# INDEPENDENT SCHOOL DISTRICT #624

# SCHOOL BOARD MEETING PACKET

September 11, 2023

Independent School District No. 624

# 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 experiences*
- *Exceptional staff and families committed to student success*
- *Abundant and engaged community partners*

*Approved by White Bear Lake Area School Board on December 9, 2019*

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

To: Members of the School Board

From: Dr. Wayne Kazmierczak
Superintendent of Schools

Date: September 6, 2023

A meeting of the White Bear Lake Area School Board will be held on **Monday, September 11, 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. Induction of Student Representatives
6. Consent Agenda
   a) Approval of Minutes
   b) Payment of Invoices
   c) Acceptance of Gifts
   d) Approve Field Trips
   e) 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

3. Opening School Report

## D. DISCUSSION ITEMS

1. Summary of Superintendent's Evaluation

## E. OPERATIONAL ITEMS

1. Action on School Board Committee and School Liaison Assignments 2024

2. Action on School Board Policies:
   a. 102, Equal Educational Opportunity;
   b. 406, Public and Private Personnel Data;
   c. 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol Free School;
   d. 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction;
   e. 424, License Status;
   f. 425, Staff Development and Mentoring;
   g. 504, Student Dress and Appearance;
   h. 506, Student Discipline;

i. 507, Corporal Punishment and Prone Restraint;
j. 509, Enrollment of Nonresident Students;
k. 513, Student Promotion, Retention and Program Design;
l. 514, Bullying Prevention;
m. 516.5, Overdose Medication;
n. 524, Electronic Technologies Acceptable Use;
o. 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds;
p. 534, Unpaid Meal Charges;
q. 601, School District Curriculum and Instruction Goals;
r. 602, Organization of School Calendar and School Day;
s. 603, Curriculum Development;
t. 604, Instructional Curriculum;
u. 613, Graduation Requirements;
v. 616, School District System Accountability;
w. 618, Assessment of Student Achievement;
x. 620, Credit for Learning;
y. 621, Literacy and the Read Act;
z. 624, Online Instruction;
aa. 708, Transportation of Nonpublic School Students;
bb. 709, Student Transportation Safety.

3. Action on Tentative Agreement – 2023-25 Fiscal Year White Bear Lake Area Educators

**F. BOARD FORUM**

**G. ADJOURNMENT**

# A. PROCEDURAL ITEMS

Agenda Item A-5
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Induction of Student Representatives** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Procedural Item** |
| CONTACT PERSON(S): | **Dr. Wayne Kazmierczak, Superintendent** |

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**BACKGROUND:**

We are pleased to welcome our new student representatives for the 2023-24 school year.



**Arianna Vann-Cook**: 12th grade student at South Campus, will serve as the Student Representative for the 2023-24 school year. Arianna is the leader and founder of the Women Empowerment Seminar. She is co-leader of the Black Student Union, Harvard Prize Book recipient, Lacrosse player, and WriteNow! writing contest winner. Ari is also published through the White Bear Center for the Arts and testified at the capitol on the Center's behalf.



**Lydia Kleinhans**: 11th grade student at South Campus, will serve as the Alternate Student Representative for the 2023-24 school year. Lydia is involved in the Student Council. She is a trumpet section leader in the band, plays both club and high school soccer, and works as a lifeguard at the YMCA. She is also a part time PSEO student at St. Kate's.

During her time as student representative Lydia would like to learn about the work of a liaison, and how to make and maintain respectful and healthy relationships with people in a professional setting.

AGENDA ITEM: **Consent Agenda**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Action Items**

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

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**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) Acceptance of Gifts

d) Field Trip Request(s)

e) 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-5e, be approved as written, and a copy of the agenda items is attached to the minutes.

Consent Agenda Item A-6a
September 11, 2023
School Board Meeting

AGENDA ITEM: **School Board Minutes**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Action Item**

CONTACT PERSON(S): **Angela Thompson, School Board Clerk**

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**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, August 14, 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: Arcand, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Absent: none.
3. Pledge of Allegiance.
4. Newmaster moved and Daniels seconded to approve the agenda as presented. ***Voice vote: Ayes: Arcand, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Nays, none. Motion carried.***
5. Beloyed moved and Thompson seconded to approve the consent agenda consisting of:
   a) Minutes for regular Board meeting on July 10, 2023;
   b) Invoices based upon a random sample, all of which met the standards and guidelines as set by the School Board;
   c) Resolution regarding acceptance of gifts with thank you letters directed to the donors;
   d) Field trips;
   e) Resolution regarding personnel items to include:

➢ RESIGNATION/TERMINATION/NON-RENEWAL – CLASSIFIED STAFF

MADELINE BAHNEMANN – Paraeducator - Oneka Elementary
Employed by District 624 since 09/05/2022
Effective Date: 06/09/2023

LANE FLATTEN – Extended Day - Oneka Elementary
Employed by District 624 since 01/03/2022
Effective Date: 08/04/2023

KEVIN GREEN – Paraeducator - WBLAHS - North Campus
Employed by District 624 since 09/06/2021
Effective Date: 06/05/2023

LYNN REGNIER – Paraeducator - Vadnais Heights Elementary
Employed by District 624 since 09/02/2008
Effective Date: 10/19/2023

NICOLE WIMMER – Nutrition Service Assistant - WBLAHS - North Campus
Employed by District 624 since 09/27/2021
Effective Date: 08/25/2023

KAYLA VOSLER – Extended Day - Lincoln Elementary
Employed by District 624 since 10/25/2021
Effective Date: 06/09/2023

KAYLA VOSLER – Paraeducator - Oneka Elementary
Employed by District 624 since 10/25/2021
Effective Date: 06/09/2023

➢ RESIGNATION/TERMINATION/NON-RENEWAL – CERTIFIED STAFF

HUNTER KARAU – Full Time Building Reserve - Sunrise Park Middle School
Employed by District 624 since 08/29/2022
Effective Date: 06/12/2023
ERICA LARGENT – .6 FTE School Nurse - WBLAHS - South Campus
Employed by District 624 since 08/30/2021
Effective Date: 06/12/2023
ANN ST.MARTIN – 1.0 FTE 4th Grade Teacher - Lincoln Elementary
Employed by District 624 since 08/25/2005
Effective Date: 06/12/2023
MOLLY VADNAIS – 1.0 FTE Art Teacher - Central Middle School
Employed by District 624 since 08/27/2009
Effective Date: 06/12/2023

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

DELANIE FICEK – Site Supervisor - Birch Lake Elementary
Employed by District 624 since 09/04/2019
Effective Date: 08/01/2023

- RESIGNATION/TERMINATION/NON-RENEWAL – PROFESSIONAL STAFF

LONAL VAN - Dean of Students - Sunrise Park Middle School
Employed by District 624 since 08/22/2022
Effective Date: 06/15/2023

- RETIREMENT – CLASSIFIED STAFF

LYNN REGNIER –Paraeducator - Vadnais Heights Elementary
Employed by District 624 since 09/02/2008
Effective Date: 10/18/2023

- RETIREMENT – PROFESSIONAL STAFF

ROBERT BREWER – Associate Principal - Central Middle School
Employed by District 624 since 08/26/1993
Effective Date: 09/11/2023

- CHANGE IN ASSIGNMENT – NON-AFFILIATED

PATRICK SUKO – From Network & Communication Specialist - District Center
To Network Engineer - District Center
Annual salary $85,000
Effective Date: 08/01/2023

- CHANGE IN ASSIGNMENT – CLASSIFIED STAFF

JEANELLE KUMMER - AA - Building Assistant - Senior Center
Increase in hours, From 20 hours to 25 hours
Effective Date: 07/01/2023
LAUREN MARTIN - Lunchroom Supervisor - Vadnais Heights Elementary
To Paraeducator - Vadnais Heights Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023
WANDA NEMETH - Custodian - Sunrise Park Middle School
From Custodian to Assistant Head Custodian Engineer - Central Middle School
Effective Date: 7/31/23
MARIE SWANSON - Nutrition Services - North Star Elementary
Increase in hours, From 22.5 hours to 27.5 hours

Effective Date: 09/04/2023

- CHANGE IN ASSIGNMENT – CERTIFIED STAFF

  TAELYNN GITTINS – Social Studies Teacher - WBLAHS - South Campus
  Decrease in FTE, from .6 FTE to .8 FTE
  Effective Date: 08/28/2023
  VANESSA HOUSE – School Nurse - Sunrise Park Middle School
  Permanent change of FTE, from 1.0 FTE to .6 FTE
  Effective Date: 08/28/2023
  KATIE QUAM – Social Studies Teacher - WBLAHS - North & South Campus
  Increase in FTE, from .9 FTE to .7 FTE
  Effective Date: 08/28/2023
  HANNAH SEYB ENSMAN – Science Teacher - WBLAHS - North Campus
  Decrease in FTE, from 1.0 FTE to .8 FTE
  Effective Date: 08/28/2023

- CHANGE IN ASSIGNMENT – PROFESSIONAL STAFF

  JOSEPH HELD – From Interim Associate Principal - WBLAHS - North Campus
  To Associate Principal - WBLAHS - North Campus
  Effective Date: 07/01/2023

- TEMPORARY CHANGE IN ASSIGNMENT – CERTIFIED STAFF

  KIMBERLY RASCH – From Instructional Coach - Otter Lake Elementary
  To MTSS Coordinator - District Center
  Effective Date: 2023-2024 school year

- PART TIME LEAVE OF ABSENCE – CERTIFIED STAFF

  KELLY KNUTSON – Business Ed Teacher - WBLAHS - South Campus
  Position 1.0 FTE (Leave .5 FTE)
  Effective Date: 2023-2024 school year

- FULL TIME LEAVE OF ABSENCE – CERTIFIED STAFF

  LEAH ERICKSON – 5th Teacher - Otter Lake Elementary
  Employed by District 624 since 05/22/2012
  Effective Date: 2023-2024 School Year
  EMILY GALLATIN – 3rd Grade Teacher - Otter Lake Elementary
  Employed by District 624 since 08/25/2005
  Effective Date: 2023-2024 School Year
  ANGELA KLEVAN – 1st Grade Teacher - Otter Lake Elementary
  Employed by District 624 since 08/26/2010
  Effective Date: 2023-2024 School Year
  JESSICA MARTIN – Music Teacher - Lakeaires & Otter Lake Elementary
  Employed by District 624 since 08/21/2017
  Effective Date: 2023-2024 School Year

- NEW PERSONNEL – PROFESSIONAL

  LONAL VAN – Associate Principal - Central Middle School
  40 hrs. per wk. $148,764 annually (prorated based on start date)
  Effective Date: 08/01/2023

- NEW PERSONNEL – NON-AFFILIATED

  DARLA PHILLIPS – Benefits Specialist - District Center
  40 hrs. per wk., $73,387.03
  Effective Date: 07/10/2023

JEFFERY WILLEY – Theater Technical Director - District Center
40 hrs. per wk., $85,000 annually
Effective Date: 08/01/2023

➢ NEW PERSONNEL – CLASSIFIED STAFF

DEBRA ANDERSON – Paraeducator - TEC
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

STEPHANIE BECHER – Paraeducator - Normandy Park
$20.61 per hr., 24 hrs. per wk.
Effective Date: 09/05/2023

KAREY DUFRESNE – AA - Building Assistant - Matoska International
$19.32 per hr., 27.5 hrs. per wk.
Effective Date: 08/28/2023

LUCINDA ETHEN – Paraeducator - Normandy Park
$20.61 per hr., 18 hrs. per wk.
Effective Date: 09/04/2023

KYLE HEXUM – Custodian - WBLAHS - North Campus
$20.50 per hr., 40 hrs. per wk.
Effective Date: 07/31/2023

LUNDIN JOHNSON – OST Program Assistant - Otter Lake Elementary
$18.50 per hr., 14.99 hrs. per wk.
Effective Date: 08/28/2023

RILEY KEHOE – Custodian - Lakeaires Elementary
$20.20 plus $0.30 shift differential per hr., 40 hrs. per wk.
Effective Date: 08/01/2023

WILLIAM KRANNICH – Custodian - WBLAHS - South Campus
$21.30 per hr., 40 hrs. per wk.
Effective Date: 07/31/2023

KELSEY PRESCOTT – Paraeducator - Birch Lake Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

JILL WAGNER – Paradeucator - Normandy Park
$20.61 per hr., 12 hrs. per wk.
Effective Date: 09/05/2023

MARY STEWART – Custodian - Sunrise Park Middle School
$21.30 per hr., 40 hrs. per wk.
Effective Date: 08/14/2023

ROBERT WILLITS – Head Engineer - Bellaire & Matoska International and Lakeaires Elementary
$30.57 per hr., 40 hrs. per wk.
Effective Date: 07/31/2023

➢ NEW PERSONNEL – CERTIFIED STAFF

CHRISTINE ANSELL – ECFE Teacher - Normandy Park
0.1 FTE MA Step 7 $6,306.84
Effective Date: 08/28/2023

WYATT BENSON – PE & DAPE Teacher - Lakeaires Elementary
1.0 FTE BA+45 Step 2 $52,439.22
Effective Date: 08/28/2023

EMILY BRADT – Media Specialist - Multiple Elementary Buildings
1.0 FTE MA Step 2 $54,529
Effective Date: 08/28/2023
SHAINA FAUTSCH – 3rd Grade Teacher - Matoska International
1.0 FTE BA Step 3 $50,132
Effective Date: 08/28/2023
KAYLA GREGOR – Art Teacher - TBD Elementary
1.0 FTE BA Step 2 $49,271
Effective Date: 08/28/2023
KARLIE GROVES – Special Education Teacher - WBLAHS - North Campus
1.0 FTE BA + 45 Step 5 $55,951
Effective Date: 08/28/2023
JENNAFER KARPINSKI – Speech Language Pathologist - Lincoln and Willow Lane Elementary
1.0 FTE MA Step 2 $54,529
Effective Date: 08/28/2023
COURTNEY KELLY – Music Teacher - Lincoln Elementary
1.0 FTE BA Step 1 $48,315
Effective Date: 08/28/2023
TYLER MOLLNER – Physical Education Teacher - Central Middle School
1.1 FTE BA Step 1 $53,146.72
Effective Date: 08/28/2023
JESSICA PETRIK – 4th Grade Teacher - Vadnais Heights Elementary
1.0 FTE BA Step 5 $52,164.73
Effective Date: 08/28/2023
KIMBERLY PFENNING – ELL Teacher - Lincoln Elementary
0.3 FTE BA Step 2 $14,781.36
Effective Date: 08/28/2023
LAURA SCHLEEDE – Social Worker - Lincoln Elementary
0.6 FTE MA Step 4 $34,612.78
Effective Date: 08/28/2023

➢ LONG TERM SUBSTITUTE - CERTIFIED STAFF
KRISTA CODDINGTON - 2nd Grade Teacher - Willow Lane Elementary
1.0 FTE MA Step 1 $12,815.86
Effective Date: 08/28/2023 - 11/03/2023
KATHLEEN HATCH - Special Education Teacher - North Star Elementary
0.5 FTE MA Step 1 $26,449.76
Effective Date: 2023-2024 School Year
CLAUDIA MEDIN - 3rd/4th Grade Teacher - North Star Elementary
1.0 FTE BA+45 Step 1 $ 51,266.58
Effective Date: 2023-2024 School Year

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

## B. PUBLIC FORUM

## C. INFORMATION ITEMS

1. Superintendent's Report - Tim Wald, Assistant Superintendent for Finance and Operations gave information about the application for educational benefits, and the back to school page of the district website. He spoke about the Extravaganza event on Saturday, August 26, 2023, and the #BackToSchoolBears initiative. He finished with information about 2023-24 enrollment, employment opportunities and the Senior Activity Pass.

**D. DISCUSSION ITEMS**

1. First Reading of School Board Policies;
    a. 102, Equal Educational Opportunity;
    b. 406, Public and Private Personnel Data;
    c. 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol Free School;
    d. 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction;
    e. 424, License Status;
    f. 425, Staff Development and Mentoring;
    g. 504, Student Dress and Appearance;
    h. 506, Student Discipline;
    i. 507, Corporal Punishment and Prone Restraint;
    j. 509, Enrollment of Nonresident Students;
    k. 513, Student Promotion, Retention and Program Design;
    l. 514, Bullying Prevention;
    m. 516.5, Overdose Medication;
    n. 524, Electronic Technologies Acceptable Use;
    o. 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds;
    p. 534, Unpaid Meal Charges;
    q. 601, School District Curriculum and Instruction Goals;
    r. 602, Organization of School Calendar and School Day;
    s. 603, Curriculum Development;
    t. 604, Instructional Curriculum;
    u. 613, Graduation Requirements;
    v. 616, School District System Accountability;
    w. 618, Assessment of Student Achievement;
    x. 620, Credit for Learning;
    y. 621, Literacy and the Read Act;
    z. 624, Online Instruction;
    aa. 708, Transportation of Nonpublic School Students;
    bb. 709, Student Transportation Safety.

    The policies listed above will be on the September 11, 2023 or subsequent agenda for a second reading.

**E. OPERATIONAL ITEMS**

1. Arcand moved and Streiff Oji seconded to approve the action on Resolution of Intent to Issue Facilities Maintenance Bonds, Series 2024A, In The Maximum Aggregate Principal Amount Of $42,835,000; And Taking Other Actions With Respect Thereto. ***Roll Call vote: Ayes, Arcand, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Nays. Motion carried.***

**F. BOARD FORUM**

**G. LABOR NEGOTIATIONS***

**This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minn. Stat. 179A.01 to 179A.25.*

Daniels moved and Arcand seconded to move into closed session at 5:47 p.m. ***Voice vote: Ayes, Arcand, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Nays, none. Motion carried.***

The meeting went into closed session at 5:55 p.m.

Newmaster moved and Arcand seconded to move out of closed session at 6:15 p.m.

The meeting returned to open session at 6:15 p.m.

**H. ADJOURNMENT** - Arcand moved and Daniels seconded to adjourn the meeting at 6:15 p.m. ***Voice vote: Ayes, Arcand, Beloyed, Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Nays, none. Motion carried.***

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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, August 28, 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: Daniels, Ellison, Newmaster, Streiff Oji, Thompson. Absent: Beloyed, Arcand.

### B. DISCUSSION ITEMS

1. Free School Meals Update - Director of Nutrition Services, Bridget Lehn provided an overview of information about the meal program set to begin with the 2023-2024 school year.

Arcand joined the meeting at 5:35 p.m.

2. Elementary English Language Arts Curriculum Review Process - Jennifer Babiash, Director of Teaching and Learning and Cynthia Mueller, Principal on Special Assignment and District Literacy Specialist Lead gave an update on the Elementary Literacy and English Language Arts Curriculum Review Process that was conducted over the past two years.

### C. REVIEW OF SUPERINTENDENT'S EVALUATION*

**This portion of the meeting may be closed to discuss evaluation of superintendent, pursuant to Minnesota Statutes 13D.05, Subd. 3(a).*

Newmaster moved and Daniels seconded to move into closed session at 6:06 p.m. ***Voice vote: Ayes, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.***

The meeting went into closed session at 6:13 p.m.

Thompson moved and Arcand seconded to move out of closed session at 7:35 p.m.

The meeting returned to open session at 7:35 p.m.

### D. ADJOURNMENT

**ADJOURNMENT** - Streiff-Oji moved and Arcand seconded to adjourn the meeting at 7:35 p.m. ***Voice vote: Ayes, Daniels, Ellison, Newmaster, Streiff Oji, Thompson, Arcand. Nays, none. Motion carried.***

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Submitted by: Angela Thompson, clerk

Consent Agenda Item A-6b
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Monthly Check Registers** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Action Item** |
| CONTACT PERSON(S): | **Tim Wald, Assistant Superintendent of Finance and Operations;**<br>**Andi Johnson, Director of Finance** |

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**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 - August 2023

| | | 8/15/2023 | 8/31/2023 |
|---|---|---|---|
| Direct Deposit | 900682061 - 900682687 | 765,387.09 | |
| Direct Deposit | 900682688 - 900683390 | | 743,449.55 |

| Check Number | Vendor | Amount | Check Date | Check Type |
|---|---|---|---|---|
| 129971 | NORTH CENTRAL BLUE BIRD BUS SALES | ($971.55) | 6/30/2023 | V |
| 132546 | OLYMPIC COMMUNICATIONS INC | ($336.00) | 6/2/2023 | V |
| 133969 | SCHOOL FIX CATALOG | ($916.54) | 6/2/2023 | V |
| 134482 | AMAZON CAPITAL SERVICES | $2,643.39 | 8/1/2023 | R |
| 134483 | ASL INTERPRETING SERVICES INC | $198.00 | 8/1/2023 | R |
| 134484 | BACHMEIER, AMY L. | $3,646.57 | 8/1/2023 | R |
| 134485 | BLUEBIRD SCREEN PRINT | $5,985.00 | 8/1/2023 | R |
| 134486 | BULK OFFICE SUPPLY | $1,021.92 | 8/1/2023 | R |
| 134487 | CDW GOVERNMENT INC | $774.98 | 8/1/2023 | R |
| 134488 | CENTER FOR RESPONSIVE SCHOOLS | $859.00 | 8/1/2023 | R |
| 134489 | CHESS & STRATEGY GAME ASSOC | $1,565.90 | 8/1/2023 | R |
| 134490 | DASH SPORTS LLC | $1,187.00 | 8/1/2023 | R |
| 134491 | FARRER, MAGGIE | $900.00 | 8/1/2023 | R |
| 134492 | JOHN DEERE FINANCIAL | $21.68 | 8/1/2023 | R |
| 134493 | LAKESHORE LEARNING MATERIALS | $28.49 | 8/1/2023 | R |
| 134494 | NAPA GENUINE AUTO PARTS | $41.72 | 8/1/2023 | R |
| 134495 | NCS PEARSON INC | $12.72 | 8/1/2023 | R |
| 134496 | NORTH CENTRAL TRUCK EQUIPMENT | $247.53 | 8/1/2023 | R |
| 134497 | O'REILLY AUTOMOTIVE INC | $21.99 | 8/1/2023 | R |
| 134498 | RITTENHOUSE, SARAH | $2,063.00 | 8/1/2023 | R |
| 134499 | SCHOOL HEALTH CORPORATION | $1,775.04 | 8/1/2023 | R |
| 134500 | HANSON SPORTS | $1,788.00 | 8/1/2023 | R |
| 134501 | SPECIALTY PROMOTIONS INC | $812.25 | 8/1/2023 | R |
| 134502 | SUPERIOR TEXT | $176.16 | 8/1/2023 | R |
| 134503 | T-MOBILE | $1,940.00 | 8/1/2023 | R |
| 134504 | TALLY'S DOCKSIDE | $1,080.00 | 8/1/2023 | R |
| 134505 | THE BAKER'S HORSE, LLC | $625.00 | 8/1/2023 | R |
| 134506 | BALD EAGLE SPORTSMENS ASSOC | $5,900.00 | 6/1/2023 | R |
| 134507 | CAPITAL ONE TRADE CREDIT | $177.73 | 6/1/2023 | R |
| 134508 | CENTURY COLLEGE | $3,300.00 | 6/1/2023 | R |
| 134510 | CORNERSTONE OCCUPATIONAL HEALTH SPECIALISTS | $476.00 | 6/1/2023 | R |
| 134511 | ECKROTH MUSIC | $198.05 | 6/1/2023 | R |
| 134512 | FIRST STUDENT INC | $34,941.28 | 6/1/2023 | R |
| 134513 | HOME DEPOT CREDIT SERVICES | $40.00 | 6/1/2023 | R |
| 134514 | MWASSA, NAMBI N. | $85.00 | 6/1/2023 | R |
| 134515 | NORTH CENTRAL INTERNATIONAL, LLC | $657.98 | 6/1/2023 | R |
| 134516 | NORTHEAST METRO INTERMEDIATE DISTRICT 916 | $94,519.96 | 6/1/2023 | R |
| 134517 | ODP BUSINESS SOLUTIONS, LLC | $259.84 | 6/1/2023 | R |
| 134518 | REDWOOD TOXICOLOGY LABORATORY | $10.63 | 6/1/2023 | R |
| 134519 | SCHOOL FIX CATALOG | $458.27 | 6/1/2023 | R |
| 134520 | STAPLES | $325.57 | 6/1/2023 | R |
| 134521 | TREASURED TRANSPORTATION LLC | $238,093.77 | 6/1/2023 | R |
| 134522 | AUDIOQUIP INC | $590.00 | 6/30/2023 | R |
| 134523 | CINEMA ENTERTAINMENT GROUP | $1,702.00 | 6/30/2023 | R |
| 134524 | CUB FOODS OF WHITE BEAR TWSHP | $604.47 | 6/30/2023 | R |

