines in considering the recommendation of any individual's name proposed for a facility or portion thereof;
 - 1. The individual has had direct, substantial, and active association with the District and has exemplified the District mission. Selection may also be based on the individual's record of scholarship, creativity, leadership, humanitarian service, or public service. Facilities may also be named to recognize organizations, individuals, geographical or historical features, and programs which have had significant impact in the life of the District.
 - 2. Recommendations must provide evidence of significant importance to the District and must outline the justifications for the name being suggested. ~~In naming of sites or facilities and/or grounds, special consideration may be given to those names that will have some special meaning to the students and citizens and will enhance the educational program of the School District and be consistent with the School District's mission and vision.~~ Naming for such contributions is at the District's discretion and in support of its mission.

3. The Superintendent and the School Board will evaluate the proposed name against the following additional criteria:
 - a. Nominee has had a significant, long-term relationship with the White Bear Lake Area Schools.
 - b. Nominee, if a former White Bear Lake Area Schools employee, will have been retired or separated from District employment for a minimum of three years.
 - c. Nominee has widespread support from colleagues, parents/guardians, and students.
 - d. Nominee has achieved local, regional, or national recognition for achievements ~~beyond the generation of the contribution.~~
 - e. Nominee has held local, regional, or national leadership roles in the field of expertise and is no longer active in their ~~his or her~~ career.

V. HONORARY NAMING THROUGH FINANCIAL CONTRIBUTION

~~B.~~—Honorary naming through financial contribution is recognition for financial contributions, be it in the way of donation, bequest, sponsorship or other commercial transactions. Due regard should be taken to consider balance between the commercial considerations and the role the names of buildings and spaces contribute to the School District's sense of identity, as well as their role in assisting staff, students, and visitors to orient themselves within a campus. The Board will apply the following guidelines in considering the recommendation of any entity proposed for a facility or portion thereof;

- ~~1.~~A. Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights.
- ~~2.~~B. The monetary valuation for the naming of a school or media center/library, theaters, athletic facilities, and other spaces will be decided by the Superintendent ~~who may take advice from other professionals as needed.~~ Each case should take into account market comparisons for naming rights for which professional advice may be sought. Application of this policy may result in a facility named for an individual or a company. ~~It is anticipated that this may be appropriate at times when facilities are being built, remodeled or additions added.~~
- ~~4.~~C. The granting of naming rights must always be consistent with the School District's mission or vision. The long-term effects of the naming rights must be considered. Each granting of naming rights is bound by a written agreement.

~~V. NAMING AGREEMENT THROUGH FINANCIAL CONTRIBUTION~~

- ~~A. Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights.~~
- ~~B. The monetary valuation for the naming of a school or media center/library, theaters, athletic facilities, and other spaces will be decided by the Superintendent who may take advice from other professionals as needed. Each case should take into account market comparisons for naming rights for which professional advice may be sought.~~
- ~~C. Application of this policy may result in a facility named for an individual or a company. It is anticipated that this may be appropriate at times when facilities are being built, remodeled or additions added.~~

VI. SPECIFIC NAMING AGREEMENT THROUGH FINANCIAL CONTRIBUTION

- A. The School District recognizes that circumstances exist when the District might enter into an agreement for the specific naming of a facility or space in exchange for a specific financial or other contribution to the District.
- B. Transferability, renewability, and limits:
 - 1. ~~Transferability or renewability must be included in~~ If a name is granted by written agreement, those rights may be transferred or renewed as permitted by the written agreement. ~~If not specifically identified in the agreement~~ Other naming rights are not transferable or renewable.
 - 2. The District's right to use the name and other brand elements of the named party are permitted by express agreement with the named d party.
 - 3. The named party, ~~after whom a facility or space is named,~~ has no decision-making rights as to the purpose or improvement of the facility or space unless specifically provided in the written agreement between the parties. The District will not agree to any condition in an agreement that does not align with ~~could unnecessarily limit progress toward~~ the District's mission and purpose, statutory obligation, or the local authority of the School Board.

VII. RENAMING~~S~~ AND REVOCATION

The School Board reserves the right to rename any named asset of the District. The Board reserves the right to revoke naming if for any reason it presents risk or harm to the reputation of the School District, or if the intent of the gift or terms of sponsorship associated with the naming cannot be fulfilled.