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| 134525 | FESTIVAL FOODS-KNOWLAN'S | $37.79 | 6/30/2023 | R |
| 134526 | HASTINGS CREAMERY LLC | $635.10 | 6/30/2023 | R |
| 134527 | LAKES COUNTRY SERVICE COOP | $300.00 | 6/30/2023 | R |
| 134528 | MALLOY/MONTAGUE/KARNOWSKI & CO | $4,500.00 | 6/30/2023 | R |
| 134529 | MORITZ, CLAIRE S. | $1,690.20 | 6/30/2023 | R |
| 134530 | MUSIC THEATRE INTERNATIONAL | $6,184.00 | 6/30/2023 | R |
| 134532 | NORTHEAST METRO INTERMEDIATE DISTRICT 916 | $164,849.88 | 6/30/2023 | R |
| 134533 | PARR, ERIN | $336.00 | 6/30/2023 | R |
| 134534 | PARTS TOWN, LLC | $116.50 | 6/30/2023 | R |
| 134535 | PEDIATRIC HOME SERVICE | $637.50 | 6/30/2023 | R |
| 134536 | PERNSTEINER CREATIVE GROUP | $1,300.00 | 6/30/2023 | R |
| 134537 | TOWN LIFE | $1,215.00 | 6/30/2023 | R |
| 134538 | TREASURED TRANSPORTATION LLC | $22,006.33 | 6/30/2023 | R |
| 134539 | US OMNI & TSACG COMPLIANCE SERVICES, INC | $949.00 | 6/30/2023 | R |
| 134540 | WARGO NATURE CENTER | $1,410.58 | 6/30/2023 | R |
| 134541 | AI TECHNOLOGIES LLC | $5,366.25 | 8/8/2023 | R |
| 134544 | AMAZON CAPITAL SERVICES | $4,202.45 | 8/8/2023 | R |
| 134545 | BARNUM COMPANIES, INC | $496.44 | 8/8/2023 | R |
| 134546 | BEST BUY BUSINESS ADVANTAGE ACCT | $3,859.92 | 8/8/2023 | R |
| 134547 | BLADE, JULIE M. | $466.07 | 8/8/2023 | R |
| 134548 | BSN SPORTS, LLC | $13,214.56 | 8/8/2023 | R |
| 134549 | CAPITAL ONE TRADE CREDIT | $30.32 | 8/8/2023 | R |
| 134550 | CARDINAL, KATHLEEN T. | $40.80 | 8/8/2023 | R |
| 134551 | CARROLL, RUTH | $20.00 | 8/8/2023 | R |
| 134552 | CHESS & STRATEGY GAME ASSOC | $3,209.50 | 8/8/2023 | R |
| 134553 | CHRIS MASTELL TRAILER RENTALS | $3,750.00 | 8/8/2023 | R |
| 134554 | CINTAS CORP | $267.08 | 8/8/2023 | R |
| 134555 | CONSTANTINE DANCE CLASSES | $288.00 | 8/8/2023 | R |
| 134556 | COR ROBOTICS LLC | $640.00 | 8/8/2023 | R |
| 134557 | DANIELS, DIANE L. | $15.30 | 8/8/2023 | R |
| 134558 | DEFINITIVE TECHNOLOGY SOLUTIONS | $10,592.50 | 8/8/2023 | R |
| 134559 | EDUCERE LLC | $197.00 | 8/8/2023 | R |
| 134560 | FASTENAL COMPANY | $306.41 | 8/8/2023 | R |
| 134561 | FIDELITY SECURITY LIFE INSURANCE CO | $5,528.54 | 8/8/2023 | R |
| 134562 | FLYNN, BARBARA A. | $29.25 | 8/8/2023 | R |
| 134563 | GARVEY, PATRICIA | $46.75 | 8/8/2023 | R |
| 134564 | HANSON SPORTS | $1,013.20 | 8/8/2023 | R |
| 134565 | HAZELDEN PUBLISHING | $158,000.00 | 8/8/2023 | R |
| 134566 | HEALTHPARTNERS | $166,554.22 | 8/8/2023 | R |
| 134567 | HOMETOWN SPORTS & APPAREL | $1,101.00 | 8/8/2023 | R |
| 134568 | HUGO EQUIPMENT CO | $933.59 | 8/8/2023 | R |
| 134569 | INGINA LLC | $4,155.00 | 8/8/2023 | R |
| 134570 | JENSEN, ETOILE W. | $43.20 | 8/8/2023 | R |
| 134571 | KATH FUEL OIL SERVICE CO | $8,950.16 | 8/8/2023 | R |
| 134572 | KURZWEG, DIETER | $200.00 | 8/8/2023 | R |
| 134573 | LANDGRAFF, MARCIA J. | $557.80 | 8/8/2023 | R |
| 134577 | LINDENMEYR MUNROE | $73,211.50 | 8/8/2023 | R |

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| 134578 | LITCH, KARLA K. | $57.00 | 8/8/2023 | R |
| 134579 | LOCAL LLC | $7,350.00 | 8/8/2023 | R |
| 134580 | LUNDGREN, JOANNE M. | $72.25 | 8/8/2023 | R |
| 134581 | MAC RUNNEL, MINDY L. | $145.99 | 8/8/2023 | R |
| 134582 | MASA/MASE | $2,850.00 | 8/8/2023 | R |
| 134583 | MCCRAY EXPRESS SPORTS NETWORK | $313.00 | 8/8/2023 | R |
| 134584 | MCGRAW HILL LLC | $8,223.07 | 8/8/2023 | R |
| 134585 | MN ELEMENTARY SCH PRIN ASSOC | $972.00 | 8/8/2023 | R |
| 134586 | BRIGHT WORKS | $11,787.60 | 8/8/2023 | R |
| 134587 | MIDWEST BUS PARTS INC | $177.90 | 8/8/2023 | R |
| 134588 | MILLIGAN, THERESA | $45.90 | 8/8/2023 | R |
| 134589 | MN SAFETY COUNCIL INC | $1,035.00 | 8/8/2023 | R |
| 134590 | MN SUPERINTENDENTS OFC PERSONNEL | $100.00 | 8/8/2023 | R |
| 134591 | MW LIFE | $640.00 | 8/8/2023 | R |
| 134593 | NAEHCY | $1,747.00 | 8/8/2023 | R |
| 134594 | NELSON, PATRICIA A. | $74.00 | 8/8/2023 | R |
| 134596 | NORTH CENTRAL TRUCK EQUIPMENT | $788.45 | 8/8/2023 | R |
| 134597 | NORTHERN TOOL + EQUIPMENT | $298.47 | 8/8/2023 | R |
| 134601 | O'REILLY AUTOMOTIVE INC | $605.18 | 8/8/2023 | R |
| 134602 | OLSON, SUZANNE K. | $37.40 | 8/8/2023 | R |
| 134603 | ON SITE SANITATION INC | $23.00 | 8/8/2023 | R |
| 134604 | ORTIZ, KLEBER I. | $3,600.00 | 8/8/2023 | R |
| 134605 | PAULSON, MICHAEL J. | $44.80 | 8/8/2023 | R |
| 134606 | PAVLAK, TIFFANY | $74.00 | 8/8/2023 | R |
| 134607 | PAYDHEALTH | $32,088.95 | 8/8/2023 | R |
| 134608 | PICKERING AND SCHAITBERGER | $51.20 | 8/8/2023 | R |
| 134609 | PITTENGER, VICKI | $26.80 | 8/8/2023 | R |
| 134610 | PODS COMPLETE CAR CARE | $693.06 | 8/8/2023 | R |
| 134611 | POWERSCHOOL GROUP LLC | $17,708.22 | 8/8/2023 | R |
| 134612 | PRESS PUBLICATIONS | $423.60 | 8/8/2023 | R |
| 134613 | ROETTGER, DEBRA | $42.50 | 8/8/2023 | R |
| 134614 | ROETTGER, DORIS | $143.23 | 8/8/2023 | R |
| 134615 | SMITLEY, SHARON L. | $75.00 | 8/8/2023 | R |
| 134616 | SOAR TENNIS ACADEMY | $4,754.00 | 8/8/2023 | R |
| 134617 | SOLIANT HEALTH, LLC | $747.50 | 8/8/2023 | R |
| 134618 | SUBURBAN SPORTSWEAR LLC | $1,418.00 | 8/8/2023 | R |
| 134619 | SURPLUS SERVICES | $34.00 | 8/8/2023 | R |
| 134620 | VARSITY SPIRIT FASHIONS | $3,395.90 | 8/8/2023 | R |
| 134621 | VERIZON WIRELESS | $735.10 | 8/8/2023 | R |
| 134622 | WELCOME WAGON | $4,821.12 | 8/8/2023 | R |
| 134623 | IUOE LOCAL 70 | $1,467.38 | 8/8/2023 | R |
| 134624 | SCHOOL SERVICE EMPLOYEES | $1,118.22 | 8/8/2023 | R |
| 134625 | MESSERLI & KRAMER PA | $509.23 | 8/8/2023 | R |
| 134626 | RODENBURG LAW FIRM | $349.16 | 8/8/2023 | R |
| 134627 | ADVANCE TERRAZZO & TILE CO INC | $207,258.80 | 6/30/2023 | R |
| 134628 | ALL STATE COMMUNICATIONS | $28,979.84 | 6/30/2023 | R |
| 134629 | AMERICAN STRUCTURAL METALS INC | $1,745,291.55 | 6/30/2023 | R |

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|---|---|---|---|---|
| 134630 | ARCHITECTURAL SALES OF MN INC | $1,539.00 | 6/30/2023 | R |
| 134631 | AUTUMN RIDGE LANDSCAPING | $188,075.30 | 6/30/2023 | R |
| 134632 | BITUMINOUS ROADWAYS INC | $15,405.20 | 6/30/2023 | R |
| 134633 | THE BOELTER COMPANIES INC | $137,512.50 | 6/30/2023 | R |
| 134635 | CITY OF HUGO | $3,176.82 | 6/30/2023 | R |
| 134636 | COMMERCIAL DRYWALL INC | $163,339.45 | 6/30/2023 | R |
| 134637 | CONTINENTAL RESEARCH CORP | $225.99 | 6/30/2023 | R |
| 134638 | EBERT INC | $159,005.54 | 6/30/2023 | R |
| 134639 | FLYNN MIDWEST LP | $72,024.25 | 6/30/2023 | R |
| 134640 | FRANSEN DECORATING INC | $8,327.12 | 6/30/2023 | R |
| 134641 | GENERAL SHEET METAL COMPANY LLC | $4,838.00 | 6/30/2023 | R |
| 134642 | JAYTECH INC | $2,730.92 | 6/30/2023 | R |
| 134643 | JOHN FOLEY MASONRY INC | $139,286.19 | 6/30/2023 | R |
| 134644 | JWOOD SPORTS FLOORING LLC | $12,540.00 | 6/30/2023 | R |
| 134645 | KELLEHER CONSTRUCTION INC | $6,866.41 | 6/30/2023 | R |
| 134646 | KIEFER USA | $217,163.70 | 6/30/2023 | R |
| 134647 | MCDONOUGH'S WATERJETTING AND DRAIN CLEANING | $2,735.70 | 6/30/2023 | R |
| 134648 | MINNESOTA ACOUSTICS INC | $29,269.50 | 6/30/2023 | R |
| 134649 | MUSKA ELECTRIC COMPANIES | $541,481.40 | 6/30/2023 | R |
| 134650 | NAC MECHANICAL & ELECTRICAL SERV | $48,915.51 | 6/30/2023 | R |
| 134651 | NASSEFF MECHANICAL CONTRACTORS INC | $73,040.14 | 6/30/2023 | R |
| 134652 | NEW LOOK CONTRACTING INC | $29,060.69 | 6/30/2023 | R |
| 134653 | OLYMPUS LOCKERS & STORAGE PRODUCTS INC | $500.00 | 6/30/2023 | R |
| 134654 | PETERSON COMPANIES INC | $18,403.59 | 6/30/2023 | R |
| 134655 | RACHEL CONTRACTING LLC | $229,881.95 | 6/30/2023 | R |
| 134656 | RED CEDAR STEEL ERECTORS INC | $246,083.01 | 6/30/2023 | R |
| 134657 | SAAFE LLC | $13,680.95 | 6/30/2023 | R |
| 134658 | SPRIGGS PLUMBING & HEATING INC | $19,538.61 | 6/30/2023 | R |
| 134659 | STERICYCLE, INC. | $776.28 | 6/30/2023 | R |
| 134660 | TEKTON CONSTRUCTION COMPANY | $21,110.46 | 6/30/2023 | R |
| 134661 | THELEN HEATING & ROOFING INC | $50,509.15 | 6/30/2023 | R |
| 134662 | TIM'S CONSTRUCTION GROUP LLC | $2,711.26 | 6/30/2023 | R |
| 134663 | TR ENVIRONMENTAL CONSULTING LLC | $5,442.00 | 6/30/2023 | R |
| 134664 | ULTRA CONCRETE LLC | $259,364.25 | 6/30/2023 | R |
| 134665 | UPPER MIDWEST ATHLETIC CONSTRUCTION | $22,664.35 | 6/30/2023 | R |
| 134666 | WEIDNER PLUMBING & HEATING CO | $436,746.57 | 6/30/2023 | R |
| 134667 | WELLS CONCRETE PRODUCTS CO | $77,102.57 | 6/30/2023 | R |
| 134668 | WOLD ARCHITECTS AND ENGINEERS | $196,590.58 | 6/30/2023 | R |
| 134669 | ABBOTT PAINT & CARPET INC | $42.08 | 8/9/2023 | R |
| 134670 | ACME TOOLS | $139.90 | 8/9/2023 | R |
| 134671 | ALL STATE COMMUNICATIONS | $2,782.64 | 8/9/2023 | R |
| 134672 | AMERICAN MESSAGING SERVICES | $28.86 | 8/9/2023 | R |
| 134674 | ARAMARK UNIFORM SERVICES | $194.12 | 8/9/2023 | R |
| 134675 | BRAUN INTERTEC CORPORATION | $39,142.50 | 8/9/2023 | R |
| 134676 | BSN SPORTS, LLC | $423.99 | 8/9/2023 | R |
| 134677 | CAPITAL ONE TRADE CREDIT | $366.24 | 8/9/2023 | R |
| 134682 | CAPITAL ONE TRADE CREDIT | $987.75 | 8/9/2023 | R |

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| 134683 | CINTAS CORP | $69.77 | 8/9/2023 | R |
| 134684 | CL BENSEN CO INC | $2,419.44 | 8/9/2023 | R |
| 134685 | CONTINENTAL RESEARCH CORP | $584.75 | 8/9/2023 | R |
| 134686 | CUMMINS SALES AND SERVICE | $121.54 | 8/9/2023 | R |
| 134690 | DALCO CORPORATION | $5,603.44 | 8/9/2023 | R |
| 134691 | GRAINGER | $302.90 | 8/9/2023 | R |
| 134692 | KRAFT MECHANICAL LLC | $10,115.65 | 8/9/2023 | R |
| 134693 | KULLY SUPPLY COMPANY | $275.26 | 8/9/2023 | R |
| 134694 | LVC COMPANIES INC | $390.00 | 8/9/2023 | R |
| 134695 | MCDONOUGH'S WATERJETTING AND DRAIN CLEANING | $1,974.75 | 8/9/2023 | R |
| 134696 | O'REILLY AUTOMOTIVE INC | $95.26 | 8/9/2023 | R |
| 134697 | OLSON'S SEWER SERVICE, INC | $934.00 | 8/9/2023 | R |
| 134698 | PETERSON BROS ROOFING & CONST | $195,078.46 | 8/9/2023 | R |
| 134699 | RISK PROGRAM ADMINISTRATORS | $58,699.00 | 8/9/2023 | R |
| 134700 | SAMACO SUPPLY | $3,630.00 | 8/9/2023 | R |
| 134702 | SCHINDLER ELEVATOR CORP | $2,825.19 | 8/9/2023 | R |
| 134704 | STATE SUPPLY CO | $2,086.96 | 8/9/2023 | R |
| 134705 | STERICYCLE, INC. | $873.99 | 8/9/2023 | R |
| 134706 | TIM'S CONSTRUCTION GROUP LLC | $7,654.40 | 8/9/2023 | R |
| 134707 | TR ENVIRONMENTAL CONSULTING LLC | $526.00 | 8/9/2023 | R |
| 134708 | TWIN CITY HARDWARE COMPANY INC | $2,380.00 | 8/9/2023 | R |
| 134709 | TWIN PINES IMPRINTING | $5,980.36 | 8/9/2023 | R |
| 134710 | UHL COMPANY INC | $675.00 | 8/9/2023 | R |
| 134711 | VIKING ELECTRIC SUPPLY | $528.52 | 8/9/2023 | R |
| 134712 | WHITE BEAR GLASS INC | $3,575.00 | 8/9/2023 | R |
| 134713 | WHITE BEAR LOCKSMITH INC | $300.00 | 8/9/2023 | R |
| 134716 | WOLD ARCHITECTS AND ENGINEERS | $472,635.67 | 8/9/2023 | R |
| 134717 | XCEL ENERGY | $61.18 | 8/9/2023 | R |
| 134718 | BETHEL UNIVERSITY | $750.00 | 6/30/2023 | R |
| 134719 | BETHEL UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134720 | BETHEL UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134721 | BOSTON CONSERVATORY AT BERKLEE | $2,000.00 | 6/30/2023 | R |
| 134722 | CALIFORNIA POLYTECHNIC STATE UNIVERSITY | $500.00 | 6/30/2023 | R |
| 134723 | CALIFORNIA POLYTECHNIC STATE UNIVERSITY | $1,500.00 | 6/30/2023 | R |
| 134724 | CENTURY COLLEGE | $2,000.00 | 6/30/2023 | R |
| 134725 | CENTURY COLLEGE | $500.00 | 6/30/2023 | R |
| 134726 | CENTURY COLLEGE | $1,000.00 | 6/30/2023 | R |
| 134727 | CENTURY COLLEGE | $2,000.00 | 6/30/2023 | R |
| 134728 | COLORADO STATE UNIVERSITY | $2,000.00 | 6/30/2023 | R |
| 134729 | CONCORDIA UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134730 | DRAKE UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134731 | DUNWOODY TECHNICAL COLLEGE | $1,000.00 | 6/30/2023 | R |
| 134732 | GUSTAVUS ADOLPHUS COLLEGE | $750.00 | 6/30/2023 | R |
| 134733 | IOWA STATE UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134734 | IOWA STATE UNIVERSITY | $750.00 | 6/30/2023 | R |
| 134735 | MN STATE UNIV MANKATO | $3,000.00 | 6/30/2023 | R |
| 134736 | MN STATE UNIV MANKATO | $2,000.00 | 6/30/2023 | R |

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| 134737 | NDSU FINANCIAL AID | $2,000.00 | 6/30/2023 | R |
| 134738 | NDSU FINANCIAL AID | $2,000.00 | 6/30/2023 | R |
| 134739 | NORTH CENTRAL UNIVERSITY | $2,000.00 | 6/30/2023 | R |
| 134740 | OHIO STATE UNIVERSITY | $3,500.00 | 6/30/2023 | R |
| 134741 | OHIO STATE UNIVERSITY | $2,000.00 | 6/30/2023 | R |
| 134742 | OHIO STATE UNIVERSITY | $500.00 | 6/30/2023 | R |
| 134743 | RENSSELAER POLYTECHNIC INSTITUTE | $500.00 | 6/30/2023 | R |
| 134744 | ST JOHNS UNIVERSITY | $12,400.00 | 6/30/2023 | R |
| 134745 | UNIVERSITY OF CONNECTICUT | $500.00 | 6/30/2023 | R |
| 134746 | UNIVERSITY OF IOWA | $1,000.00 | 6/30/2023 | R |
| 134747 | UNIVERSITY OF MINNESOTA DULUTH | $2,500.00 | 6/30/2023 | R |
| 134748 | UNIVERSITY OF MINNESOTA DULUTH | $750.00 | 6/30/2023 | R |
| 134749 | UNIVERSITY OF MINNESOTA | $840.00 | 6/30/2023 | R |
| 134750 | UNIVERSITY OF MINNESOTA | $5,000.00 | 6/30/2023 | R |
| 134751 | UNIVERSITY OF MINNESOTA | $500.00 | 6/30/2023 | R |
| 134752 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134753 | UNIVERSITY OF MINNESOTA | $500.00 | 6/30/2023 | R |
| 134754 | UNIVERSITY OF MINNESOTA | $500.00 | 6/30/2023 | R |
| 134755 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134756 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134757 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134758 | UNIVERSITY OF MINNESOTA | $1,383.00 | 6/30/2023 | R |
| 134759 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134760 | UNIVERSITY OF MINNESOTA | $1,000.00 | 6/30/2023 | R |
| 134761 | UNIVERSITY OF WASHINGTON | $1,000.00 | 6/30/2023 | R |
| 134762 | UNIVERSITY OF WASHINGTON | $500.00 | 6/30/2023 | R |
| 134763 | UNIVERSITY OF WI LACROSSE | $500.00 | 6/30/2023 | R |
| 134764 | UNIVERSITY OF WI LACROSSE | $1,000.00 | 6/30/2023 | R |
| 134765 | UNIVERSITY OF WI MADISON | $1,000.00 | 6/30/2023 | R |
| 134766 | UNIVERSITY OF WI MADISON | $1,000.00 | 6/30/2023 | R |
| 134767 | UNIVERSITY OF WI MADISON | $1,000.00 | 6/30/2023 | R |
| 134768 | UNIVERSITY OF WI MADISON | $3,000.00 | 6/30/2023 | R |
| 134769 | UNIVERSITY OF WI MADISON | $1,000.00 | 6/30/2023 | R |
| 134770 | UNIVERSITY OF WI MADISON | $5,000.00 | 6/30/2023 | R |
| 134771 | UNIVERSITY OF WI MADISON | $1,000.00 | 6/30/2023 | R |
| 134772 | UNIVERSITY OF WI MADISON | $500.00 | 6/30/2023 | R |
| 134773 | UNIVERSITY OF WI EAU CLAIRE | $5,000.00 | 6/30/2023 | R |
| 134774 | UNIVERSITY OF WI EAU CLAIRE | $1,000.00 | 6/30/2023 | R |
| 134775 | UNIVERSITY OF DENVER | $500.00 | 6/30/2023 | R |
| 134776 | UNIVERSITY OF DENVER | $1,000.00 | 6/30/2023 | R |
| 134777 | UNIVERSITY OF MARYLAND BALTIMORE CTY | $1,000.00 | 6/30/2023 | R |
| 134778 | UNIVERSITY OF MARYLAND BALTIMORE CTY | $1,200.00 | 6/30/2023 | R |
| 134779 | WINONA STATE UNIVERSITY | $1,000.00 | 6/30/2023 | R |
| 134780 | WINONA STATE UNIVERSITY | $500.00 | 6/30/2023 | R |
| 134781 | DANGLE PRO ATHLETIC | $3,520.00 | 8/11/2023 | R |
| 134782 | IUOE LOCAL 70 | $1,467.38 | 8/17/2023 | R |
| 134783 | SCHOOL SERVICE EMPLOYEES | $1,137.03 | 8/17/2023 | R |

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| 134784 | MESSERLI & KRAMER PA | $509.23 | 8/17/2023 | R |
| 134785 | RODENBURG LAW FIRM | $385.13 | 8/17/2023 | R |
| 134786 | SCHWEIGERT, KLEMIN & MCBRIDE, P.C. | $84.07 | 8/17/2023 | R |
| 134787 | AITKIN, DANIEL R. | $99.10 | 6/30/2023 | R |
| 134788 | ALBIN, STEPHANIE M. | $67.00 | 6/30/2023 | R |
| 134789 | ALBRECHT, CARLA M. | $23.80 | 6/30/2023 | R |
| 134790 | ANDERSON, ANN | $15.85 | 6/30/2023 | R |
| 134791 | BERIOU, MICHAEL | $29.95 | 6/30/2023 | R |
| 134792 | BYSTROM, ELIZABETH K. | $17.50 | 6/30/2023 | R |
| 134793 | CARLSON, CASANDRA | $18.50 | 6/30/2023 | R |
| 134794 | CARLSON, SARA | $71.50 | 6/30/2023 | R |
| 134795 | CUB FOODS OF WHITE BEAR TWSHP | $198.11 | 6/30/2023 | R |
| 134796 | CURRIER, SHARON M. | $42.00 | 6/30/2023 | R |
| 134797 | DEARBORN, CORRINA M. | $5.15 | 6/30/2023 | R |
| 134798 | DOMINOS PIZZA | $376.77 | 6/30/2023 | R |
| 134799 | EDWARDS, KAYLA | $14.10 | 6/30/2023 | R |
| 134800 | ENGELMAYER, JENNIFER | $63.35 | 6/30/2023 | R |
| 134801 | FESTIVAL FOODS-KNOWLAN'S | $49.55 | 6/30/2023 | R |
| 134802 | FISCHER, MICHAEL A. | $8.30 | 6/30/2023 | R |
| 134803 | FLANNIGAN, MARNI | $18.95 | 6/30/2023 | R |
| 134804 | GRANN, TANYA L. | $67.55 | 6/30/2023 | R |
| 134805 | GREENE, JENNIFER W. | $104.70 | 6/30/2023 | R |
| 134806 | HAUTH, MAREN C. | $35.55 | 6/30/2023 | R |
| 134807 | HED, LISA K. | $141.20 | 6/30/2023 | R |
| 134808 | HELLER, TRICIA A. | $21.10 | 6/30/2023 | R |
| 134809 | HER, KOMENG J. | $22.00 | 6/30/2023 | R |
| 134810 | HODEN, COLLEEN E. | $46.70 | 6/30/2023 | R |
| 134811 | HOLLANDER, CHAS | $149.50 | 6/30/2023 | R |
| 134812 | HUTSON, BRIETTA M. | $34.95 | 6/30/2023 | R |
| 134813 | IDEAL SERVICE INC | $185.00 | 6/30/2023 | R |
| 134814 | ISD #622 NO ST PAUL/MAPLEWOOD | $19,015.46 | 6/30/2023 | R |
| 134815 | JAGER, JUDY | $35.85 | 6/30/2023 | R |
| 134816 | JANICKI, KEVIN A. | $28.50 | 6/30/2023 | R |
| 134817 | JOHNSON, TAMMY J. | $75.55 | 6/30/2023 | R |
| 134818 | JONES, PERRY M. | $3.20 | 6/30/2023 | R |
| 134819 | JOSTENS INC | $995.00 | 6/30/2023 | R |
| 134820 | JOSTENS | $12,856.00 | 6/30/2023 | R |
| 134821 | KATAINEN, COLLIN L. | $77.30 | 6/30/2023 | R |
| 134822 | KATH, ABBY J. | $16.55 | 6/30/2023 | R |
| 134823 | KEHOE, CINDY K. | $74.40 | 6/30/2023 | R |
| 134824 | KELLY, ANGELIQUE | $45.50 | 6/30/2023 | R |
| 134825 | KLOES, SARA J. | $50.45 | 6/30/2023 | R |
| 134826 | KOPP, COLLEEN M. | $123.30 | 6/30/2023 | R |
| 134827 | KOSTER, SALENA B. | $250.85 | 6/30/2023 | R |
| 134828 | KUZNIA, SHERYL | $19.05 | 6/30/2023 | R |
| 134829 | KWAPICK-NASVIK, CARRIE | $62.95 | 6/30/2023 | R |
| 134830 | LIFETOUCH NSS ACCT REC | $185.51 | 6/30/2023 | R |

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| 134831 | LOHMANN, STEPHANIE O. | $42.15 | 6/30/2023 | R |
| 134832 | LOR, XAY | $70.30 | 6/30/2023 | R |
| 134833 | MCGARTHWAITE, NICOLE M. | $26.85 | 6/30/2023 | R |
| 134834 | MCINERNEY, STEPHEN | $90.80 | 6/30/2023 | R |
| 134835 | MCKINNEY, CRAIG M. | $48.65 | 6/30/2023 | R |
| 134836 | METRO MEALS ON WHEELS INC | $98.00 | 6/30/2023 | R |
| 134838 | MINNESOTA UI | $67,885.72 | 6/30/2023 | R |
| 134839 | MONTGOMERY, AMANDA | $13.05 | 6/30/2023 | R |
| 134840 | MULIER, KRISTINE E. | $120.10 | 6/30/2023 | R |
| 134841 | NASCO EDUCATION | $340.70 | 6/30/2023 | R |
| 134842 | NOVAK, NATHANIEL L. | $20.00 | 6/30/2023 | R |
| 134843 | OXYGEN SERVICE COMPANY INC | $16.12 | 6/30/2023 | R |
| 134844 | PETERSON, ALISON R. | $1.55 | 6/30/2023 | R |
| 134845 | PETERSON, JANE M. | $14.05 | 6/30/2023 | R |
| 134846 | PIERCE, DIANA L. | $135.95 | 6/30/2023 | R |
| 134847 | PRATT, ALLISON L. | $51.10 | 6/30/2023 | R |
| 134848 | RAIOLO, MICHAEL J. | $5.85 | 6/30/2023 | R |
| 134849 | RANDEL, KENDRA | $15.05 | 6/30/2023 | R |
| 134850 | REED, AMY | $77.30 | 6/30/2023 | R |
| 134851 | SCHERER, TERESA A. | $36.45 | 6/30/2023 | R |
| 134852 | SCHLEICHER, CLAIRE E. | $24.60 | 6/30/2023 | R |
| 134853 | SCHNEIDER, APRIL C. | $10.50 | 6/30/2023 | R |
| 134854 | SCHOENEMAN, JENNY M. | $60.15 | 6/30/2023 | R |
| 134855 | SIMONSON, PATRICIA L. | $14.25 | 6/30/2023 | R |
| 134856 | SVIR, SARA A. | $44.95 | 6/30/2023 | R |
| 134857 | SWOBODA, NICOLE R. | $2.95 | 6/30/2023 | R |
| 134858 | TAINTER, CRYSTAL D. | $72.90 | 6/30/2023 | R |
| 134859 | TANSOM, CARRIE A. | $19.35 | 6/30/2023 | R |
| 134860 | TERMINAL SUPPLY CO | $236.63 | 6/30/2023 | R |
| 134861 | TETTEY, ELIZABETH A. | $23.00 | 6/30/2023 | R |
| 134862 | THIEL, LEIGH A. | $141.00 | 6/30/2023 | R |
| 134863 | TREASURED TRANSPORTATION LLC | $55,524.97 | 6/30/2023 | R |
| 134864 | UNLTD TEAM | $1,429.00 | 6/30/2023 | R |
| 134865 | WELCH, MICHELLE | $0.75 | 6/30/2023 | R |
| 134866 | YMCA CAMP ST. CROIX | $2,288.00 | 6/30/2023 | R |
| 134867 | ZARATE, OMETECUHTLI R. | $58.95 | 6/30/2023 | R |
| 134868 | AIM ELECTRONICS INC | $22,757.00 | 6/30/2023 | R |
| 134869 | THE BOELTER COMPANIES INC | $2,597.40 | 6/30/2023 | R |
| 134871 | CITY OF WHITE BEAR LAKE | $12,230.08 | 6/30/2023 | R |
| 134872 | CUSTOM REFRIGERATION | $1,359.47 | 6/30/2023 | R |
| 134873 | ECCO MIDWEST INC | $56,375.00 | 6/30/2023 | R |
| 134874 | ISTATE TRUCK CENTER | $1,430.99 | 6/30/2023 | R |
| 134875 | ST PAUL UTILITIES & EXCAVATING, INC. | $1,500.00 | 6/30/2023 | R |
| 134876 | TWIN CITY HARDWARE COMPANY INC | $2,159.20 | 6/30/2023 | R |
| 134877 | ACOUSTICS ASSOCIATES INC | $9,975.00 | 8/23/2023 | R |
| 134878 | AMAZON CAPITAL SERVICES | $308.36 | 8/23/2023 | R |
| 134879 | ARAMARK UNIFORM SERVICES | $139.50 | 8/23/2023 | R |

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| 134880 | ATC GROUP SERVICES LLC | $5,053.79 | 8/23/2023 | R |
| 134881 | ATLAS TOYOTA-LIFT OF MINNESOTA | $845.00 | 8/23/2023 | R |
| 134882 | BEN'S STRUCTURAL FABRICATION INC | $16,102.50 | 8/23/2023 | R |
| 134883 | BSN SPORTS, LLC | $4,218.80 | 8/23/2023 | R |
| 134886 | CAPITAL ONE TRADE CREDIT | $441.81 | 8/23/2023 | R |
| 134887 | CDW GOVERNMENT INC | $4,500.00 | 8/23/2023 | R |
| 134888 | CENTURY FENCE COMPANY | $28,975.00 | 8/23/2023 | R |
| 134889 | CHETS SHOES | $403.73 | 8/23/2023 | R |
| 134890 | COMMERCIAL DRYWALL INC | $19,665.00 | 8/23/2023 | R |
| 134891 | CONTINENTAL RESEARCH CORP | $1,756.77 | 8/23/2023 | R |
| 134898 | DALCO CORPORATION | $31,076.67 | 8/23/2023 | R |
| 134899 | EAGLE BROOK CHURCH | $10,097.64 | 8/23/2023 | R |
| 134900 | EBERT INC | $4,332.00 | 8/23/2023 | R |
| 134901 | ENVIROBATE INC | $109,600.00 | 8/23/2023 | R |
| 134902 | GOPHER PLUMBING SUPPLY | $54.09 | 8/23/2023 | R |
| 134904 | GRAINGER | $1,130.38 | 8/23/2023 | R |
| 134905 | HALLBERG ENGINEERING INC | $1,615.00 | 8/23/2023 | R |
| 134906 | JAMAR COMPANY | $3,160.00 | 8/23/2023 | R |
| 134907 | JAYTECH INC | $9,200.97 | 8/23/2023 | R |
| 134908 | JR'S ADVANCED RECYCLERS | $35.00 | 8/23/2023 | R |
| 134909 | KELLINGTON CONSTRUCTION INC | $7,998.53 | 8/23/2023 | R |
| 134910 | KRAFT MECHANICAL LLC | $2,720.17 | 8/23/2023 | R |
| 134912 | KRAUS ANDERSON CONSTRUCTION CO | $757,089.29 | 8/23/2023 | R |
| 134913 | LIGHT SWITCH LLC | $148.99 | 8/23/2023 | R |
| 134914 | MAERTENS-BRENNY CONSTRUCTION | $29,968.70 | 8/23/2023 | R |
| 134915 | METRO CLEANING SERVICE | $465.00 | 8/23/2023 | R |
| 134916 | MIDWEST SAFETY COUNSELORS INC | $68.95 | 8/23/2023 | R |
| 134917 | MULCAHY NICKOLAUS LLC | $80,068.37 | 8/23/2023 | R |
| 134918 | MVP & ASSOCIATES | $8,725.00 | 8/23/2023 | R |
| 134919 | NARDINI FIRE EQUIPMENT CO INC | $756.83 | 8/23/2023 | R |
| 134920 | NASSEFF MECHANICAL CONTRACTORS INC | $16,720.00 | 8/23/2023 | R |
| 134921 | NORTHERN TOOL + EQUIPMENT | $272.68 | 8/23/2023 | R |
| 134922 | ORKIN INC | $214.07 | 8/23/2023 | R |
| 134923 | PHASOR ELECTRIC COMPANY | $75,525.00 | 8/23/2023 | R |
| 134924 | PIONEER RIM & WHEEL CO | $95.28 | 8/23/2023 | R |
| 134925 | RACHEL CONTRACTING LLC | $52,732.79 | 8/23/2023 | R |
| 134926 | RED CEDAR STEEL ERECTORS INC | $83,505.00 | 8/23/2023 | R |
| 134927 | ROOF SPEC INC | $5,000.00 | 8/23/2023 | R |
| 134928 | SCHADEGG MECHANICAL INC | $1,043,855.25 | 8/23/2023 | R |
| 134929 | SONUS INTERIORS INC | $33,250.00 | 8/23/2023 | R |
| 134930 | SUMMIT FIRE PROTECTION | $2,037.75 | 8/23/2023 | R |
| 134931 | TR ENVIRONMENTAL CONSULTING LLC | $4,140.00 | 8/23/2023 | R |
| 134933 | TWIN CITY JANITOR SUPPLY CO | $2,531.00 | 8/23/2023 | R |
| 134934 | TWIN CITY HARDWARE COMPANY INC | $996.00 | 8/23/2023 | R |
| 134935 | UNITED GLASS INC | $7,600.00 | 8/23/2023 | R |
| 134936 | VAL PRO WINDOWS, LLC | $338,383.35 | 8/23/2023 | R |
| 134937 | VCI ENVIRONMENTAL | $107,200.00 | 8/23/2023 | R |

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| 134938 | VIKING AUTOMATIC SPRINKLER CO | $1,590.00 | 8/23/2023 | R |
| 134940 | VIKING ELECTRIC SUPPLY | $3,742.19 | 8/23/2023 | R |
| 134941 | WASCHE COMMERCIAL FINISHES INC | $9,292.42 | 8/23/2023 | R |
| 134942 | WHITE BEAR LOCKSMITH INC | $403.00 | 8/23/2023 | R |
| 134945 | XCEL ENERGY | $127,678.12 | 8/23/2023 | R |
| 134946 | ACCLAIM SERVICES INC | $2,760.50 | 8/23/2023 | R |
| 134947 | AI TECHNOLOGIES LLC | $5,227.50 | 8/23/2023 | R |
| 134948 | ALEXANDRIA AREA HIGH SCHOOL | $200.00 | 8/23/2023 | R |
| 134956 | AMAZON CAPITAL SERVICES | $5,941.81 | 8/23/2023 | R |
| 134958 | AQUA NORTH SOLUTIONS | $3,619.00 | 8/23/2023 | R |
| 134959 | ARVIG | $3,941.12 | 8/23/2023 | R |
| 134960 | BEST BUY BUSINESS ADVANTAGE ACCT | $199.99 | 8/23/2023 | R |
| 134961 | BLUE CROSS / BLUE SHIELD OF MN | $8,636.00 | 8/23/2023 | R |
| 134962 | BSN SPORTS, LLC | $16,477.21 | 8/23/2023 | R |
| 134963 | THE CAMBRIAN GROUP | $21,000.00 | 8/23/2023 | R |
| 134964 | CAPITAL ONE TRADE CREDIT | $142.84 | 8/23/2023 | R |
| 134965 | CAROLINA BIOLOGICAL SUPPLY | $100.60 | 8/23/2023 | R |
| 134966 | CDW GOVERNMENT INC | $534,965.00 | 8/23/2023 | R |
| 134967 | CEL PUBLIC RELATIONS, INC | $2,000.00 | 8/23/2023 | R |
| 134968 | CENTER FOR RESPONSIVE SCHOOLS | $859.00 | 8/23/2023 | R |
| 134969 | CENTURY COLLEGE | $2,000.00 | 8/23/2023 | R |
| 134970 | CHESS & STRATEGY GAME ASSOC | $3,549.00 | 8/23/2023 | R |
| 134971 | CINTAS CORP | $180.19 | 8/23/2023 | R |
| 134972 | COMCAST | $241.95 | 8/23/2023 | R |
| 134973 | CORNERSTONE OCCUPATIONAL HEALTH SPECIALISTS | $186.00 | 8/23/2023 | R |
| 134974 | CUMMINS SALES AND SERVICE | $210.66 | 8/23/2023 | R |
| 134975 | DONATELLI'S | $280.00 | 8/23/2023 | R |
| 134976 | DOUGLAS, SANDRA L. | $225.00 | 8/23/2023 | R |
| 134977 | E & M CONSULTING | $2,105.95 | 8/23/2023 | R |
| 134978 | EZ FLEX SPORT MATS | $10,271.00 | 8/23/2023 | R |
| 134979 | FESTIVAL FOODS-KNOWLAN'S | $29.95 | 8/23/2023 | R |
| 134980 | FROGGY HOPS LLC | $1,422.76 | 8/23/2023 | R |
| 134981 | GENERAL SPORTS | $180.00 | 8/23/2023 | R |
| 134982 | GREATAMERICA FINANCIAL SERVICES | $349.85 | 8/23/2023 | R |
| 134983 | GROUP MEDICAREBLUE RX | $10,110.00 | 8/23/2023 | R |
| 134984 | HALO TRANSPORTATION | $18,770.00 | 8/23/2023 | R |
| 134985 | HILLYARD INC MINNEAPOLIS | $119.48 | 8/23/2023 | R |
| 134986 | HOBART SERVICE | $537.03 | 8/23/2023 | R |
| 134987 | HOUGHTON MIFFLIN HARCOURT | $3,800.00 | 8/23/2023 | R |
| 134988 | HUGO EQUIPMENT CO | $174.85 | 8/23/2023 | R |
| 134989 | IMAGINE LEARNING LLC | $10,500.00 | 8/23/2023 | R |
| 134990 | INGINA LLC | $15,689.00 | 8/23/2023 | R |
| 134991 | INNOVATIVE OFFICE SOLUTIONS | $213.18 | 8/23/2023 | R |
| 134992 | JW PEPPER & SON INC | $272.99 | 8/23/2023 | R |
| 134993 | KATH FUEL OIL SERVICE CO | $9,962.23 | 8/23/2023 | R |
| 134994 | KELLER GOLF COURSE | $1,610.00 | 8/23/2023 | R |
| 134995 | KIDCREATE STUDIO | $200.00 | 8/23/2023 | R |

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| 134996 | KULLY SUPPLY COMPANY | $307.47 | 8/23/2023 | R |
| 134997 | LAKEVILLE NORTH HIGH SCHOOL | $300.00 | 8/23/2023 | R |
| 134998 | LANGUAGE LINE SERVICES | $54.75 | 8/23/2023 | R |
| 134999 | LANIGAN, CHERYL D. | $262.30 | 8/23/2023 | R |
| 135000 | LEBENS OLD TOWN MARKET, LLC | $272.42 | 8/23/2023 | R |
| 135001 | LEECH LAKE BAND OF OJIBWE | $500.00 | 8/23/2023 | R |
| 135002 | LINDENMEYR MUNROE | $11,223.20 | 8/23/2023 | R |
| 135003 | MAHMOOD, ELIZABETH | $170.00 | 8/23/2023 | R |
| 135005 | MN ASSOC OF SECONDARY SCHOOL PRINCIPALS | $1,534.00 | 8/23/2023 | R |
| 135006 | MEDTOX LABORATORIES | $22.13 | 8/23/2023 | R |
| 135007 | METHOD LEARNING | $1,236.00 | 8/23/2023 | R |
| 135008 | METRO MEALS ON WHEELS INC | $5,864.10 | 8/23/2023 | R |
| 135010 | MIDWEST BUS PARTS INC | $3,441.65 | 8/23/2023 | R |
| 135011 | MN SAFETY COUNCIL INC | $667.00 | 8/23/2023 | R |
| 135012 | MOUNDS VIEW HIGH SCHOOL | $370.00 | 8/23/2023 | R |
| 135013 | MRI SOFTWARE LLC | $125.00 | 8/23/2023 | R |
| 135014 | NATIONAL INVENTORS HALL OF FAME | $20,480.00 | 8/23/2023 | R |
| 135015 | NEW DOMINION SCHOOL | $1,475.36 | 8/23/2023 | R |
| 135016 | NORTH CENTRAL TRUCK EQUIPMENT | $1,038.43 | 8/23/2023 | R |
| 135017 | NORTHLAND VISIONS | $2,861.30 | 8/23/2023 | R |
| 135018 | NORTHFIELD LINES | $1,548.04 | 8/23/2023 | R |
| 135021 | O'REILLY AUTOMOTIVE INC | $1,239.34 | 8/23/2023 | R |
| 135022 | ODAA TRANSPORTATION SERVICES | $7,150.00 | 8/23/2023 | R |
| 135023 | OGLALA SIOUX PARKS & REC AUTH | $800.00 | 8/23/2023 | R |
| 135024 | ORI LEARNING | $520.00 | 8/23/2023 | R |
| 135025 | PAN-O-GOLD | $340.56 | 8/23/2023 | R |
| 135026 | PATIENT TOOLS INC | $235.00 | 8/23/2023 | R |
| 135027 | PAVEMENT RESOURCES | $18,900.00 | 8/23/2023 | R |
| 135028 | PERNSTEINER CREATIVE GROUP | $675.00 | 8/23/2023 | R |
| 135029 | PRAIRIE RESTORATIONS | $550.00 | 8/23/2023 | R |
| 135030 | PRIMERO EDGE | $20,605.00 | 8/23/2023 | R |
| 135031 | PROPIO LS, LLC | $123.75 | 8/23/2023 | R |
| 135032 | QUADIENT LEASING | $474.42 | 8/23/2023 | R |
| 135033 | RADAR CONSULTING LLC | $8,000.00 | 8/23/2023 | R |
| 135034 | RAMSEY SOLUTIONS | $729.69 | 8/23/2023 | R |
| 135035 | REDWOOD TOXICOLOGY LABORATORY | $79.86 | 8/23/2023 | R |
| 135036 | ROCHESTER 100 INC | $478.50 | 8/23/2023 | R |
| 135037 | ROSEMOUNT HIGH SCHOOL | $250.00 | 8/23/2023 | R |
| 135038 | ROSSINI, PATRICIA D. | $1,349.67 | 8/23/2023 | R |
| 135039 | RYDIN | $1,294.00 | 8/23/2023 | R |
| 135040 | SAMACO SUPPLY | $113.00 | 8/23/2023 | R |
| 135041 | SAVVAS LEARNING COMPANY, LLC | $10,985.80 | 8/23/2023 | R |
| 135042 | SCHOLASTIC | $329.67 | 8/23/2023 | R |
| 135043 | SCHOOL HEALTH CORPORATION | $851.09 | 8/23/2023 | R |
| 135044 | SCHROEHER, JANE E. | $108.00 | 8/23/2023 | R |
| 135045 | SCHULZE, GREGORY A. | $495.00 | 8/23/2023 | R |
| 135046 | SEEVER, GRAY | $160.00 | 8/23/2023 | R |

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| 135047 | SIMMER, KATHLEEN C. | $135.00 | 8/23/2023 | R |
| 135048 | SKATES-N-SCHOOLS | $500.00 | 8/23/2023 | R |
| 135049 | SOLIANT HEALTH, LLC | $1,861.25 | 8/23/2023 | R |
| 135050 | SPEAKWORKS INC | $7,997.50 | 8/23/2023 | R |
| 135051 | SPSI INC | $4,995.00 | 8/23/2023 | R |
| 135052 | ST JOHNS UNIVERSITY | $419.00 | 8/23/2023 | R |
| 135052 | ST JOHNS UNIVERSITY | ($419.00) | 8/23/2023 | V |
| 135053 | STANDARD INSURANCE COMPANY | $37,752.73 | 8/23/2023 | R |
| 135054 | SUBURBAN EAST CONFERENCE | $6,000.00 | 8/23/2023 | R |
| 135055 | SUPERIOR STRIPING INC | $5,296.00 | 8/23/2023 | R |
| 135056 | SWWC SERVICE COOPERATIVE | $50.00 | 8/23/2023 | R |
| 135057 | SYNOVIA SOLUTIONS | $5,695.18 | 8/23/2023 | R |
| 135058 | TALLY'S DOCKSIDE | $2,790.00 | 8/23/2023 | R |
| 135059 | TEACHERS ON CALL | $12,000.00 | 8/23/2023 | R |
| 135060 | THE FINDING HUMAN INSTITUTE | $15,500.00 | 8/23/2023 | R |
| 135061 | THE REPTILE EXPERIENCE | $550.00 | 8/23/2023 | R |
| 135062 | THEMES & VARIATIONS | $1,574.55 | 8/23/2023 | R |
| 135063 | TIMM, AMY L. | $720.00 | 8/23/2023 | R |
| 135064 | TRADE PRESS INC | $2,429.59 | 8/23/2023 | R |
| 135065 | TRI-STATE BOBCAT | $3,030.36 | 8/23/2023 | R |
| 135066 | TRIO SUPPLY COMPANY | $672.47 | 8/23/2023 | R |
| 135067 | TWIN PANDA RENTALS | $355.00 | 8/23/2023 | R |
| 135068 | UNIVERSITY OF NORTHWESTERN | $250.00 | 8/23/2023 | R |
| 135069 | UNIVERSITY OF NOTRE DAME | $250.00 | 8/23/2023 | R |
| 135070 | UNIVERSITY OF WI EAU CLAIRE | $500.00 | 8/23/2023 | R |
| 135071 | WHITE BEAR LAWN & SNOW | $2,058.00 | 8/23/2023 | R |
| 135072 | WHITE BEAR LAKE ROTARY CLUB | $160.00 | 8/23/2023 | R |
| 135073 | WHITE EARTH BAND OF CHIPPEWA INDIANS | $1,800.00 | 8/23/2023 | R |
| 135074 | YMCA OF THE GREATER TWIN CITIES | $68,406.15 | 8/23/2023 | R |
| 135075 | YOUNG AMERICANS SCHL OF SELF DEFENSE,INC | $539.00 | 8/23/2023 | R |
| 135076 | ST JOHNS UNIVERSITY | $418.79 | 8/23/2023 | R |
| 135078 | NORTH CENTRAL TRUCK EQUIPMENT | $971.55 | 6/30/2023 | R |
| 135079 | ACCLAIM SERVICES INC | $615.50 | 8/31/2023 | R |
| 135080 | AHRENS, CHRISTOPHER | $22.25 | 8/31/2023 | R |
| 135081 | ALLSTREAM | $6,666.19 | 8/31/2023 | R |
| 135088 | AMAZON CAPITAL SERVICES | $6,213.14 | 8/31/2023 | R |
| 135089 | AMPLIFY EDUCATION INC | $13,317.02 | 8/31/2023 | R |
| 135096 | ARAMARK UNIFORM SERVICES | $618.96 | 8/31/2023 | R |
| 135097 | AYE, AUNG SOE | $64.00 | 8/31/2023 | R |
| 135098 | BERGER, AMANDA M. | $26.60 | 8/31/2023 | R |
| 135099 | BPAM | $100.00 | 8/31/2023 | R |
| 135100 | BRANDT, KYLE | $79.00 | 8/31/2023 | R |
| 135101 | BSN SPORTS, LLC | $696.00 | 8/31/2023 | R |
| 135102 | CAPITAL ONE TRADE CREDIT | $1,630.57 | 8/31/2023 | R |
| 135103 | CAPITAL ONE TRADE CREDIT | $14.39 | 8/31/2023 | R |
| 135104 | CHESS & STRATEGY GAME ASSOC | $2,275.70 | 8/31/2023 | R |
| 135105 | CINTAS CORP | $248.49 | 8/31/2023 | R |

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|---|---|---|---|---|
| 135106 | COGENT COMMUNICATIONS | $3,570.96 | 8/31/2023 | R |
| 135107 | COMCAST | $728.55 | 8/31/2023 | R |
| 135108 | CONTINENTAL RESEARCH CORP | $971.26 | 8/31/2023 | R |
| 135109 | COR ROBOTICS LLC | $1,520.00 | 8/31/2023 | R |
| 135110 | CUBING ENRICHMENT OPPORTUNITIES | $1,485.00 | 8/31/2023 | R |
| 135111 | DASH SPORTS LLC | $2,212.00 | 8/31/2023 | R |
| 135112 | DERAAD, MAX D. | $509.60 | 8/31/2023 | R |
| 135113 | E & M CONSULTING | $2,105.95 | 8/31/2023 | R |
| 135114 | EDGE MOBILE SHARPENING | $612.00 | 8/31/2023 | R |
| 135115 | EDUCATORS THRIVING LLC | $10,450.00 | 8/31/2023 | R |
| 135116 | FIRST | $325.58 | 8/31/2023 | R |
| 135117 | FOLLETT SCHOOL SOLUTIONS, LLC | $15,174.51 | 8/31/2023 | R |
| 135118 | GILBERTSON, MISTY K. | $12.45 | 8/31/2023 | R |
| 135119 | HALILOVIC, LISA A. | $46.50 | 8/31/2023 | R |
| 135120 | HALO TRANSPORTATION | $2,250.00 | 8/31/2023 | R |
| 135121 | HANSON SPORTS | $2,086.00 | 8/31/2023 | R |
| 135122 | HOBART SERVICE | $296.54 | 8/31/2023 | R |
| 135123 | HOME DEPOT CREDIT SERVICES | $1,002.98 | 8/31/2023 | R |
| 135124 | HOUCHINS, LISA C. | $32.35 | 8/31/2023 | R |
| 135125 | HUGO EQUIPMENT CO | $6.43 | 8/31/2023 | R |
| 135126 | HUGO FEED MILL & HARDWARE | $34.96 | 8/31/2023 | R |
| 135127 | HUMANEX VENTURES | $3,000.00 | 8/31/2023 | R |
| 135128 | INNOVATIVE OFFICE SOLUTIONS | $818.58 | 8/31/2023 | R |
| 135129 | INTERMEDIATE DISTRICT 287 | $60.00 | 8/31/2023 | R |
| 135130 | JAMIESON, LEAH | $25.73 | 8/31/2023 | R |
| 135131 | JANSEN, TRACEY | $42.05 | 8/31/2023 | R |
| 135132 | JAYTECH INC | $273.14 | 8/31/2023 | R |
| 135133 | KENNEDY, ALISHA R. | $6.90 | 8/31/2023 | R |
| 135134 | KITTLESON, JAZMIN | $230.00 | 8/31/2023 | R |
| 135135 | LANIGAN, CHERYL D. | $262.30 | 8/31/2023 | R |
| 135136 | LEAFBLAD, RACHEL J. | $33.50 | 8/31/2023 | R |
| 135137 | LEMON, SARAH | $47.25 | 8/31/2023 | R |
| 135138 | LILL, ARYN | $575.00 | 8/31/2023 | R |
| 135139 | LINDBERG, MARK O. | $15.55 | 8/31/2023 | R |
| 135142 | LINDENMEYR MUNROE | $17,706.50 | 8/31/2023 | R |
| 135143 | LISA'S PHOTOGRAPHY | $989.00 | 8/31/2023 | R |
| 135144 | LOGAN, ELIZA | $18.95 | 8/31/2023 | R |
| 135145 | LOUDER, COLLEEN B. | $27.15 | 8/31/2023 | R |
| 135146 | MARCELLA, AARON | $11.15 | 8/31/2023 | R |
| 135147 | MARUYAMA, ELLEN | $35.20 | 8/31/2023 | R |
| 135148 | MN ASSOC OF SECONDARY SCHOOL PRINCIPALS | $1,830.00 | 8/31/2023 | R |
| 135149 | MAYER ARTS, INC. | $2,900.00 | 8/31/2023 | R |
| 135150 | MCMAHON, SARA J. | $14.65 | 8/31/2023 | R |
| 135151 | MCMASTER-CARR | $394.76 | 8/31/2023 | R |
| 135152 | MEADOWOOD TOOL CO | $850.00 | 8/31/2023 | R |
| 135153 | MEDCO SUPPLY CO | $1,219.03 | 8/31/2023 | R |
| 135154 | MERCHLEWITZ, JENNIFER L. | $26.85 | 8/31/2023 | R |

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|---|---|---|---|---|
| 135155 | MN ELEMENTARY SCH PRIN ASSOC | $972.00 | 8/31/2023 | R |
| 135156 | MICKELSON, KRISTA J. | $5.50 | 8/31/2023 | R |
| 135157 | MIDWEST BUS PARTS INC | $87.70 | 8/31/2023 | R |
| 135158 | MN CLAY | $1,325.76 | 8/31/2023 | R |
| 135159 | MORGAN, SHANNA | $6.35 | 8/31/2023 | R |
| 135160 | NAPA AUTO PARTS | $108.81 | 8/31/2023 | R |
| 135162 | NORTH CENTRAL INTERNATIONAL, LLC | $3,376.18 | 8/31/2023 | R |
| 135164 | O'REILLY AUTOMOTIVE INC | $334.15 | 8/31/2023 | R |
| 135165 | ODP BUSINESS SOLUTIONS, LLC | $122.45 | 8/31/2023 | R |
| 135166 | ON SITE SANITATION INC | $1,868.95 | 8/31/2023 | R |
| 135167 | PANKRATZ, TARA M. | $19.45 | 8/31/2023 | R |
| 135168 | PERFECTION LEARNING CORP | $1,650.42 | 8/31/2023 | R |
| 135169 | PERFETTI, SARA J. | $28.00 | 8/31/2023 | R |
| 135170 | PETERSON, BRIDGET | $28.90 | 8/31/2023 | R |
| 135171 | PILARSKI, JESSICA | $8.50 | 8/31/2023 | R |
| 135172 | PITNEY BOWES PURCHASE POWER | $216.84 | 8/31/2023 | R |
| 135173 | PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC | $65.97 | 8/31/2023 | R |
| 135174 | PODS COMPLETE CAR CARE | $2,152.47 | 8/31/2023 | R |
| 135175 | WALSER POLAR CHEVROLET | $8.90 | 8/31/2023 | R |
| 135176 | POMP'S TIRE SERVICE | $1,436.88 | 8/31/2023 | R |
| 135177 | PRESS PUBLICATIONS | $306.60 | 8/31/2023 | R |
| 135178 | PRIBNOW, BRENDA J. | $25.31 | 8/31/2023 | R |
| 135179 | REILAND, MICHAEL J. | $18.85 | 8/31/2023 | R |
| 135180 | ROACH, JACE | $11.60 | 8/31/2023 | R |
| 135181 | ROSEVILLE AREA SCHOOLS ED CENTER | $2,000.00 | 8/31/2023 | R |
| 135182 | SAMROCK, CARL | $49.00 | 8/31/2023 | R |
| 135183 | SANDS, LAURA C. | $5.90 | 8/31/2023 | R |
| 135184 | SCHAAF, REBECCA R. | $12.65 | 8/31/2023 | R |
| 135185 | SCHNEIDER, SHANNON R. | $29.10 | 8/31/2023 | R |
| 135186 | SCHOOL HEALTH CORPORATION | $3,995.49 | 8/31/2023 | R |
| 135187 | SCOTT, PETER A. | $114.85 | 8/31/2023 | R |
| 135188 | ST CROIX VALLEY ATHLETIC ASSOC | $3,650.00 | 8/31/2023 | R |
| 135189 | SITEONE LANDSCAPE SUPPLY | $774.49 | 8/31/2023 | R |
| 135190 | SOCIAL CENTRIC | $2,250.00 | 8/31/2023 | R |
| 135191 | SQUIRES, WALDSPURGER & MACE, PA | $1,894.47 | 8/31/2023 | R |
| 135192 | TEKVISIONS | $3,377.00 | 8/31/2023 | R |
| 135193 | THE BAKER'S HORSE, LLC | $875.00 | 8/31/2023 | R |
| 135194 | TRAFERA LLC | $206,690.00 | 8/31/2023 | R |
| 135195 | TWIN CITIES TRANSPORT & RECOVERY INC | $350.00 | 8/31/2023 | R |
| 135196 | UNIVERSITY OF WI LACROSSE | $2,000.00 | 8/31/2023 | R |
| 135197 | US OMNI & TSACG COMPLIANCE SERVICES, INC | $949.00 | 8/31/2023 | R |
| 135198 | VANG, STEPHANIE | $1,485.00 | 8/31/2023 | R |
| 135199 | VENDNOVATION LLC | $480.00 | 8/31/2023 | R |
| 135200 | VERIZON WIRELESS | $790.54 | 8/31/2023 | R |
| 135202 | VIKING ELECTRIC SUPPLY | $3,548.53 | 8/31/2023 | R |
| 135203 | VOYAGER SOPRIS LEARNING | $12,496.15 | 8/31/2023 | R |
| 135204 | WELLS, COURTNEY K. | $9.50 | 8/31/2023 | R |

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|---|---|---|---|---|
| 135205 | WHOLE PERSON ASSOCIATES INC | $347.49 | 8/31/2023 | R |
| 135206 | ZALLAR, CHERYL | $225.00 | 8/31/2023 | R |
| 135207 | ZERWAS, KAYLA | $10.00 | 8/31/2023 | R |
| 9994966 | AIG | $1,035.01 | 8/15/2023 | R |
| 9994967 | AMERICAN FUNDS | $17,276.22 | 8/15/2023 | R |
| 9994968 | AMERIPRISE FINANCIAL SERVICES | $5,588.27 | 8/15/2023 | R |
| 9994969 | AXA EQUITABLE | $2,825.03 | 8/15/2023 | R |
| 9994970 | BENEFIT RESOURCE, INC | $3,875.00 | 8/15/2023 | R |
| 9994972 | EDUCATION MN ESI BILLING TRUST | $2,976.29 | 8/15/2023 | R |
| 9994991 | INTERNAL REVENUE SERVICE | $249,784.58 | 8/15/2023 | R |
| 9994992 | METROPOLITAN LIFE | $104.00 | 8/15/2023 | R |
| 9994993 | MN DEPT OF HUMAN SERVICES | $2,463.50 | 8/15/2023 | R |
| 9994997 | MN DEPT OF REVENUE | $40,270.92 | 8/15/2023 | R |
| 9994998 | MN REVENUE | $544.21 | 8/15/2023 | R |
| 9994999 | MN STATE RETIREMENT | $1,187.52 | 8/15/2023 | R |
| 9995000 | PCS RETIREMENT - ASPIRE FINANCIAL SERVICES | $1,070.85 | 8/15/2023 | R |
| 9995004 | PUBLIC EMP RETIREMENT ASSOC | $76,228.36 | 8/15/2023 | R |
| 9995008 | TEACHERS RETIREMENT ASSOC | $71,908.02 | 8/15/2023 | R |
| 9995009 | VANGUARD SMALL BUSINESS SERVICES | $8,848.57 | 8/15/2023 | R |
| 9995010 | SAM'S CLUB/SYNCHRONY BANK | $235.80 | 8/30/2023 | R |
| 9995011 | AIG | $1,035.01 | 8/31/2023 | R |
| 9995012 | AMERICAN FUNDS | $17,042.59 | 8/31/2023 | R |
| 9995013 | AMERIPRISE FINANCIAL SERVICES | $5,588.27 | 8/31/2023 | R |
| 9995014 | AXA EQUITABLE | $2,756.94 | 8/31/2023 | R |
| 9995015 | BENEFIT RESOURCE, INC | $3,625.00 | 8/31/2023 | R |
| 9995016 | EDUCATION MN ESI BILLING TRUST | $2,534.61 | 8/31/2023 | R |
| 9995026 | INTERNAL REVENUE SERVICE | $233,054.98 | 8/31/2023 | R |
| 9995027 | METROPOLITAN LIFE | $104.00 | 8/31/2023 | R |
| 9995028 | MN DEPT OF HUMAN SERVICES | $2,516.00 | 8/31/2023 | R |
| 9995031 | MN DEPT OF REVENUE | $37,271.85 | 8/31/2023 | R |
| 9995032 | MN REVENUE | $860.02 | 8/31/2023 | R |
| 9995033 | MN STATE RETIREMENT | $1,377.00 | 8/31/2023 | R |
| 9995034 | PCS RETIREMENT - ASPIRE FINANCIAL SERVICES | $1,070.85 | 8/31/2023 | R |
| 9995037 | PUBLIC EMP RETIREMENT ASSOC | $74,438.28 | 8/31/2023 | R |
| 9995038 | TEACHERS RETIREMENT ASSOC | $68,514.63 | 8/31/2023 | R |
| 9995039 | VANGUARD SMALL BUSINESS SERVICES | $9,306.89 | 8/31/2023 | R |
| 222301610 | ANDERSON, ABIGAIL R. | $2.63 | 6/30/2023 | R |
| 222301610 | ANDERSON, ABIGAIL R. | ($2.63) | 6/30/2023 | Q |
| 232400129 | ALLISON, DAVID B. | $174.54 | 6/30/2023 | A |
| 232400130 | LEININGER, JOHN M. | $609.64 | 6/30/2023 | A |
| 232400131 | LUNDBLAD, ANGELA C. | $344.07 | 6/30/2023 | A |
| 232400132 | OSWALD, NICOLE M. | $385.00 | 6/30/2023 | A |
| 232400133 | RIEBOW, SHANNON J. | $169.00 | 6/30/2023 | A |
| 232400134 | ROESER, DANIEL W. | $92.68 | 6/30/2023 | A |
| 232400135 | ANDERSON, JON C. | $352.37 | 8/8/2023 | A |
| 232400136 | DIMEGLIO, JOSEPH V. | $813.30 | 8/8/2023 | A |
| 232400137 | DOMSCHOT, KATHLEEN S. | $124.66 | 8/8/2023 | A |

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|---|---|---|---|---|
| 232400138 | GRATZ, MICHELLE C. | $56.00 | 8/8/2023 | A |
| 232400139 | HARRIMAN, GRETCHEN E. | $1,286.87 | 8/8/2023 | A |
| 232400140 | HUBBARD, MICHELLE K. | $83.92 | 8/8/2023 | A |
| 232400141 | LANDA, ALICIA | $65.00 | 8/8/2023 | A |
| 232400142 | LODERMEIER, JEAN M. | $56.00 | 8/8/2023 | A |
| 232400143 | PARADEZ, DANIEL K. | $78.60 | 8/8/2023 | A |
| 232400144 | SCHMIDT, LAURA M. | $1,087.00 | 8/8/2023 | A |
| 232400145 | SCHMID, NICOLE R. | $130.00 | 8/8/2023 | A |
| 232400146 | ULVIN, JOHN M. | $119.21 | 8/8/2023 | A |
| 232400147 | MCKENZIE, MICHAEL G. | $143.77 | 6/30/2023 | A |
| 232400148 | O'LEARY, CHADRICK J. | $564.84 | 6/30/2023 | A |
| 232400149 | VO, SANG T. | $88.42 | 6/30/2023 | A |
| 232400151 | WATTERS, LAURA J. | $1,338.16 | 6/30/2023 | A |
| 232400152 | ANDERSON, AMY M. | $104.56 | 8/23/2023 | A |
| 232400153 | ARMSTRONG, LEAH K. | $26.99 | 8/23/2023 | A |
| 232400154 | BASHORE, MEGAN L. | $65.00 | 8/23/2023 | A |
| 232400155 | BERRY, HEATHER J. | $98.58 | 8/23/2023 | A |
| 232400156 | BERTELSEN, STACY A. | $22.27 | 8/23/2023 | A |
| 232400157 | CARDENAS, DAVID A. | $25.22 | 8/23/2023 | A |
| 232400158 | CHRISTIANSON, STACY M. | $105.35 | 8/23/2023 | A |
| 232400159 | DEEN, DENISE T. | $134.28 | 8/23/2023 | A |
| 232400160 | DIMEGLIO, JOSEPH V. | $67.98 | 8/23/2023 | A |
| 232400161 | ELLETSON, KATHLEEN E. | $220.91 | 8/23/2023 | A |
| 232400162 | ENGSTRAN, PAUL A. | $130.00 | 8/23/2023 | A |
| 232400163 | FAGERNESS, JILLIAN M. | $100.50 | 8/23/2023 | A |
| 232400164 | GERTEN, AMY M. | $39.42 | 8/23/2023 | A |
| 232400165 | GUSTAFSON, CYNTHIA | $130.00 | 8/23/2023 | A |
| 232400166 | HALEY, NORMALYN M. | $98.00 | 8/23/2023 | A |
| 232400167 | HANNIGAN, TAMMIE L. | $174.95 | 8/23/2023 | A |
| 232400168 | HENNESSEY, ALEXANDER M. | $98.25 | 8/23/2023 | A |
| 232400169 | JOHNSON, SARA E. | $23.33 | 8/23/2023 | A |
| 232400170 | JORGENSON, AMY L. | $314.36 | 8/23/2023 | A |
| 232400171 | KILGO, GRACE C. | $131.00 | 8/23/2023 | A |
| 232400172 | LAMWERS, MADELINE A. | $70.53 | 8/23/2023 | A |
| 232400173 | LEHN, BRIDGET N. | $42.58 | 8/23/2023 | A |
| 232400174 | MAJERLE, MEGAN N. | $36.41 | 8/23/2023 | A |
| 232400175 | MARKUSON, RACHAEL J. | $366.73 | 8/23/2023 | A |
| 232400176 | MAURER, TIMOTHY J. | $39.96 | 8/23/2023 | A |
| 232400177 | MCKINNEY, NICOLE C. | $87.91 | 8/23/2023 | A |
| 232400178 | MIDTHUN, BRIDGET | $123.87 | 8/23/2023 | A |
| 232400179 | O'LEARY, CHADRICK J. | $341.83 | 8/23/2023 | A |
| 232400180 | DORAU, SAMANTHA T. | $97.01 | 8/23/2023 | A |
| 232400181 | PODGORSKI, CARRIE J. | $62.88 | 8/23/2023 | A |
| 232400182 | RANCOUR, RACHEL | $65.00 | 8/23/2023 | A |
| 232400183 | ROLOFF, STEPHANIE H. | $274.89 | 8/23/2023 | A |
| 232400184 | SAMPOANG, DESSERAY R. | $112.07 | 8/23/2023 | A |
| 232400185 | SCHUMANN, ARIANA M. | $90.02 | 8/23/2023 | A |

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|---|---|---|---|---|
| 232400186 | SHEA, BRENDA B. | $88.44 | 8/23/2023 | A |
| 232400187 | SOURDIF, LAURA L. | $12.11 | 8/23/2023 | A |
| 232400188 | STARRY, KATHLEEN G. | $24.57 | 8/23/2023 | A |
| 232400189 | SVIR, SARA A. | $170.00 | 8/23/2023 | A |
| 232400190 | TURNER, ADRIAN C. | $204.19 | 8/23/2023 | A |
| 232400191 | VANG, JULIE | $10.67 | 8/23/2023 | A |
| 232400192 | VEDOY, CATHRYN A. | $90.15 | 8/23/2023 | A |
| | | $13,242,196.42 | | |

Consent Agenda Item A-6c
September 11, 2023
School Board Meeting

# 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:

Consent Agenda Item A-6c
September 11, 2023
School Board Meeting

AGENDA ITEM: **Acceptance of Gifts**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Action Item**

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

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| Donation | Donor | Recipient |
|---|---|---|
| $500.00 | The City Of Gem Lake | Willow Lane Elementary |
| 5-$20 Walmart Gift Cards | Wild Marsh Townhome Community - Social Committee | Lincoln Elementary |
| $25 Gift Card to Starbucks | Ryan & Arwen Poepard | Central Middle School Office Staff |
| $2,000.00 | Ryan and Cynthia Konrath | WBLAHS - South Campus Football Program |
| $100.00 | The Gene & Zola Hardwick Family | Senior Center |
| $50.00 | Janet Bowser | Senior Center |
| $200.00 | Charles Coughlen, Jr. | Senior Center Meals on Wheels |
| $500.00 | WBL Girls Hockey Boosters | White Bear Lake Area Schools Scholarship |
| $500.00 | ACR Homes, INC | White Bear Lake Area Schools Scholarship |
| $418.79 | WBLAEF | White Bear Lake Area Schools Scholarship |
| $18,250.00 | WBLAEF | White Bear Lake Area Schools Nutrition Services |
| $1,500.00 | WBLAEF | White Bear Lake Area Schools Ready for School Event |
| 344 backpacks filled with school supplies, along with 2 large boxes of extra supplies and backpacks | Community of Grace Lutheran Church | White Bear Lake Area Schools Ready for School Event |

| | | |
|---|---|---|
| 5 large boxes full of school supplies | Taymark | White Bear Lake Area Schools Ready for School Event |
| 3 boxes full of school supplies and backpacks | HealthPartners White Bear Lake Dental Clinic | White Bear Lake Area Schools Ready for School Event |
| 8 backpacks and 2 bags full of school supplies | Orchard Dental Group | White Bear Lake Area Schools Ready for School Event |
| bags of school supplies - pencil cases, pencils, crayons, markers, glue, scissors, and notebooks | Cub Foods | White Bear Lake Area Schools Ready for School Event |
| 150 x backpacks, 150 x school supply kits (half K-5, half 6-8) | Community Resource Center of St Andrew's Lutheran Church | White Bear Lake Area Schools Ready for School Event |
| $100.00 | Cheryl and Dennis Gilbertson | White Bear Lake Area Schools Student Supplies |
| backpacks and school supplies, including folders and paper, crayons and art supplies, and more | American Legion Auxiliary White Bear Lake Unit 168 | White Bear Lake Area Schools |
| backpacks and school supplies, including ear buds, folders and paper, crayons and art supplies, and more | TGK Automotive | White Bear Lake Area Schools |
| $500.00 | Lindsay Lang | White Bear Lake Area Schools Week Without Walls Scholarship |

**RECOMMENDED ACTION:**

Approve.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Action Item**

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

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**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 | Grade/ Team | School Days Missed | Students Attending | Total Cost per Student | Total Cost of Trip and Source of Revenue | Trans-portation |
|---|---|---|---|---|---|---|---|
| 10/2 - 10/4/2023<br><br>Wolf Ridge Camp | Emma Weiss and Allison Theissen | Birch Lake 5th Grade Team | 3 | 30 | $170/student (without donations)<br>$75/student (with donations) | $2,625<br><br>Fundraisers, donations and families | Coach bus |
| **Purpose:** This trip will cover many 5th grade science standards and build community between the 5th grade staff and students. | | | | | | | |
| 10/4 - 10/6/2023<br><br>Deep Portage Learning Center, Hackensack, MN | Dan Schmidt, Maggie Clark, Greg Hjelm, and Nancy Thom | North Star 5th Grade Team | 3 | 79 | $200/student | $21,000<br><br>North Star PTA, Fundraisers, WBLAEF, and families | Charter bus |
| **Purpose:** This trip will provide an outdoor environmental education experience that cannot be duplicated in a regular school setting. | | | | | | | |

**RECOMMENDED ACTION:**
Approve the field trips listed as recommended by the administration.

Consent Agenda Item A-6e
September 11, 2023
School Board Meeting

**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).

# INDEPENDENT SCHOOL DISTRICT NO.624

September 2023

**Department of Human Resource**

## RESIGNATION/TERMINATION/NON-RENEWAL - CLASSIFIED STAFF

**BOBBIE BOUTTE** – Nutrition Services - Willow Lane Elementary
Employed by District 624 since 02/13/2023
Effective Date: 06/09/2023

**DEBORAH HAGEN** – Nutrition Services - WBLAHS - North Campus
Employed by District 624 since 09/06/2022
Effective Date: 10/31/2023

**MONICA SCHLAIS** – Paraeducator - Central Middle School
Employed by District 624 since 11/29/2012
Effective Date: 06/09/2023

**ERICKA STOOKSBURY** – Paraeducator - Central Middle School
Employed by District 624 since 10/10/2022
Effective Date: 06/09/2023

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

**JOSHUA BILKSEMPER** – Science Teacher - Central Middle School
Employed by District 624 since 08/20/2018
Effective Date: 06/12/2023

**NICHOLAS NITTI** – Special Education Teacher - WBLAHS - South Campus
Employed by District 624 since 08/30/2021
Effective Date: 06/12/2023

**MOLLY VADNAIS** – Art Teacher - Central Middle School
Employed by District 624 since 08/29/2009
Effective Date: 06/12/2023

## RESIGNATION/TERMINATION/NON-RENEWAL - NON-AFFILIATED

**PAIGE GREGORIE** – Activity Leader - Lincoln Elementary
Employed by District 624 since 05/08/2023
Effective Date: 08/25/2023

**LAURA WHITE** – Preschool Teacher - Normandy Park
Employed by District 624 since 08/29/2022
Effective Date: 06/02/2023

**EXTRA ASSIGNMENT - CERTIFIED STAFF**

**GRETCHEN EIBS** – .2 FTE Science Teacher - Central Middle School
MA + 60, Step 13, $21,162.00
Effective Date: 08/28/2023 through 06/07/2024

**BENJAMIN NAKAGAKI** – .2 FTE Math Teacher - WBLAHS - North Campus
MA + 60, Step 13, $10,388.13
Effective Date: 08/28/2023 through 01/24/2024

**TAMARA STANIUS** – .1 FTE DAPE Teacher - Central Middle School
MA + 60, Step 13, $10,581.00
Effective Date: 08/28/2023 through 06/12/2023

**JOANNA TRUDGEON** – .2 FTE Math Teacher - WBLAHS - North Campus
MA + 60, Step 13, $10,388.13
Effective Date: 08/28/2023 through 01/24/2024

**CHANGE IN ASSIGNMENT - NON-AFFILIATED**

**MICHAEL JESMER** – From Field Technician Level II - District Center
To Network & Communication Specialist - District Center
Annual salary $70,000
Effective Date: 08/28/2023

**CHANGE IN ASSIGNMENT - CLASSIFIED STAFF**

**JENNIFER BRUSKI** - Paraeducator - WBLAHS - South Campus
Increase in hours, From 25 hours to 32.5 hours
Effective Date: 09/04/2023

**KELLY ERICKSON** - NS Assistant - Central Middle School
Increase in hours, From 18.75 hours to 22.5 hours
Effective Date: 09/04/2023

**DANIEL GELDERMAN** - Paraeducator - WBLAHS - North Campus
Increase in hours, From 32.5 hours to 40 hours
Effective Date: 09/04/2023

**KAREN HANSCOM** - NS Assistant - Central Middle School
Increase in hours, From 22.5 hours to 26.25 hours
Effective Date: 09/04/2023

**KATHLEEN SMITH** - From Paraeducator - Normandy Park
To Early Childhood Assistant - Normandy Park
Decrease in hours, From 22.25 hours to 14.25 hours
Effective Date: 09/04/2023

**CHANGE IN ASSIGNMENT - CERTIFIED STAFF**

**KAREN BIEDRZYCKI** – Business Education Teacher - WBLAHS - South Campus
Decrease in FTE, from .2 FTE to .5 FTE
Effective Date: 08/28/2023

**LISA TESSIER** – Intervention Teacher - Willow Lane Elementary
Decrease in FTE, from 1.0 FTE to .8 FTE
Effective Date: 08/28/2023

**RETURN FROM LEAVE OF ABSENCE - CERTIFIED STAFF**

**JANET CARLSON CASA DE CALVO** – Physical Therapist - Normandy Park
Employed by District 624 since 08/24/2015
Effective Date: 08/28/2023

**NEW PERSONNEL - PROFESSIONAL**

**EDWARD DAVIS** – Dean of Students - Central Middle School
40 hrs. per wk. $97,619.59
Effective Date: 08/21/2023

**BRIAN WHITE** – Dean of Students - Central Middle School
40 hrs. per wk. $97,619.59
Effective Date: 08/21/2023

**NEW PERSONNEL - NON-AFFILIATED**

**JENNA CLAUSING** – OST Site Supervisor - Birch Lake Elementary
40 hrs. per wk., $58,328
Effective Date: 08/21/2023

**ADAM SENARIGHI** – Theatre Technician - District Wide
40 hrs. per wk., $38,480
Effective Date: 08/21/2023

**NEW PERSONNEL - CLASSIFIED STAFF**

**ALLEN ANDERSON** – Custodian - TEC & Bus Garage
$20.50 per hr., 20 hrs. per wk.
Effective Date: 08/30/2023

**JESSICA BENNETT** – Lunchroom/Playground Supervisor - Otter Lake Elementary
$19.32 per hr., 12.5 hrs. per wk.
Effective Date: 09/05/2023

**JESSICA BENNETT** – OST Program Assistant - Otter Lake Elementary
$18.50 per hr., 15 hrs. per wk.
Effective Date: 08/28/2023

**ANNA BRUSKI** – NS Assistant - Sunrise Park Middle School
$17.5 per hr., 17.5 hrs. per wk.
Effective Date: 09/04/2023

**LYDIA BURG** – OST Program Assistant - North Star Elementary
$20.50 per hr., 17.49 hrs. per wk.
Effective Date: 08/28/2023

**SANDRA BUYENSE** – Bus Aide - Bus Garage
$19.26 per hr., 20 hrs. per wk.
Effective Date: 09/05/2023

**KAYLEE CROSBY** – Bus Aide - Bus Garage
$19.49 per hr., 35 hrs. per wk.
Effective Date: 09/05/2023

**KELLY ERICKSON** – NS Assistant - Central Middle School
$17.5 per hr., 18.75 hrs. per wk.
Effective Date: 09/04/2023

**JOEPHINE HARMON** – OST Program Assistant - Lakeaires Elementary
$18.50 per hr., 24.99 hrs. per wk.
Effective Date: 08/28/2023

**MEGAN HARRINGTON** – Lunchroom/Playground Supervisor - Otter Lake Elementary
$19.32 per hr., 12.5 hrs. per wk.
Effective Date: 09/05/2023

**ASHLEY HOIT** – NS Assistant - Central Middle School
$17.5 per hr., 18.75 hrs. per wk.
Effective Date: 09/04/2023

**LUPE GARCIA-LOPEZ** – Lunchroom/Playground Supervisor - Vadnais Elementary
$19.32 per hr., 12.5 hrs. per wk.
Effective Date: 09/06/2023

**LUPE GARCIA-LOPEZ**– OST Program Assistant - Vadnais Elementary
$18.50 per hr., 20 hrs. per wk.
Effective Date: 09/06/2023

**ANNA GESS** – Lunchroom/Playground Supervisor - Oneka Elementary
$19.32 per hr., 12.5 hrs. per wk.
Effective Date: 09/05/2023

**ANNA GESS** – OST Program Assistant - Oneka Elementary
$19.50 per hr., 22.5 hrs. per wk.
Effective Date: 08/28/2023

**PAIGE GREGORIE** – Paraeducator - Oneka Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**LAUREN GULLICKSON** – OST Program Assistant - Lincoln Elementary
$19.50 per hr., 14.99 hrs. per wk.
Effective Date: 08/28/2023

**SARA HENDRICKSON** – NS Assistant - Lincoln Elementary
$17.50 per hr., 26.25 hrs. per wk.
Effective Date: 09/04/2023

**NEVAEH JONES** – OST Program Assistant - Birch Lake Elementary
$18.50 per hr., 17.49 hrs. per wk.
Effective Date: 09/01/2023

**AMANDA KAPHING** – Lunchroom/Playground Supervisor - Willow Lane Elementary
$19.32 per hr., 12.5 hrs. per wk.
Effective Date: 09/04/2023

**AMANDA KAPHING** – OST Program Assistant - Otter Lake Elementary
$18.50 per hr., 27.5 hrs. per wk.
Effective Date: 08/28/2023

**CALEB KASA** – Paraeducator - North Star Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**SYDNEY KEENAM** – OST Program Assistant - Lincoln & Willow Lane Elementary
$18.50 per hr., 24.99 hrs. per wk.
Effective Date: 08/28/2023

**CINDY KEHOE** – Paraeducator - Willow Lane Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**WILLIAM KOEHN** – Paraeducator - Central Middle School
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**RANDI LAVENDER** – NS Assistant - WBLAHS - North Campus
$17.5 per hr., 18.75 hrs. per wk.
Effective Date: 09/04/2023

**TZA-IA LEE** – Behavior Management Assistant - Matoska International
$20.12 per hr., 27.5 hrs. per wk.
Effective Date: 09/06/2023

**ZOE MAZIS** – Paraeducator - Sunrise Park Middle School
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**STEVEN MCSORLEY** – Paraeducator - Birch Lake Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**EILENE MEATH** – NS Assistant - WBLAHS - North Campus
$17.5 per hr., 18.75 hrs. per wk.
Effective Date: 09/04/2023

**ANNIKA OLSON** – OST Program Assistant - Otter Lake Elementary
$18.50 per hr., 19.99 hrs. per wk.
Effective Date: 08/28/2023

**MICHELL PATRICK** – OST Program Assistant - Lincoln Elementary
$18.50 per hr., 19.99 hrs. per wk.
Effective Date: 08/28/2023

**CHRISTINE PEHOSKI** – Paraeducator - Oneka Elementary
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**JAYDEN SCHEUNEMANN** – Paraeducator - WBLAHS - South Campus
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**EKATERINA SCHREIFELS** – Paraeducator - WBLAHS - South Campus
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**MAXIMILIAN SCHROEDER** – Paraeducator - WBLAHS - North Campus
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**MATTHEW SCHOENTHALER** – Student Supervisor - ALC
$20.61 per hr., 37.5 hrs. per wk.
Effective Date: 09/05/2023

**JENNIFER SCHULENBERG** – NS Assistant - Sunrise Park Middle School
$17.5 per hr., 17.5 hrs. per wk.
Effective Date: 09/04/2023

**KHADIJA SHIRE** – OST Program Assistant - North Star Elementary
$18.50 per hr., 14.99 hrs. per wk.
Effective Date: 08/28/2023

**EMILY SCHWEIGER** – OST Program Assistant - Vadnais Heights Elementary
$18.50 per hr., 17 hrs. per wk.
Effective Date: 08/28/2023

**BRITTNEY SCOTT** – Paraeducator - Central Middle School
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/05/2023

**NANCY RAMIREZ-TORRES** – OST Program Assistant - Birch Lake Elementary
$18.50 per hr., 27.49 hrs. per wk.
Effective Date: 09/05/2023

**SARAH RICE** – OST Program Assistant - Otter Lake Elementary
$18.50 per hr., 17.49 hrs. per wk.
Effective Date: 09/01/2023

**MOO THAING** – OST Program Assistant - Matoska International
$18.50 per hr., 24.99 hrs. per wk.
Effective Date: 08/28/2023

**TARA WANGEN** – NS Assistant - Central Middle School
$17.5 per hr., 1.75 hrs. per wk.
Effective Date: 09/04/2023

**PETER WARD** – Tier I Field Tech - District Wide
$24.75 per hr., 40 hrs. per wk.
Effective Date: 08/30/2023

**MARK ZIEFLE** – Paraeducator - Sunrise Park Middle School
$20.61 per hr., 32.5 hrs. per wk.
Effective Date: 09/04/2023

**NEW PERSONNEL - CERTIFIED STAFF**

**DANIELLE CARTER** – Special Education Teacher - Willow Lane Elementary
1.0 FTE MA Step 4 $59,419
Effective Date: 08/28/2023

**GRACE GAUSTAD** – Kindergarten Teacher - Oneka Elementary
1.0 FTE BA Step 4 $49,271.22
Effective Date: 08/28/2023

**ANNA HASELMAN** – Music Teacher - WBLAHS - North & South Campus
0.9 FTE BA Step 1 $43,483.68
Effective Date: 08/28/2023

**JENNIFER HENSEL** – Art Teacher - Central Middle School
1.0 FTE MA, Step 5 $65,793.00
Effective Date: 08/28/2023

**BETHANY HIBBARD** – 4th Grade Teacher - Lincoln Elementary
1.0 FTE BA Step 1 $53,749.50
Effective Date: 08/28/2023

**WILLIAM JACKSON** – Special Education Teacher - WBLAHS - North Campus
1.0 FTE BA +45 Step 4 $54,838.65
Effective Date: 08/28/2023

**ANNA KLEIN** – Art Teacher - Otter Lake & Vadnais Heights Elementary
1.0 FTE BA Step 1 $49,764
Effective Date: 08/28/2023

**JOSEPH LINDER** – Science Teacher - Sunrise Park Middle School
1.0 FTE BA, Step 6 $53,900.07
Effective Date: 08/28/2023

**TYLER MOLLNER** – Physical Education & Dape Teacher - Central Middle School
1.1 FTE BA, Step 1 $53,146.72
Effective Date: 08/28/2023

**JEDIDIAH RADEBAUGH** – FACS Teacher - Sunrise Park Middle School
0.4 FTE BA + 45, Step 1 $20,506.63
Effective Date: 08/28/2023

**MAX SKATRUD** – School Counselor - WBLAHS - North Campus
1.0 FTE MA Step 3 $55,04.07
Effective Date: 08/28/2023

**NATHAN THOMPSON** – Choir Teacher - Sunrise Park Middle School & WBLAHS- South & North Campus
1.0 FTE BA, Step 2 $49,271.22
Effective Date: 08/28/2023

**JANET SCHMIDT** – School Nurse - WBLAHS - South Campus & Willow Lane Elementary
1.0 FTE BA Step 3 $50,132.47
Effective Date: 08/28/2023

**NICHOLAS VAN LOH** – Choir Teacher - Central Middle School
1.0 FTE BA, Step 1 $48,315.20
Effective Date: 08/28/2023

**CLAUDIA VERKERKE** – Explorations Teacher - Lincoln Elementary
1.0 FTE BA Step 1 $49,764
Effective Date: 08/28/2023

**TEMPORARY - CERTIFIED STAFF**

**STEVEN LINZMEIER** – Full Time Building Reserve - Central Middle School
$205/per day., 40 hrs per week
Effective Date: 2023-2024 School Year

**LONG-TERM SUBSTITUTE - CERTIFIED STAFF**

**ABBY BROWN** - 1st Grade Teacher - Oneka Elementary
1.0 FTE MA Step 6 $24,847.97
Effective Date: 08/28/2023 - 12/15/2023

**KYLY DAHLEN** - 2nd Grade Teacher - Willow Lane Elementary
1.0 FTE MA Step 1 $13,606.98
Effective Date: 08/28/2023 - 11/03/2023

**STEPHANIE DAVIDS** - 1st Grade Teacher - Lincoln Elementary
1.0 FTE MA Step 3 $55,704.07
Effective Date: 2023-2024 School Year

**LOUISE EHRHARDT** - Language Arts Teacher - WBLAHS - North Campus
1.0 FTE BA Step 3 $51,636
Effective Date: 08/28/2023-06/07/2024

**SARAH FLYNN** - 2nd Grade Teacher - Willow Lane Elementary
1.0 FTE BA Step 1 $48,481.42
Effective Date: 2023-2024 School Year

**DENNIS GABLE** - Math Teacher - WBLAHS - South Campus
1.0 FTE MA + 60 Step 13 $96,965.00
Effective Date: 08/28/2023-06/07/2024

**KRISTI GILE** - Child & Family Advocate - Normandy Park
0.5 FTE BA+30 Step 13 $35,816
Effective Date: 2023-2024 School Year

**SARA GOOS** - Kindergarten Teacher - Willow Lane Elementary
1.0 FTE MA Step 1 $19,098.53
Effective Date: 08/28/2023 - 12/04/2023

**NICOLE KOCUR** - Language Arts Teacher - WBLAHS - North Campus
1.0 FTE BA Step 2 $25,397.53
Effective Date: 08/28/2023-01/24/2024

**STEPHANI KLUCHAR** - Kindergarten Teacher - Willow Lane Elementary
1.0 FTE MA Step 7 $70,693
Effective Date: 2023-2024 School Year

**SARAH MUELLNER** - 5th Grade Teacher - Willow Lane Elementary
1.0 FTE MA Step 1 $52,899.53
Effective Date: 2023-2024 School Year

**ALYSSA NELSON** - 3rd Grade Teacher - Otter Lake Elementary
1.0 FTE MA Step 1 $27,404.13
Effective Date: 09/14/2023-02/09/2024

**SHERI PETERSON** - Music Teacher - Lakeaires Elementary
1.0 FTE MA Step 3 $49,764
Effective Date: 2023-2024 School Year

# 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 C-1
September 11, 2023
School Board Meeting

AGENDA ITEM: **Student Recognition**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Informational Item**

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

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**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 |
|---|---|
| James Bergman, 12th grade | 2023 Mn Claytarget Skeet State Championship Participant |
| Thomas Bourgoin, 11th grade | 2023 Claytarget National Championship Participant<br>2023 Mn Claytarget Skeet State Championship Participant |
| Robert Elmore, 11th grade | 2023 Claytarget National Championship Participant |
| Blake Haas, 10th grade | 2023 Claytarget National Championship Participant<br>2023 Mn Claytarget Skeet State Championship Participant |
| Brandon Hook, 12th grade | 2023 Claytarget National Championship Participant |
| Andrew Mailer, 11th grade | 2023 Claytarget National Championship Participant<br>2023 Mn State Championship Participant - Mn Junior Bass & Satt |
| Mason Noren, 11th grade | 2023 Mn Claytarget Championship 2nd Place - Novice Division |
| Adler Siebenaler, 2023 graduate | 2023 Claytarget National Championship Participant<br>2023 Mn Claytarget Skeet State Championship Participant |
| Aaron Thilmany, 10th grade | 2023 Claytarget National Championship Participant |

| | |
|---|---|
| Tyler Thilmany, 2023 graduate | 2023 Claytarget National Championship Participant |
| Connor Vail, 12th grade | 2023 Mn Claytarget Skeet State Championship Participant |
| Kaleb Walton, 12th grade | 2023 Mn State Championship Participant - Mn Junior Bass & Satt |

Agenda Item C-2
September 11, 2023
School Board Meeting

AGENDA ITEM: **Superintendent's Report**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Information Item**

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

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**BACKGROUND:**

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

Agenda Item C-3
September 11, 2023
School Board Meeting

AGENDA ITEM: **Opening School Report**

MEETING DATE: **September 11, 2023**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

Members of the Leadership Team will give an update on the work done this summer to help students, staff, and families get off to a good start this school year. District programs and services will be highlighted.




# 2023-24

Opening School Report



GO BEARS




- Teaching & Learning
- Student Support Services
- Educational Equity & Achievement
- WBLAHS Activities
- Operations
- Technology & Innovation
- Human Resources
- Community Services & Recreation
- Communications & Community Relations
- Enrollment

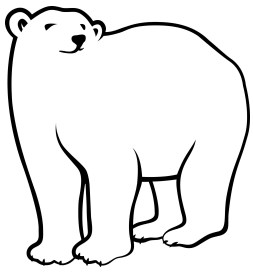
GO BEARS

# Teaching & Learning Update

## Welcoming New Educators



- Building Relationships
- Partnering Together
- Embracing Change



Proud to be a Bear!

GO BEARS

# Elementary English Language Arts Curriculum Implementation

- Overwhelming support from our elementary educators to implement the new curriculum K-5
- CKLA curriculum strongly aligns to evidence-based reading practices
- Commitment from all educators to align the curriculum to state standards and to make it accessible for all students
- Strong collaboration from our Educational Equity and Achievement department to ensure the curriculum is culturally responsive and affirming
- Continued professional development for educators and principals




## Staff Learning Together








# Student Support Services Update

## Expanding Mental Health Services

Our co-located mental health services model is expanding to include CTSS Skills workers:

- Strengthen students and their families through prevention and intervention
- Mental health professional and practitioner (skills worker) partner with school staff in formulating goals with the student and their family
- On-site services increase access to education, reduce transportation barriers, and provide coordination of supports

GO BEARS

# Expanding Supports to Students and their Families

## Ramsey County School Resource Navigators

- Ramsey County multilingual staff dedicated to assisting students and families in navigating: mental health resources, housing, utility assistance, food resources, health insurance and more!

## Ramsey County Crisis: One Point of Access

- Rapid Access Response Team: coordinates three free stabilization sessions, provides pre-diagnostic assessment and referral to follow-up care as needed
- Access to a diverse pool of BIPOC, bilingual, LGBTQ+, and specialty mental health providers
- Youth Mental Health Crisis Team: Providing assistance 24 hours a day, 7 days a week.




# Educational Equity & Achievement Update

# Recap - Employee Induction Training

**Welcoming Schools**

*Erika Sass, National Certified Trainer*

**Courageous Conversations & Racial Bias and Harm Protocol**

*Brenton Shavers, Director of Educational Equity and Achievement*

**Equity Decision Making Protocol**

*Ayan Ibrahim, Asst. Director of Educational Equity and Achievement*

**MTSS Overview**

*Kim Rasch, MTSS Coordinator*

**Indian Education Overview**

*Vincent Patton, Indian Education Coordinator*

**Equity Student, Family and Community Engagement**

*Briana Santoscoy, Family/Community Engagement Coordinator*

GO BEARS

- District Mission, Vision, Policies, Procedures
- Leadership
- Core Beliefs
- School Climate
- Professional Learning
- Collaboratively Linked Teams

- Tier 1 (Core) Practices
- Tier 2 (Supplemental) Interentions
- Tier 3 (Intensive) Interventions




- Accessible and Integrated Data
- Educational Decision Making
- Systems Performances

- Systems Evaluations
- Universal Screeners
- Progress Monitoring
- Diagnostic Assessments
- Outcome Assessments for Summative Purposes

- Relationship Prioritized
- Families as Advocates
- Reflect on Perspective and Bias
- Student Learning/Resources Communicated
- Engagement in 2-Way Communication
- Collaborative Partnerships
- Clear Expectations




GO BEARS

GO EXCEL GO EXPLORE GO GRADUATE GO INSPIRE GO LEAD GO PERFORM GO SUCCEED GO DISCOV GO IGNITE

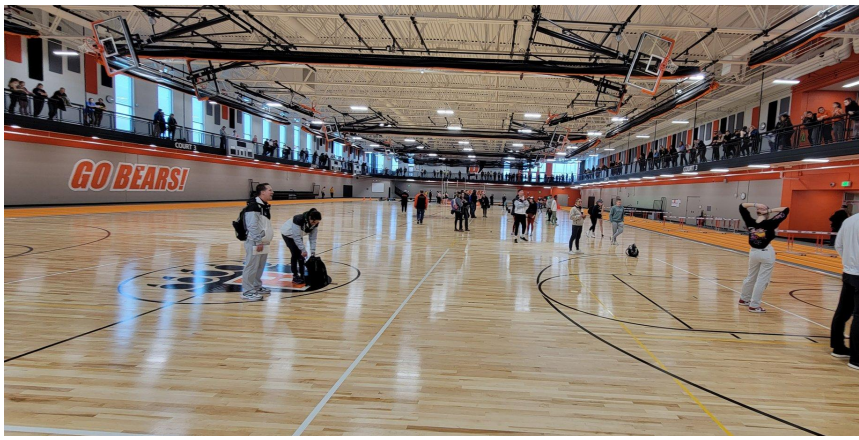
# WBLAHS Activities Update

# New Facilities

- Grateful for the new spaces we have!
- Exciting Time to be a Bear!
- Thankful for the leadership of our students and adults during transition








# Fall Sports and Activities

- 9 MSHSL Sports
  - 553 Participants
- 45 Clubs
  - Something for everyone!
- Increased participation in every sport from last year








# Building Leaders

- Regular Coaches Professional Development
- Leadership Academy
- What does it mean to be a BEAR








# Bears Succeeding

- Speech - Nationals
- Boys Hoops - Consolation Champs
- Softball - Fourth Place
- Unified athlete alumna - MN United





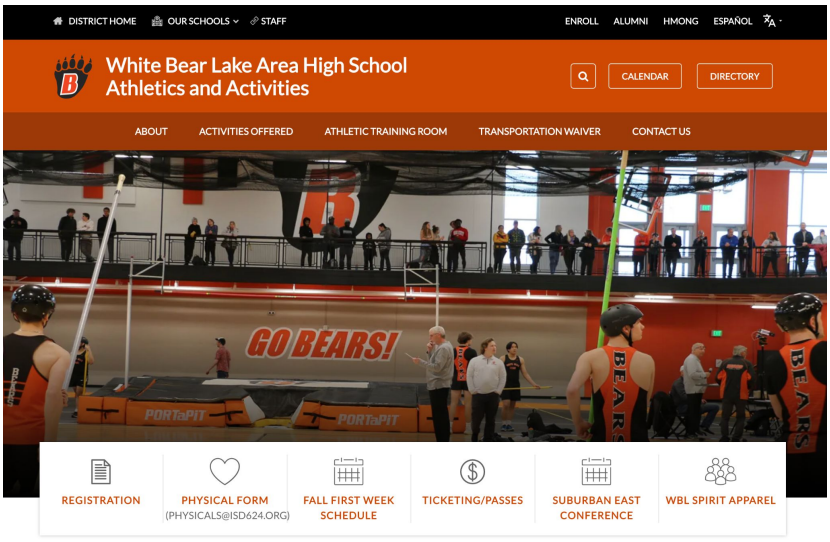






# *Join us!*

- Information on refreshed website
- Online ticketing process
- Free Senior Activities Pass




## Online Ticketing

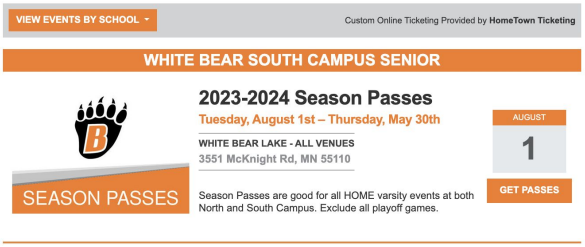
**Athletic Passes**

Season passes will be available for all regular season home contests for the 2023-2024 season. Options for season passes are:

- Adult Full Year Pass - $103 /
- Student All Sports Pass (K-8) - $63
- Senior Citizens All Sports Pass (65+) - $63
- Bear All Sports Pass (Grades 9-12)- $0, use student id number to unlock the passcode. School ID's must be present to enter events!

Hometown Ticketing will be the exclusive provider of online tickets for all of your White Bear Lake Area High School home regular season athletic ticketing needs.

Purchase Tickets







# Operations Update

# Facilities - Building Projects






**Projects Completed Summer 2023:**

- ALC - New HVAC, Windows, Privacy Restrooms
- Oneka - Classroom Addition, Learning Commons
- Lincoln - New Roof
- Vadnais - New Gym Floor
- New Monument Signs

**Projects Underway:**

- Central Middle - Gym Addition
- Price Field
- 9-12 High School (@North Campus)
  - Fine Arts, Administration Addition
  - Renovations

# Facilities - Security




**Visitor Management System**

- Raptor system installed at all sites

**Access Control**

- New system installed or in progress at all sites w/construction projects






**Security Camera Upgrades**

- New system installed or in progress at all sites w/construction projects

**Intrusion/Burglar Alarm System**

- New system installed or in progress at all sites w/construction projects

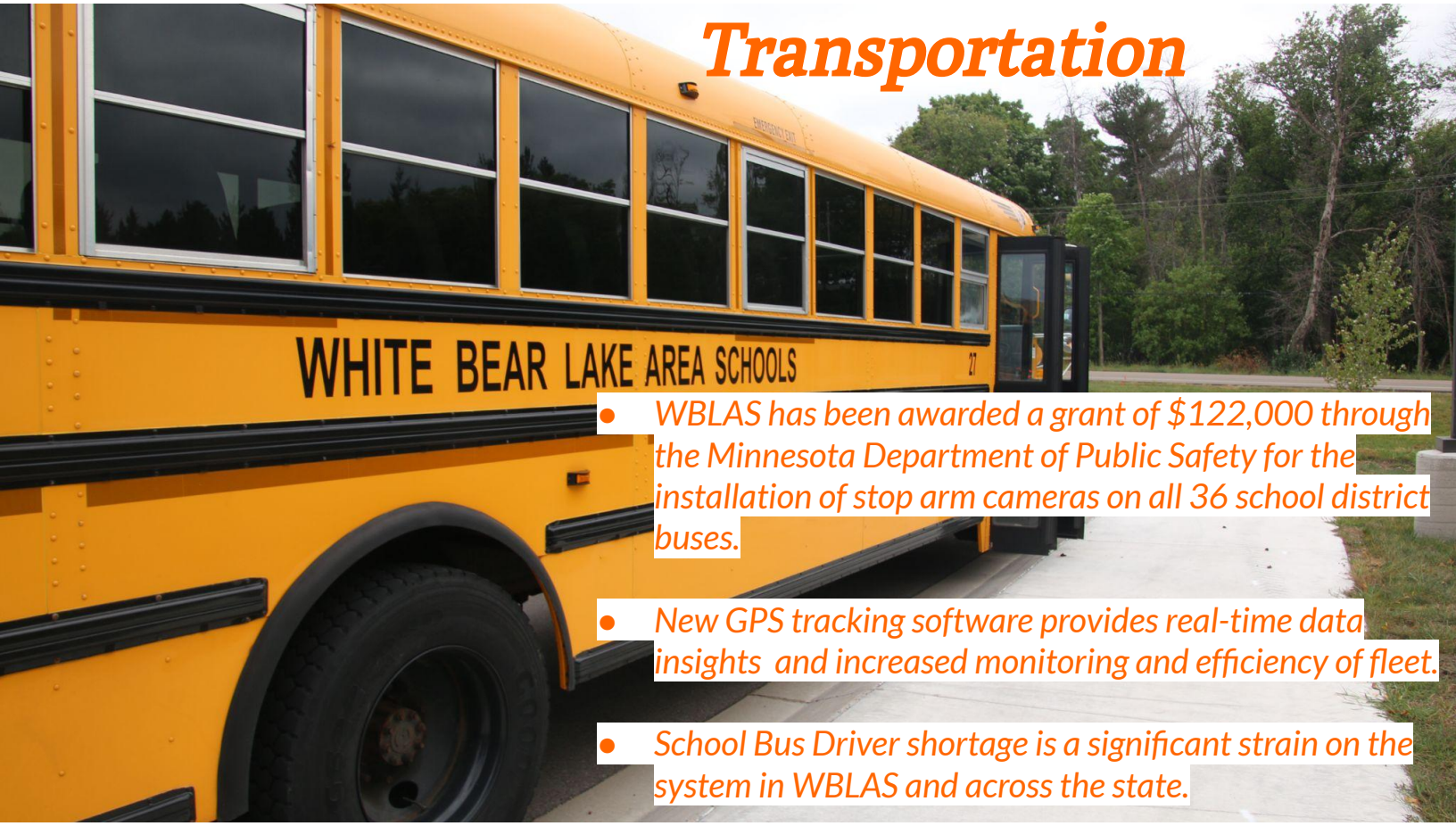
GO BEARS

# Nutrition Services

- FREE School Meals Daily
  - One Breakfast
  - One Lunch
- Farm to School Grant MN Department of Agriculture
  $50,000 toward MN Grown
    - Hamel Maple Syrup
      (Hamel, MN)
    - Taylor Ventures Farm Organic Veggies
      (Marine on St. Croix, MN)
  - $35,000 toward equipment
    - 3 new combi ovens Oneka, Matoska, Lakeaires




# Transportation




- *WBLAS has been awarded a grant of $122,000 through the Minnesota Department of Public Safety for the installation of stop arm cameras on all 36 school district buses.*
- *New GPS tracking software provides real-time data insights and increased monitoring and efficiency of fleet.*
- *School Bus Driver shortage is a significant strain on the system in WBLAS and across the state.*

# Technology & Innovation Update



## Infrastructure Updates

- Installed 1000+ Access Points (APs)
- Network switches
- New ISPs
- New Firewall
- Classroom Displays 30+



# Devices






| Desktops | Laptops | Chromebooks | Repurposed Chromebooks | Monitors |
|---|---|---|---|---|
| 310 | 35 | 1650 | 1200 | 150 |

Design Your Future

Create Your Success



# Synergy

**Improvements**

- Latest update
- Set up for standards based grading for MS

**Staff trainings/refreshers:**

- Counselors
- Elementary Admin Assistants
- Secondary Admin Assistants
- Registrars
- Scheduling Admin Assistants
- Attendance Admin Assistants
- Teacher Training

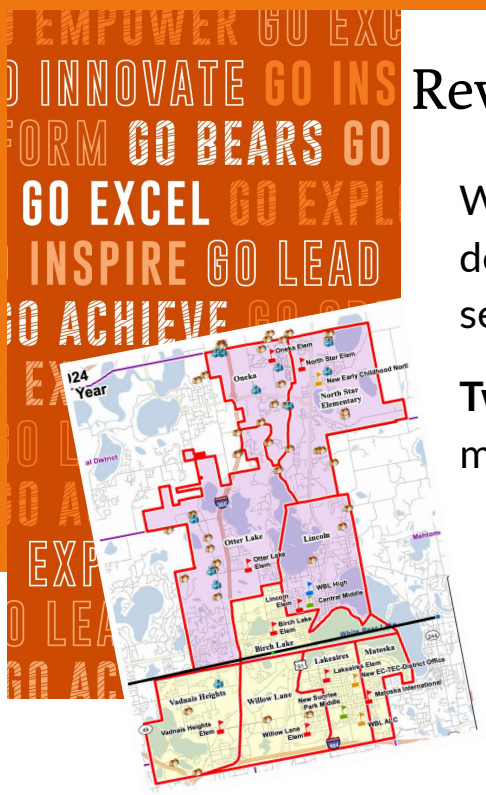
GO BEARS

# Cyber Security Awareness

Monthly Installments for all staff

- Slide decks customized to our district
- Informational Short video training modules
- Phishing simulations

GO BEARS




## Revised Technician Support Model

Worked with Dr. Dillon and department staff to develop a new support model structure to better serve the district with fewer resources.

**Two teams** will each support about half of the district made up of Tier I and Tier II Technicians.

# Human Resources Update

# Updates

- Hiring
  - 151 New Hires
  - 51 New Teachers
- Transitioned to Teachers on Call

GO BEARS



# Community Services & Recreation Update

## Early Childhood Education

***ECFE, EC Screening, School Readiness, School Readiness Plus, Tamarack Nature Preschool, Community Outreach, & Home Visiting***

*Where Bears Begin!*

- 141 ECFE students / 297 PreK students
- 359 ECSE students (Birth to 5)

- EC programs in 8 sites
- Still accepting students at Willow, Lakeaires & Otter
- Continued focus on alignment with elementary- (Focus this year on bringing in Second Step)
- Strategic planning focus on increasing family and community engagement, engaging diverse learners and increasing access to programs.



# Out of School Time Programs

## *Extended Day, Youth Enrichment & Development*

| Extended Day<br># of Contracts | Fall 2022-2023 | Fall 2023-2024 | Summer 2021 | Summer 2022 | Summer 2023 |
|---|---|---|---|---|---|
| | 747 | 753 | 440 | 579 | 705 |

- 2023 summer registration increased by 126 contracts. No summer waitlist!
- Extended Day fall staff team is largest yet, consisting of 106 leadership, assistants, and paras.
- We are continuing to partner positions with school day hours, provide opportunities for high school credit and early release, and working with a local company to help our high volume staff recruiting efforts. All have been helpful!

| Youth Enrichment & Development | 2023 Fall<br>Course Offerings | 2023 Fall<br>Sessions Available | Summer 2023<br>Students Registered | 22-23 School Year<br>Students Registered |
|---|---|---|---|---|
| | 51 | 94 | 1077 | 916 |

# Out of School Time Programs

## *Targeted Services*

| Camp Summer & Summer U | Elementary Students | Middle School Students | Camp Summer Themes | District Teachers Recruited | District Support Staff Recruited |
|---|---|---|---|---|---|
| | 501 | 91 | 33 | 44 | 36 |

**Targeted Services**

- Served 135 additional elementary & middle school students this summer than in 2022.
- Camp Summer topics included: Create Your Own Business, Nature, Pokemon, STEAM, Game Design, Mindfulness, Cooking, and more!
  - Students were able to practice math, literacy, and SEL skills through these topics of interest.
- Received a grant from MDE to keep class sizes at no more than 15 students and hire a school psychologist or social worker at each site.

# Youth Recreation & Middle School Athletics

**Fall Rec Sports has begun!**

- Flag Football
- Volleyball
- Soccer
- Thank you to all of our volunteer coaches!
- Recreation basketball registration is open!



**Middle School Athletics is off and running!**

- Cross country
  - *CC Finals Meet: October 12 at Lakewood Hills Park 3:45pm*
- Girls Tennis
- Volleyball

**Middle School Intramural Program**

- Ultimate Frisbee
- Flag Football
- New opportunities later this school year




# Adult Programs & Facility Use

***We are working hard to support our Adult Bears!***
***Adult Enrichment, Adult Recreation, Adult Basic Education, & Senior Programming***

- Adult Enrichment programs have started out strong. Currently a number have filled. Over 1,150 participated in adult programs over the summer.
- Senior Center - Current membership of 225. Over 6,600 participants have come through our doors since Jan 1, 2023.
- Partnership with WB Area Food Shelf provided four free Produce Markets at the Senior Center.
- Summer Senior Picnic - Served 180 meals to our community in partnership with the WBL Lions on July 20.
- Meals on Wheels - We average 54 meals daily to our clients throughout the District. All meals are delivered by volunteers.
- Adult Basic Education: Family Literacy, ESL, GED
- Adults With Disabilities - Community Bridget Consortium



# Publications & Upcoming Events

- Community Services & Recreation Catalog
- The Voice
- Bike Ride - Ride for Youth Sports
  - Saturday September 30th at 9:00 a.m.
  - Register or donate at https://whitebear.ce.eleyo.com & search for Bear Bike.
- WBLAS Senior Center Annual Flea Market
  - Saturday, September 30th from 11 a.m. - 2 p.m.
- Health Expo - Wednesday, September 13th










GO BEARS

GO POWER GO EXCEL GO EXPLORE GO GRADUATE GO IGNITE
GO INNOVATE GO INSPIRE GO LEAD GO PERFORM GO SUCCEED
GO TRANSFORM GO DISCOVER

# Communications & Community Relations Update

- ***Activities Calendar***
- Website
- Beginning of the Year letters
- Nutrition Services materials
- School videos
- Convocation event
- #BackToSchoolBears
- Regular communication
  - Community e-Newsletters
  - 624 Facts on social media
  - The Week in 62.4 Seconds
- Communications Trainings




GO BEARS

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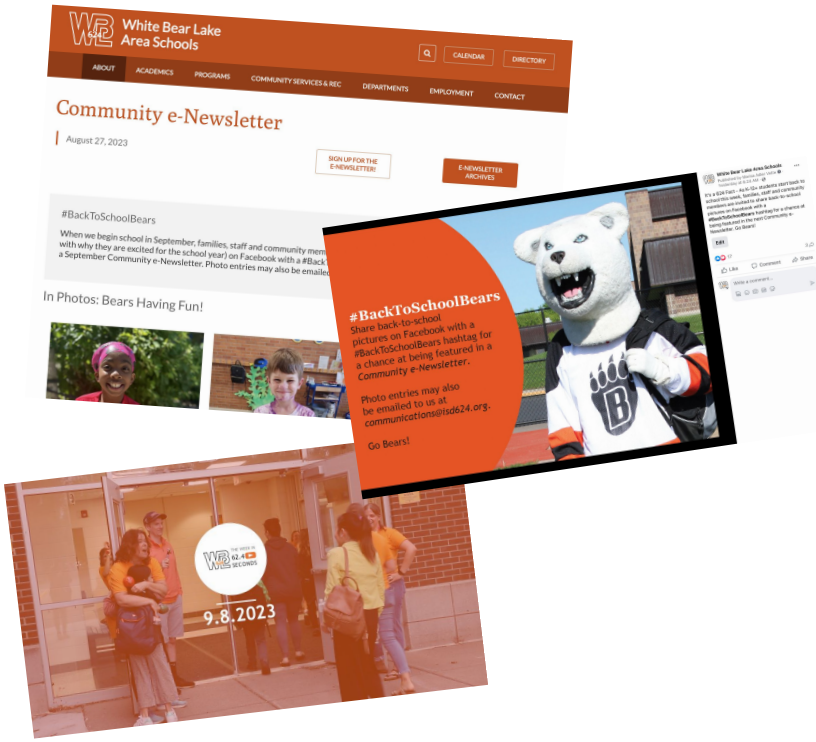
GO BEARS

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  - The Week in 62.4 Seconds
- ***Communications Trainings***




GO BEARS

# Enrollment Update

# Opening Week Enrollment

# ELEMENTARY

| *School* | *Enrollment Sept 2023* | *Enrollment Sept 2022* | Difference +/- |
|---|---|---|---|
| Birch Lake | 223 | 237 | -14 |
| Lakeaires | 396 | 392 | +4 |
| Lincoln | 486 | 473 | +13 |
| Matoska | 603 | 557 | +46 |
| North Star | 470 | 483 | -13 |
| Oneka | 428 | 431 | -3 |
| Otter Lake | 463 | 488 | -25 |
| Vadnais Heights | 388 | 360 | +28 |
| Willow Lane | 263 | 328 | -65 |
| ***Total*** | **3720** | **3749** | **-29** |

# Opening Week Enrollment

# SECONDARY

| *School* | *Sept 2023* | *Sept 2022* | Difference +/- |
|---|---|---|---|
| Central | 983 | 1048 | -65 |
| Sunrise | 849 | 854 | -5 |
| ***6-8 Total*** | 1832 | 1902 | -70 |
| North Campus | 1361 | 1395 | -34 |
| South Campus | 1223 | 1169 | +54 |
| ALC | 161 | 108 | +53 |
| TEC | 43 | 36 | +7 |
| *9-12 Total* | 2788 | 2708 | +80 |
| *6-12 Total* | 4620 | 4610 | +10 |
| *K-5 Total* | 3720 | 3749 | -29 |
| *Elem/Sec Total* | 8340 | 8359 | -19 |




# Welcome to 2023-24!



# D. DISCUSSION ITEMS

Agenda Item D-1
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Summary of Evaluation of Superintendent** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Discussion Item** |
| CONTACT PERSON(S): | **Jessica Ellison, School Board Chair** |

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**BACKGROUND:**

At the August 28, 2023 work session in a closed session pursuant to Minnesota Statutes 13D.05, Subd. 3(a) the School Board reviewed the results of the 2022-23 performance evaluation with the superintendent. Scott Arcand, School Board Vice Chair and School Board members will publicly comment on that evaluation to the extent permitted by law.

# E. OPERATIONAL ITEMS

Agenda Item E-1
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Action on School Board Committee and School Liaison Assignments** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON: | **Jessica Ellison, School Board Chair; Dr. Wayne Kazmierczak, Superintendent** |

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**BACKGROUND:**

School Board members serve on a variety of committees and are assigned to district schools along with their School Board duties. Those assignments are updated periodically to ensure that School Board members gain a wide range of experiences and connections to all of our schools.

**RECOMMENDED ACTION:**

Approve the School Board Committee and School Liaison Assignments.

# INDEPENDENT SCHOOL DISTRICT #624
# SCHOOL BOARD COMMITTEE and SCHOOL LIAISON ASSIGNMENTS
# September 11, 2023 - January 13, 2025

| School | Arcand | Beloyed | Daniels | Ellison | Newmaster | Streiff-Oji | Thompson |
|---|---|---|---|---|---|---|---|
| Birch Lake | | | | X | | | |
| Lakeaires | | X | | | | | |
| Lincoln | | X | | | | | |
| Matoska | X | | | | | | |
| North Star | | | | | | X | |
| Oneka | | X | | | | | |
| Otter Lake | | | | | X | | |
| Vadnais Heights | | | | X | | | |
| Willow Lane | | | | | | | X |
| Central | | | | | X | | |
| Sunrise | X | | | | | | |
| North Campus | | | | | | X | |
| South Campus | | | X | | | | |
| ECFE | | | | | X | | |
| ALC | | | | | | | X |
| TEC | | | X | | | | |
| **Committee** | **Arcand** | **Beloyed** | **Daniels** | **Ellison** | **Newmaster** | **Streiff-Oji** | **Thompson** |
| American Indian Parent Committee | | | | | | | X |
| Assoc. of Metropolitan School Districts | | | | | X | | |
| BrightWorks | | | | X | | | |
| Community Services Advisory | | | X | | X | | |
| Finance Advisory Committee | | X | | X | | | |
| Policy Committee | | | | | | X | X |
| Ramsey County League of Local Governments | X | | | | | | |
| Special Education Parent Advisory | | | X | | | | |
| Systems Accountability | X | X | | | | | X |
| WBLAEF | | | | | | X | |
| **Other District Boards** | **Arcand** | **Beloyed** | **Daniels** | **Ellison** | **Newmaster** | **Streiff-Oji** | **Thompson** |
| N.E. Metro District 916 Board | | | X | | | | |
| MSHSL | X | | | | | | |

*Approved at the _____ School Board Meeting.*

Agenda Item E-2a
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 102, Equal Educational Opportunity** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Wayne Kazmierczak, Superintendent** |

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**BACKGROUND:**

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

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

*Revised: October 8, 2018*
*Revised: March 13, 2023*

## 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 students with disabilities.

B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications 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. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

~~E.~~F. This policy applies to all areas of education including academics, coursework, co- curricular and extracurricular activities, and other rights or privileges of enrollment.

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

~~G.~~H. 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. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121.A04 (Althletic Programs; Sex Discrimination)
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. § 12101 *et seq.* (Americans with Disabilities Act)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)

***Cross References***: 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 E-2b
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 406, Public and Private Personnel Data** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Matt Mons, Director of Human Resources** |

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**BACKGROUND:**

School Board Policy 406, Public and Private Personnel Data, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, IV, and V, and the cross references.

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

**RECOMMENDED ACTION:**

Approve School Board Policy 406, Public and Private Personnel Data, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: April 29, 1996*
*Revised: January 10, 2005*
*Revised: October 11, 2010*
*Revised: December 12, 2011*
*Revised: March 3, 2014*
*Revised: November 9, 2015*
*Revised: January 8, 2018*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 406*

*Revised: April 9, 2012*
*Revised: October 13, 2014*
*Revised: November 14, 2016*
*Revised: April 11, 2022*

## 406 PUBLIC AND PRIVATE PERSONNEL DATA

### I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

### II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

### III. DEFINITIONS

A. "Confidential" means the data is not public and is not accessible to the subject.

B. "Finalist" means an individual who is selected to be interviewed.

C. “Parking space leasing data” means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space and work telephone number.

D. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

E. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or

federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

F. "Protected health information" means individually identifiable health information as defined in 45 ~~C.F.R. §~~ Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider in connection with a transaction covered by 45 ~~C.F.R.~~ Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer, and records regarding a person who has been deceased for more than fifty (50) years.

G. "Public" means that the data is available to anyone who requests it.

H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; individuals defined as superintendents and principals.

## IV. PUBLIC PERSONNEL DATA

A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:

1. name;

2. employee identification number, which may not be the employee's Social Security number;

3. actual gross salary;

4. salary range;

5. terms and conditions of employment relationship;

6. contract fees;

7. actual gross pension;

8. the value and nature of employer-paid fringe benefits;

9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;

11. bargaining unit;

12. job description;

13. education and training background;

14. previous work experience;

15. dates of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;

18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including Superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;

20. work telephone number;

21. work email address;

22. badge number;

23. work-related continuing education;

24. honors and awards received; and

25. payroll time sheets or other comparable data that is used only to account for employee's work time for payroll purposes, except to

the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;

2. relevant test scores;

3. rank on eligible list;

4. job history;

5. education and training; and

6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the School Board to be finalists for public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant’s application for employment are private data on individuals except that the following are public:

a. name;

b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;

c. education and training;

d. employment history;

e. volunteer work;

f. awards and honors;

g. prior government service;

h. any data required to be provided or that are voluntarily provided in an application for appointment to a

multi-member agency pursuant to Minnesota Statutes, section 15.0597; and

i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

a. residential address;

b. either a telephone number or email address where the appointee can be reached, or both at the request of the appointee;

c. first and last dates of service on the public body;

d. the existence and status of any complaints or charges against an appointee; and

e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding paragraph 2, any email address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an email address or telephone number provided by the public body as designated email address or telephone number at which the appointee can be reached.

E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge is public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a

settlement agreement. Data that is classified as private under another law is not made public by this provision.

## V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in Section IV is private and will not be otherwise released unless authorized by law.

B. An individual's checking account number is private when submitted to a government entity.

C. Data pertaining to an employee's dependents is private data on individuals.

D Data created, collected, or maintained by the school district to administer employee assistance programs is private.

E Parking space leasing data with regard to data on individuals is private.

F. Personnel data ~~may~~ must be disseminated to labor organizations to the extent ~~the responsible authority determines the dissemination is~~ necessary ~~for the labor organization~~ to conduct elections, investigate and process grievances, ~~notify employees of fair share fee assessments~~ and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

H. The school district may, if its responsible authority or designee

reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that is relevant to the concerns for safety to:

1. The person who may be harmed and to the attorney representing the person when the data is relevant to obtaining a restraining order;

2. A pre-petition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or

3. A court, law enforcement agency or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purposes of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

L. The school district must report to the Minnesota Professional Education Licensing and Standards Board ("PELSB") or Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision 2, and shall, upon written request from the licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, any settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter ~~Ch.~~ 268.

N. When a report of alleged maltreatment of a student in an elementary, middle school, or high school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, Chapter 260E, data that is relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release of the data and the investigation resulted in the resignation or termination of the subject of the data; or

2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes, Chapter 13.

Data released under this paragraph must not include data on the student.

P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

Q. Protected health information, as defined in 45 ~~C.F.R.~~ Code of Federal Regulation, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.

R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

S. The personal telephone number, home address, and email address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

T. When a continuing-contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13 (b), or when the Commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a School Board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

## VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by Minnesota Statutes, Chapter 13, or any other state or federal law, the data is private.

## VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

## VIII. RESPONSIBLE AUTHORITY

The school district has designated the Director of Human Resources as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

## IX. RELEASE FORM

An employee authorization form is included as "Addendum A" to this policy.

***Legal References***: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data - Public Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Applicants for Employment)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, subds. 13 and 16 (Employment; Contracts, Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

***Cross References***: WBLASB Policy 206 (Public Participation in School Board Meetings/Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 722 (Public Data Requests)
MSBA ~~Service Manual, Chapter 13, School~~ Law Bulletin "I" (School Records-Privacy-Access to Data)

Agenda Item E-2c
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol Free School** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Matt Mons, Director of Human Resources; Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning; and Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol Free School, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections I, II, III, IV, V, and VI, and the legal and cross references.

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

**RECOMMENDED ACTION:**

Approve School Board Policy 418, Drug-Free and Alcohol-Free Workplace/Drug-Free and Alcohol Free School, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: April 29, 1996*
*Revised: August 27, 2001*
*Revised: January 10, 2005*
*Revised: November 8, 2007*
*Revised: December 10, 2018*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 418*

*Revised: May 12, 2014*
*Revised: June 13, 2022*

## 418 DRUG-FREE AND ALCOHOL-FREE WORKPLACE/DRUG-FREE AND ALCOHOL FREE SCHOOL

### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

### II. GENERAL STATEMENT OF POLICY

A. Use or possession of ~~controlled substances,~~ alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances ~~alcohol~~ before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances~~, or medical cannabis~~ in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage, malt beverage, ~~or~~ fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.

E.~~C.~~ "Medical cannabis" means any species of the genus cannabis plant, or any mixture of preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves of plant form; (4) combustion with use of dried raw cannabis; or (5)~~(4)~~ any other method~~, excluding smoking,~~ approved by the Commissioner of the Minnesota Department of Health ("Commissioner"). ~~commissioner.~~

F.~~D.~~ "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G.~~E.~~ "School district location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I.~~F.~~ "Toxic substances" includes (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central

nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.~~or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.~~

G. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means. ~~includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

## IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use as treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota~~.~~ Statutes,~~. §~~ section 624.701, ~~S~~subdivision~~.~~ 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder.)

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

## V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform

his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products, in a school location except with the express permission of the Superintendent.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota~~.~~ Statutes, ~~.~~ ~~§~~ section 624.701, ~~§~~subdivision~~.~~ 1a, shall be by permission of the School Board only. The applicant shall apply for permission in writing and shall follow the School Board procedures for placing an item on the agenda.

## VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults

about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## VII. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination or discharge as deemed appropriate by the School Board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension or termination as deemed appropriate by the School Board.

4. Sanctions against employees, including nonrenewal, suspension, termination or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave school district property. If necessary, law enforcement officials will be notified and asked to provide an escort.

***Legal References***:

Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. §§ 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor: On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (~~Sale of Toxic Substances to Children;~~ Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Building or Grounds)
20 U.S.C. §§ 7101 - 7122~~65~~ (Student Support and Academic Enrichment Grants ~~Safe and Drug-Free Schools and Communities Act~~)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101 - 8106~~701-707~~ (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11 – 1308.15 (Controlled Substances)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

***Cross Reference***: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 416 (Drug and Alcohol Testing)
WBLASB Policy 417 (Chemical Use~~/~~ and Abuse)
WBLASB Policy 419 (Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instructions)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 516 (Student Medication)

Agenda Item E-2d
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Matt Mons, Director of Human Resources; Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning; and Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, and IV, and the cross references.

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**RECOMMENDED ACTION:**

Approve School Board Policy 419, Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: April 29, 1996*
*Revised: August 27, 2001*
*Revised: December 14, 2009*
*Revised: November 14, 2011*
*Revised: March 1, 2021*

*White Bear Lake Area*
*School District #624 Policy 419*

*Revised: October 14, 2019*
*Revised: _____*

## 419 TOBACCO-FREE ENVIRONMENT: POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

### I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

### II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel, or visitor to the school district or person ~~to~~ smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes any other vehicles, including personal vehicles, used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not

promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

## III. DEFINITIONS

A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery devices include any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

D. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

E. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components to tobacco-related devices which may be marketed or sold separately.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

## IV. EXCEPTION

A. A violation of this policy does not occur when an American Indian or Alaskan Native adult/student lights tobacco, cedar, sweet grass and/or sage on school district property as a part of a traditional American Indian or Alaskan Native spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

B. A violation of this policy does not occur when an American Indian or Alaskan Native student possesses loose tobacco for personal spiritual/ceremonial purposes.

C. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

## V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

## VI. ENFORCEMENT

A. All individuals including visitors on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. A violation of this policy does not occur when an American Indian or Alaskan Native student possesses loose tobacco for personal spiritual/ceremonial purposes. A violation of this policy does occur when any student is found to be using tobacco for recreational purposes.

D. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

E. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

F. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

G. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

H. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## VII. DISSEMINATION OF POLICY

A. The school district will develop a method of discussing this policy with students and employees.

B. This policy shall appear in the student and staff handbook.

C. Appropriate signage shall be posted throughout the district and building entrances and other highly visible locations.

D. The school or district shall make tobacco-free reminder announcements at school events at appropriate intervals throughout the events, when possible.

***Legal References:*** Minn. Stat. § 120B.38 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

***Cross References:*** WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 506 (Student Discipline)
~~MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior~~

Agenda Item E-2e
September 11, 2023
School Board Meeting

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| AGENDA ITEM: | **Policy 424, License Status** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Matt Mons, Director of Human Resources** |

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**BACKGROUND:**

School Board Policy 424, License Status, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in section II, and the legal references.

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers.

**RECOMMENDED ACTION:**

Approve School Board Policy 424, License Status, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: December 10, 2001*
*Revised: January 10, 2005*
*Revised: November 8, 2007*
*Review: October 10, 2011*
*Review: December 9, 2013*
*Review: November 12, 2018*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 424*

*Review: September 10, 2012*
*Review: January 8, 2018*
*Review: July 11, 2022*

## 424 LICENSE STATUS

## I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school district that employs a teacher who does not hold a valid teaching license places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

## II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.

B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website that the person is a qualified teacher consistent with state law.

C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

## III. PROCEDURE

A. The Superintendent or the Superintendent’s designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within a year from the date of the annual review, the Superintendent or the Superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

***Legal References***: Minn. Stat. §122A.16 (Qualified Teacher Defined)
Minn. Stat. §122A.22 (District Verification of Teacher Licenses)
Minn. Stat. §122A.40~~, Subd. 13~~ (Employment; Contracts; Termination - Immediate Discharge)
Minn. Stat. §127A.42 (Reduction of Aid for Violation of Law)
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn.App. 1985)
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn.App. 1998)
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Agenda Item E-2f
September 11, 2023
School Board Meeting

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| AGENDA ITEM: | **Policy 425, Staff Development and Mentoring** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 425, Staff Development and Mentoring, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, VI, and VII, and the legal references.

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

**RECOMMENDED ACTION:**

Approve School Board Policy 425, Staff Development and Mentoring, as recommended by the School Board Policy Committee and Cabinet.

Approved: September 9, 2002
*Revised: January 10, 2005*
*Revised: November 8, 2007*
*Revised: January 10, 2011*
*Revised: February 10, 2014*
*Revised: March 14, 2022*

White Bear Lake Area
*School District #624 Policy 425*

*Revised: February 13, 2012*
*Revised: March 5, 2018*
*Revised: _____*

## 425 STAFF DEVELOPMENT AND MENTORING

### I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

### II. DISTRICT STAFF DEVELOPMENT ADVISORY COMMITTEE AND SITE STAFF DEVELOPMENT TEAM

A. The School Board will establish a District Staff Development Advisory Committee to develop a Staff Development Plan, assist Site Staff Development Teams in developing site plans consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the District Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non-teaching staff, parents/guardians and administrators.

2. Members of the District Staff Development Advisory Committee shall be appointed by the School Board or designee.

B. The School Board directs the Superintendent to ensure sites establish site Staff Development teams.

1. Members of the Site Staff Development Teams will be appointed by the principal.

2. The Site Staff Development Team may be the same as the Building Leadership Team, at the discretion of the building principal.

3. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

### III. DUTIES OF THE DISTRICT STAFF DEVELOPMENT ADVISORY COMMITTEE

A. The District Staff Development Committee will develop a Staff Development Plan, that is aligned to the District Strategic Plan and the World's Best Workforce Plan, which will be reviewed and subject to approval by the School Board.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including the delivery of digital and blended learning and curriculum and engagement of students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide

instruction, and provide opportunities for teacher-to-teacher mentoring; and

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

h. Provide teachers of English Learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students' long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The District Staff Development Advisory Committee will assist Site Staff Development Teams in developing site plans consistent with the goals and outcomes of the Staff Development Plan.

D. The District Staff Development Advisory Committee will evaluate staff development efforts at the site level.

E. The District Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII below.

## IV. DUTIES OF THE SITE STAFF DEVELOPMENT TEAM

A. Each Site Staff Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The Superintendent or designee will review the site plan for consistency with the Staff Development Plan.

B. The Site Staff Development Team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the School Board can be made as part of the school district's World's Best Workforce report.

C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V below.

## V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the School Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other-in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a College in the Schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61

## VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly basis, the District Staff Development Committee, with the assistance of the Site Staff Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site

training programs, costs of individual staff seminars, and cost of substitutes.

B. The District Staff Development Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the School Board and/or Superintendent for consistency with the Staff Development Plan on a yearly basis.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

1. additional stipends as incentives to mentors of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection

from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

## VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

## VII. REPORTING

A. The school district and Site Staff Development Committee shall prepare a report of the previous fiscal year's staff development activities results and expenditures as part of the school district's World's Best Workforce report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

a. curriculum development and programs;

b. staff development training models, workshops, and conferences; and

c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

***Legal References:*** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187~~, Subd. 4~~ (~~Board to Issue Licenses;~~ Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, ~~and~~ 7a and 8 (Employment; Contracts; Termination – Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, ~~and~~ 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions – Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Agenda Item E-2g
September 11, 2023
School Board Meeting

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| AGENDA ITEM: | **Policy 504, Student Dress and Appearance** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning; and Matt Mons, Director of Human Resources** |

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**BACKGROUND:**

School Board Policy 504, Student Dress and Appearance, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, and III.

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals.

**RECOMMENDED ACTION:**

Approve School Board Policy 504, Student Dress and Appearance, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: July 22, 1996*
*Revised: June 11, 2001*
*Revised: August 25, 2003*
*Revised: November 8, 2007*
*Revised: March 11, 2013*
*Revised: June 10, 2017*
*Revised: January 10, 2022*

*White Bear Lake Area*
*School District #624 Policy 504*

*Revised: January 11, 2010*
*Revised: February 10, 2014*
*Revised: July 15, 2019*

## 504 STUDENT DRESS AND APPEARANCE

### I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals.

### II. GENERAL STATEMENT OF POLICY

A. The policy of this school district is to encourage students to be dressed appropriately for school activities. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

B. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing may not include the following: ~~Inappropriate clothing includes, but is not limited to, the following:~~

1. Clothing that is disruptive to the educational process.

2. Clothing bearing a message or image which is lewd, vulgar, or obscene.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 413.

5. Attire that creates a material and substantial disruption to the educational process, school operations, or a school sponsored activity; that can reasonably be forecasted to create such a

disruption; or that reflects aggression, including microaggression, toward any protected class.

6. Clothing or accessories with words, pictures, caricatures, based on stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation, or disability.

7. Clothing or accessories with American Indian team names, logos or mascots that depict stereotypes.

8. Any apparel or footwear that would damage school property.

C. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not racist, sexist, lewd, vulgar, obscene, defamatory or profane, or do not advocate violence or harassment against others. Specifically, but not exclusively, wearing or displaying the Confederate flag, a swastika, and KKK signs are prohibited on school property or while attending school district activities.

D. The school district will not prohibit hair styles, including but not limited to hair texture, braids, locks, and twists.

## III. PROCEDURES

A. Enforcement of student dress and appearance will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimizing loss of instructional time. When possible, dress and appearance matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the student dress and appearance policy, and should seek to address such issues.

B.~~A.~~ When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

C.~~B.~~ The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians. The school district will not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

D. ~~C.~~ Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

***Legal References***: U. S. Const., amend. I
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8th Cir. 2009)
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8th Cir. 2008)
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8th Cir. 1997)
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3rd Cir. 2013)
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6th Cir. 2007)
*Hardwick v. Heyward*, 711 F.3d 426 (4th Cir. 2013)
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, (N.D. Ill. 1987)

***Cross Reference***s: WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 525 (Violence Prevention)

Agenda Item E-2h
September 11, 2023
School Board Meeting

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| AGENDA ITEM: | **Policy 506, Student Discipline** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 506, Student Discipline, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, IV, V, VIII, IX, X, XII, XIII, XIV, and XVIII and the legal references.

The purpose of this policy is to ensure that students, families and staff understand and follow the school district's discipline policy and establish guidelines to assist in maintaining a supportive, safe, welcoming, and inclusive environment.

**RECOMMENDED ACTION:**

Approve School Board Policy 506, Student Discipline, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: August 26, 1996*
*Revised: August 18, 1997*
*Revised: September 9, 2002*
*Revised: January 10, 2005*
*Revised: March 9, 2009*
*Revised: March 28, 2010*
*Revised: June 8, 2015*
*Revised: October 10, 2022*

*White Bear Lake Area*
*School District #624 Policy 506*

*Revised: June 13, 2016*
*Revised: April 10, 2017*
*Revised: October 8, 2018*
*Revised: July 15, 2019*
*Revised: _____*

## 506 WHITE BEAR LAKE AREA SCHOOL DISTRICT STUDENT DISCIPLINE POLICY

### I. PURPOSE

The purpose of this policy is to ensure that students, families and staff understand and follow the school district's discipline policy. The school district understands that behavior and actions of students are part of child development and learning. The intent of this policy is to establish guidelines to assist in maintaining a supportive, safe, welcoming, and inclusive environment. It is the responsibility of the school district to take action when the guidelines established in this policy are not followed, impacting individuals and the school environment.

### II. GENERAL STATEMENT OF POLICY

The School Board recognizes that social emotional learning and growth are essential components of the educational process. The School Board further recognizes that providing this learning has a direct impact on student behavior and overall success. The school district will support students in continually learning social emotional skills and understanding school expectations.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Learning best takes place when students feel safe and connected in their environment which provides options and stresses student self-direction, decision-making, and responsibility. When students act in a manner inconsistent with school policies, the school district needs to assist the student in repairing harm caused and engaging in relearning practices.

The school district recognizes that despite efforts to build a safe, welcoming, and inclusive climate for all students, there will be times when the policies will be broken resulting in harm to the learning community. When harm is caused, rebuilding of the community is essential and student actions may result in a variety of interventions. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the School Board, with the participation of school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

## III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

## IV. POLICY

A. The School Board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02

and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## V.~~III.~~ AREAS OF RESPONSIBILITY

A. School Board: The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent: The Superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents/guardians responsible for following this policy, and support all school personnel in performing their duties within the framework of this policy. The Superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians in upholding this policy. Any guidelines or directives established to implement this policy shall be attached as an addendum to this policy.

C. Building Administrator: The building administrator is given the responsibility and authority to formulate building rules and regulations

necessary to uphold this policy. The building administrator is responsible for ensuring staff understand this policy as well as ensuring that all students are taught this policy and other relevant policies. The building administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The building administrator shall consult with parents/guardians of students conducting themselves in a manner contrary to the policy. The building administrator shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents/guardians. A building administrator, in exercising their lawful authority, may use reasonable force only when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~in order~~ to prevent imminent bodily harm or death to the student or another. ~~physical injury.~~

D. Teachers: It is recognized that teachers have a direct impact on the culture and climate of their classroom and the school environment as a whole. Teachers are responsible for providing a well-planned teaching/learning environment focused on student needs, teaching and reteaching both academic and social emotional skills. Teaching student expectations, with appropriate assistance from the administration, is a primary task for teachers. When school rules are not followed, teachers must support students relearning of school rules and assist in repairing any harm caused within the community as prescribed by district or individual school/site procedures. In exercising the teacher's lawful authority, a teacher may use reasonable force only when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~in order~~ to prevent imminent bodily harm or death to the student or another. ~~physical injury.~~

E. Other School District Personnel: All school district personnel are responsible for contributing to the culture and climate of the school district. All district personnel support efforts to establish a safe, welcoming and inclusive school environment by following district procedures when responding to situations in which school rules are not followed. All staff support students relearning of school rules and assist in repairing any harm caused within the community. School district personnel should only act in ways authorized and directed by the Superintendent. A school employee, school bus driver, or other agent of a school district, in exercising their lawful authority, may only use reasonable force when it is necessary under the circumstances ~~in order~~ to restrain a student to ~~or~~ prevent imminent bodily harm or death to the student or another. ~~physical injury.~~

F. Parents and Legal Guardians: Parents/guardians shall be held responsible for the actions of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the actions of their children.

G. Students: All students shall be held individually responsible for their actions and for knowing and following the Code of Student Conduct and this policy.

H. Community Members: Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## VI.~~IV.~~ STUDENT RIGHTS

All students have a right to an education and the right to learn in an environment in which they are supported, valued, respected, and safe.

## VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. To assist in building a school culture and climate where all students are supported, valued, respected and safe;

B. When rules are not followed, students are to support and engage in repairing any harm caused to others, the community, or the environment;

C. For their actions and for learning and following all school rules, regulations, policies and procedures;

D. To attend school daily, except when excused, and to be on time to all classes and other school functions;

E. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

F. To make necessary arrangements for making up work when absent from school;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and follow federal, state and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health;

L. To avoid inaccuracies in student newspapers, school-sponsored social media accounts, shared virtual spaces, or publications and refrain from indecent or obscene language; and

M. To recognize and respect the rights of others.

## VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable actions subject to intervention by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be responded to and supported in repairing and restoring harm caused in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all

school-related functions, school-sponsored activities, events, trips, virtual learning spaces, and school-sponsored social media platforms. School district property also may mean a student's walking route to and from school for purposes of attending school or school-related functions, activities, or events. While the school district will provide interventions when students do not follow school rules and policies in this policy and others alike in these locations, settings, and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose actions at any time or in any place, including online, interfere with or obstruct the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language or materials, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Violation of the school district's Student Attendance Policy;

6. Opposition to authority using physical force or violence;

7. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices and Electronic Devices; Vaping Awareness and Prevention Instructions Policy;

8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical

cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

12. Violation of the school district's Weapons Policy;

13. Violation of the school district's Violence Prevention Policy;

14. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

15. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

16. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

17. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

18. Violation of any local, state, or federal law as appropriate;

19. Acts disruptive of the educational process, including, but not limited to, verbal and physical assault, disruptions in the classroom leading to interruptions in teaching and learning, cheating, failure to identify oneself, improper activation of fire alarms, or bomb threats;

20. Violation of the school district's Electronic Technologies Acceptable Use Policy;

~~21. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, tablets, computers, and smart devices;~~

21.~~22.~~ Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

22.~~23.~~ Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

23.~~24.~~ Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

24.~~25.~~ Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

25.~~26.~~ Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

26.~~27.~~ Possession or distribution of slanderous, libelous, or pornographic materials;

27.~~28.~~ Violation of the school district's Bullying Prevention Policy;

28.~~29.~~ Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing that bears a message that is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group;

29.~~30.~~ Criminal activity;

30.~~31.~~ Falsification of any records, documents, notes, or signatures;

31.~~32.~~ Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

32.~~33.~~ Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

33.~~34.~~ Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

34.~~35.~~ Violation of the school district's Harassment and Violence Policy;

35.~~36.~~ Actions, including fighting or any other assaultive actions, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of

teachers, students, other school district personnel, or other persons;

36.~~37.~~ Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

37.~~38.~~ Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

38.~~39.~~ Verbal assaults or verbally abusive actions including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

39.~~40.~~ Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

40.~~41.~~ Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

41.~~42.~~ Violation of the school district's Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees Policy;

42.~~43.~~ Violation of the school district's one-to-one device rules and regulations;

43.~~44.~~ Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

44.~~45.~~ Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## X.~~VII.~~ DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive levels of discipline focused on student learning and repairing relationships and the school environment to the extent reasonable and appropriate based upon the specific facts and circumstances of the incident. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies or procedures will result in a restorative discussion. The school district has authority to impose more severe disciplinary responses for any violation, including exclusion or expulsion, if warranted by the student's actions. However, the school district recognizes that exclusionary practices impact students' achievement and learning. Disciplinary action may include, but is not limited to, one or more of the following:

A. Teaching and/or reteaching of school policies and expectations;

B. Engaging with the students in social emotional learning through tiered levels of support based on student need;

C. Engaging in restorative conversation with students and others involved, which may include staff members. Restorative practices in classrooms or with a targeted group of students are appropriate when others involved consent to participating;

D. Student conference with the teacher, building administrator, counselor, or other school district personnel, to discuss with the student the cause of the student's actions and alternative actions the student could take in the future when faced with a similar situation. In addition, the staff member facilitating this discussion will determine with the student what supports the student may need in order to be able to engage in those alternative actions in the future. This conversation may also include a review of the Code of Student Conduct and potential responses to future actions;

E. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or things will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation;

F. Parent/guardian contact;

G. Parent/guardian conference;

H. Removal from class;

I. In-school suspension;

J. Suspension from extracurricular activities;

K. Detention or restriction of privileges;

L. Loss of school privileges;

M. In-school monitoring or revised class schedule;

N. Referral to in-school support services;

O. Referral to community resources or outside agency services;

P. Financial restitution;

Q. Referral to police, other law enforcement agencies, or other appropriate authorities;

R. Out-of-school suspension under The Pupil Fair Dismissal Act;

S. Preparation of an admission or readmission plan;

T. Expulsion under The Pupil Fair Dismissal Act;

U. Exclusion under The Pupil Fair Dismissal Act; and/or

V. Other responses as deemed appropriate by the school district.

## XI. ~~VIII.~~ REMOVAL OF STUDENTS FROM CLASS

A. Teachers have the responsibility of teaching school expectations to students, while also maintaining a safe, welcoming and inclusive learning environment for all students. When incidents occur that disrupt the environment, it is the responsibility of the teacher to attempt to redirect actions and restore relationships in the environment within the guidelines established by the school district or school. Teachers may accomplish this by engaging in coaching and listening conversations with the student, using positive reinforcement, providing alternatives in learning practices or the environment to meet students needs, consulting with a student support team or other resources when interfering actions persist, or contacting the student's parents/guardians when ongoing needs arise. The teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, building administrator, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

B. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies, or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which at the discretion of the teacher or administration, requires removal of the student from class.

Such removal will be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the Code of Student Conduct may be removed from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, the duration and the conditions for return to class will be determined at a conference between the principal/designee and the teacher. The principal/designee will have the responsibility, if necessary, to consult with the student's case manager. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the condition for returning to class.

D. If a student is frequently removed from class for recurring behaviors, the school district shall notify the parent/guardian and make reasonable attempts to convene a meeting with the student's parent/guardian to discuss the problem that is causing the student to be removed from class.

## ~~I~~XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process of equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures ~~provide alternative educational services~~ before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable School Board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D.~~C.~~ Suspension Procedures

1. "Suspension" means an action taken by the school administration prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the Superintendent or designee with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except as may be provided in federal law for a student with a disability.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3.~~2.~~ If a student's total days of removal from school exceeds ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent/guardian before subsequently removing the student from school and, with the permission of the parent/guardian, arrange for a mental health screening for the student at the parent/guardian expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent/guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4.~~3.~~ The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action shall include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the

current suspension. A readmission plan must not obligate a parent/guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent/guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5.~~4.~~ A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth ($6^{th}$) consecutive day of suspension or the tenth ($10^{th}$) cumulative day of suspension has elapsed.

6.~~5.~~ Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. ~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7.~~6.~~ The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before

the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8.~~7.~~ The school district recognizes that exclusionary practices impact student's achievement and learning. Therefore, after school administration notifies a student of the grounds for suspension, school administration may provide alternative options when possible.

9.~~8.~~ A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40 - 121A.56, shall be personally served upon the student at or before the time of suspension is to take effect, and upon the student's parent/guardian by mail within forty-eight (48) hours of the conference.

10.~~9.~~ The school administration shall make reasonable efforts to notify the student's parent/guardian of the suspension by telephone as soon as possible following suspension.

11.~~10.~~ In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent/guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12.~~11.~~ Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E.~~D.~~ Expulsion and Exclusion Procedures

1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months

from the date the student is expelled. The authority to expel rests with the School Board.

2. "Exclusion" means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40 - 121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent/guardian.

5. The student and parent/guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and their parent/guardian personally or by mail, and shall contain: a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of the hearing; be accompanied by a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40 - 121A.56; describe the nonexclusionary disciplinary pracitces ~~alternative educational services~~ accorded the student in an attempt to avoid the expulsion proceedings; and informing the student and parent/guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must ~~shall~~ advise the student's parent/guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent/guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student and the parent/guardian and shall be closed, unless the student or the parent/guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent/guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceedings.

10. If the student designates a representative other than the parent/guardian, the representative must have a written authorization from the student and the parent/guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent/guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent/guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent/guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which will be made to the school district and served upon the parties within two (2) days after closing of the hearing.

17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the

findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minnesota Statutes section 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion, or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and their parent/guardian by mail of the student's right to attend and to be reinstated in the school district.

## XIII. ADMISSION OR READMISSION PLAN

A school administrator must ~~will~~ prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must ~~will~~ include preventative strategies and skill building. The School Board recognizes that parent/guardian involvement is important for student success. School administrators are expected to involve the parent/guardian in the admission and readmission process. School administrators will review the Code of Student Conduct and potential response to future actions. The readmission plan must not obligate the parent/guardian to provide mental health or related medication for their child as a condition of readmission.

## XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by The Pupil Fair Dismissal Act, or other applicable law. The teacher, building administrator, or other school district officials may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, ~~alternative educational services~~ or other sanction, intervention, or resolution in response to the assault given to the student ~~in response to the assault~~ and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## XV~~II~~. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.

## XVI~~II~~. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the student's IEP team and the student's parent/guardian shall, consistent with federal law, conduct a manifestation determination and determine whether the student's behavior were (i) caused by or had a direct and substantial relationship to the student's disability and (ii) whether the student's conduct was a direct result of a failure to implement the student's IEP. If the student's educational program is appropriate and the behavior were not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to

the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for behavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## XVII~~V~~. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of the school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes Chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Option Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

## XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

A. The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## XIX~~V~~. DISTRIBUTION OF POLICY

The school district will notify students and parent/guardian of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parent/guardian at the commencement of each school year and to all new students and parent/guardian upon enrollment. This policy will also be available upon request in each building administrator's office.

## XX~~VI~~. REVIEW OF POLICY

The building administrator and representatives of parent/guardian, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes will be submitted to the Superintendent for consideration by the School Board, which shall conduct an annual review of this policy.

***Legal Reference:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment ~~Pre-Assessment~~ Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40 -121A.56 (~~The~~ Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)

Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

***Cross Reference:*** WBLASB Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
WBLASB Policy 501 (School Weapons Policy)
WBLASB Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
WBLASB Policy 503 (Student Attendance)
WBLASB Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
WBLASB Policy 514 (Bullying Prevention Policy)
WBLASB Policy 524 (Electronic Technologies Acceptable Use Policy)
WBLASB Policy 525 (Violence Prevention)
WBLASB Policy 526 (Hazing Prohibition)
WBLASB Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
WBLASB Policy 610 (Student Field Trips, Fees and Fines)
WBLASB Policy 709 (Student Transportation Safety Policy)
WBLASB Policy 711 (Video Recording on School Buses)
WBLASB Policy 712 (Video Surveillance Other Than on Buses)

Agenda Item E-2i
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 507, Corporal Punishment and Prone Restraint** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 507, Corporal Punishment and Prone Restraint, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in the title, and sections I, II, III, IV, and V.

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

**RECOMMENDED ACTION:**

Approve School Board Policy 507, Corporal Punishment and Prone Restraint, as recommended by the School Board Policy Committee and Cabinet.

*/Adopted: July 22, 1996*
*Revised: June 11, 2001*
*Revised: September 9, 2002*
*Revised: July 16, 2018*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 507*

*Revised: April 11, 2022*

## 507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

### I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a ~~of~~ student~~s~~.

### II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student ~~cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

### III. DEFINITIONS

A. "Corporal punishment" means conduct involving:

1. hitting or spanking a person with or without an object; or

2. unreasonable physical force that causes bodily harm or substantial emotional harm.

B. "Prone restraint" means placing a child in a face-down position.

### IV. PROHIBITIONS

A. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct.

B. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.

C. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

## V.~~III.~~ EXCEPTIONS

An employee or agent of the school district may use reasonable force under the conditions set forth in Policy 506 (Student Discipline). ~~when necessary to restrain a student from inflicting bodily harm to self or to another person.~~

## ~~I~~VI. VIOLATION

Employees and agents of the school district who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to, and in accordance, with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for those school district employees and agents.

***Legal References***: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

***Cross References***: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
WBLASB Policy 506 (Student Discipline)

Agenda Item E-2j
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 509, Enrollment of Nonresident Students** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 509, Enrollment of Nonresident Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections I, II, III, and IV, and the legal and cross references.

The purpose of this policy is to set forth the Open Enrollment application and exclusion procedures used by the school district.

**RECOMMENDED ACTION:**

Approve School Board Policy 509, Enrollment of Nonresident Students, 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: June 8, 2015*
*Revised: June 13, 2022*

*White Bear Lake Area*
*School District #624 Policy 509*

*Revised: December 12, 2011*
*Revised: November 12, 2018*
*Revised: _____*

## 509 ENROLLMENT OF NONRESIDENT STUDENTS

### I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

The School Board adopts specific standards for acceptance and rejection of Open Enrollment applications.

### III. OPEN ENROLLMENT PROCESS

A. ~~Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law~~ Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, ~~(~~excluding special education programs;~~),~~ class;~~,~~ grade level;~~,~~ or school building as established by School Board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by School Board policy or other directive; and

2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the

Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

## IV. BASIS FOR DECISIONS

B. Standards that may be used for rejection of application

In addition to the provisions of Paragraph IIA, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing, at school or a school function, a dangerous item, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment;

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from denying the application of a student who was expelled under Minnesota Statutes, section

121A.45 for a reason stated in Paragraph II.B. or proceeding with exclusion as set out in Section F of this policy.

D. Application

The student and parent or guardian must complete and submit the ~~a~~ "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education~~.~~" (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness PLUS (SRP) application if applicable) developed by MDE ~~the Minnesota Department of Education~~ and available on its ~~the~~ website. ~~(www.education.mn.gov) by clicking on "Students and Families" then "School Choice" and then "Open Enrollment".~~

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

E. Lotteries

If a school district has more applications than available seats as a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;

2. the municipality is located partially or fully within the boundaries of at least five school districts;

3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and

4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by School Board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the Superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The Superintendent may make further inquiries. If the Superintendent determines that the applicant should be admitted, he or she will notify the applicant and the School Board chair. If the Superintendent determines that the applicant should be excluded, the Superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 124D.03, or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota~~.~~ Statutes, chapter ~~Ch~~ 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in

middle school, junior high school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 120A.22, subdivision ~~Subd.~~ 8.

2. The school district may also terminate the enrollment of a nonresident student 18 years of age or older if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 120A.22, subdivision ~~Subd.~~ 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents/guardians a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents/guardians of their opportunity to provide documentary evidence, in person or in writing, of residency to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee will make the final determination as to the residency status of the student.

H. Notwithstanding the requirement that an application must be approved by the School Board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the School Board of nonresident district. The approval of the School Board of the student's resident district is not required.

***Legal Reference:***
Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction ~~Residency Determined~~)
~~Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)~~
Minn. Stat. § 121A.40 - 121A.56 (~~The~~ Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (~~High School~~ Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions ~~Habitual Truant Defined~~)
Minn. Opp Atty. Gen. No. 169-f (August 13, 1986)

*Indep. Sch. District No. 623 v. Minn. Dept. of Educ.*, Co. No A05-361, 2005
WL 3111963 (Minn. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of Weapon)

***Cross Reference:*** WBLASB Policy 506 (Student Discipline)
WBLASB Policy 517 (Student Recruiting)
~~MSBA Service Manual, Chapter 5, Various Educational Programs~~

Agenda Item E-2k
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 513, Student Promotion, Retention and Program Design** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 513, Student Promotion, Retention and Program Design, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, and the legal references.

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

**RECOMMENDED ACTION:**

Approve School Board Policy 513, Student Promotion, Retention and Program Design, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: September 8, 1997*
*Revised: June 11, 2001*
*Revised: November 8, 2010*
*Revised: July 16, 2018*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 513*

*Revised: December 14, 2020*

## 513 STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

### I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

### II. GENERAL STATEMENT OF POLICY

The School Board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The Superintendent's decision shall be final.

C. Program Design

1. The Superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment can be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective

needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3.~~2.~~ The school district must ~~will~~ adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

a. Multiple objective criteria; and

b. Assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to gender participation and to under-represented groups, including, but not limited to low-income, minority, twice, exceptional, and English learners.

4.~~3.~~ The school district must ~~will~~ adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

a. Assess a student's readiness and motivation for acceleration; and

b. Match the level, complexity, and pact of the curriculum to a student to achieve the best type of academic acceleration for that student.

5.~~4.~~ The school district must ~~will~~ adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2) ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental/guardian report and teacher observation of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

***Legal References***: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143 Subd.1 (Superintendent~~s~~)

***Cross References***: WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Play and Procedure)

WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plans, and LEP Students)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 620 (Credit for Learning)

Agenda Item E-2l
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 514, Bullying Prevention** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 514, Bullying Prevention, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, VIII, and IX, and the legal references.

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation and other similar disruptive and detrimental behavior.

**RECOMMENDED ACTION:**

Approve School Board Policy 514, Bullying Prevention, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: November 14, 2005*
*Revised: November 8, 2007*
*Revised: May 9, 2011*
*Revised: October 13, 2014*
*Revised: November 8, 2021*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 514*

*Revised: April 8, 2019*
*Revised: January 9, 2023*

## 514 BULLYING PREVENTION POLICY

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or group of students is expressly prohibited:

1. on school premises, on school district property, at school functions or activities, or on school transportation.

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but ~~may~~ also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying behavior or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and/or substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, sexual orientation, and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

F.~~B.~~ The White Bear Lake Area School District prohibits hate speech that has a nexus to any school activity. Any student who engages in hate speech that has a nexus to any school activity is subject to discipline, up to and including expulsion. Any District employee who engages in hate speech is subject to discipline, up to and including discharge.

G.~~C.~~ No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

H.~~D.~~ Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

I.~~E.~~ Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

J.~~F.~~ False accusations or reports of bullying against a student are prohibited.

K.~~G.~~ A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into

account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

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

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

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

L.~~H.~~ The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

## III. DEFINITIONS

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

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's

educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation ~~as defined in this policy~~.

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

C. "Hate speech" means speech that lacks serious literary, artistic, political, or scientific value and:

1. disparages or demeans a person or group based on protected class status;

2. targets a person or group based on protected class status; or

3. threatens or harasses a person or group based on protected class status.

D. "Immediately" means as soon as reasonably possible.

E. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined

in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

F. ”Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

G.~~F.~~ “Nexus” means a direct connection. Speech has a nexus to a school activity if the speech occurs during the activity, on property that is owned or operated by the district in connection with the activity, or through any district property or resource, such as a school issued computer or a district operated computer network.

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

I.~~H.~~ “Prohibited conduct” means bullying, ~~or~~ cyberbullying, ~~as defined in this policy~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct ~~bullying~~.

J.~~I.~~ “Protected class status” means race, color, creed, religion, disability, national origin, marital status, familial status, age, sex, gender, sexual orientation, or gender identity.

K.~~J.~~ “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

L.~~K.~~ “School activity” means any school sponsored event or activity, any school program, any school operation, or any school function, including, but not limited to, any instructional program or extracurricular activity. School activity also encompasses any district resource, such as a school website, which exists to support a school operation.

M. ~~L.~~ "Speech" means any form of expression that is intended to convey a particular message and is likely to be understood by those who view it or hear it. Speech can take many forms. Examples include, but are not limited to: written, verbal, and electronic words, statements, or expressions; images and graphic representations; messages on clothing, jewelry, and buttons; and posts on social media platforms.

N. ~~M.~~ "Student" means a student enrolled in a public school or a charter school.

## IV. REPORTING PROCEDURE

A. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. It is the responsibility of that employee to document the concern and forward it to a school administrator. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered official complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint may be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. If the complaint involves the superintendent, the complaint may be made directly to the School Board Chair.

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations,

circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take

appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.G. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Public Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct; who provides information about bullying or prohibited conduct; who testifies, assists, or participate**s** in an investigation of alleged bullying or prohibited conduct; or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. G. of this policy.

## VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally

appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs will provide developmentally appropriate programmatic instruction to help students identify, prevent, and reduce prohibited conduct; value diversity in school and society; develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to and reporting prohibited conduct.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to

obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See school district Policy 515) in the student handbook.

## VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district and in the office of each school.

C. This policy must be distributed ~~given~~ to each school district or school employee and independent contractor at the time of hiring or contracting.~~who regularly interacts with students at the time of initial employment with the school district.~~

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. Each school must develop a process for discussing this policy with students, parents/guardians of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## IX. POLICY REVIEW

To the extent practicable, the School Board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, section 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

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

Agenda Item E-2m
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 516.5, Overdose Medication** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Lisa Ouren, Director of Student Support Services** |

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**BACKGROUND:**

School Board Policy 516.5, Overdose Medication, is a new policy. It was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading.

The purpose of this policy is to enhance the health and safety of the school district's students, staff and visitors, by acquiring, administering, and storing doses of an opiate antagonist, specifically naloxone (Narcan), and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

**RECOMMENDED ACTION:**

Approve School Board Policy 516.5, Overdose Medication, as recommended by the School Board Policy Committee and Cabinet.

## 516.5 OVERDOSE MEDICATION

### I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically naloxone (Narcan), and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

### II. GENERAL STATEMENT OF POLICY

The School Board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the School Board to obtain and administer opioid overdose reversal medication.

### III. DEFINITIONS

A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is the Director of Student Support Services.

C. **"Narcan®"** is the brand name for the internasal applicator (nasal spray) form of naloxone. Naloxone is the medication that reverses an opioid overdose. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

D. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

E. **"Opiate Antagonist"** means naloxone hydrochloride ("naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.

F. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:

1. Administration type

2. Dosage

3. Date of issuance

4. Signature of the authorized provider

## IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. District Collaborative Planning and Implementation Team

To the extent naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the School Board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the Superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the Superintendent or designee or solicited as volunteers by the Superintendent.

2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of naloxone or other opiate antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of naloxone to be approved by the School Board. Once approved by the School Board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

    a. Ensure that when naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of naloxone and the continued need of recipients of additional medical care;

    b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the naloxone, if possible, pending arrival of emergency personnel;

    c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the naloxone for the purpose of informing the parent or guardian of the

actions that have been taken; and

d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.

4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the Superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.

2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

## V. NALOXONE STORAGE

A. The Site Planning Team will select numerous naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

B. The selected storage locations of naloxone will be classified as non-public “security information" as the School Board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district

staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

C. Stock naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

Agenda Item E-2n
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 524, Electronic Technologies Acceptable Use** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Steve Asper, Director of Technology and Innovation; and**<br>**Matt Mons, Director of Human Resources** |

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**BACKGROUND:**

School Board Policy 524, Electronic Technologies Acceptable Use, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in section XVI, and the legal references.

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

**RECOMMENDED ACTION:**

Approve School Board Policy 524, Electronic Technologies Acceptable Use, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: September 8, 1997*
*Reviewed: February 28, 2000*
*Reviewed: December 10, 2001*
*Reviewed: May 9, 2011*
*Reviewed: February 8, 2016*
*Reviewed: April 13, 2020*
*Reviewed: January 10, 2022*
*Reviewed: _____*

*White Bear Lake Area*
*School District #624 Policy 524*

*Reviewed: January 13, 2014*
*Reviewed: March 5, 2018*
*Reviewed: March 1, 2021*
*Reviewed: January 9, 2023*

## 524 ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

### I. PURPOSE

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

### II. DEFINITIONS

A. The term "users" refers to any person using the district's electronic technologies.

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

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

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

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

### III. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. The goal in providing these resources is to facilitate resource sharing, innovation and communication and to support the mission of the district in ensuring that our students develop a love of learning, excel academically, are inspired to realize their dreams and become engaged

citizens with a global understanding. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

## IV. LIMITED EDUCATIONAL PURPOSE

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

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

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

## VI. UNACCEPTABLE USES

A. Users are responsible for anything set on the network with their name or IP address on it. Users shall not engage in any activity that disrupts or hinders the performance of the district's electronic technologies. While not an exhaustive list, the following uses of the district's electronic technologies are considered unacceptable:

1. Users will not use the district electronic technologies to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are deemed by the district to be inappropriate and/or otherwise harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Personal use of district electronic technologies must be appropriately limited, consistent with provisions in this and other district policies, and shall not interfere with school duties or responsibilities.

3. Users will not use the district electronic technologies to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, use language that is abusive, hostile, demeaning, disrespectful or threatening toward another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

4. Users will not use the district electronic technologies to engage in any illegal act or violate any local, state, or federal statute or law.

5. Users will not use the district electronic technologies to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or district electronic technologies performance by spreading computer viruses or by any other means; will not tamper with, modify, or change the district electronic technologies software, hardware, or wiring or take any action to violate the school district's security system; and will not use the district electronic technologies in such a way as to disrupt the use of district electronic technologies by other users.

6. Users will not use the district electronic technologies to gain unauthorized access to information resources or to access another person's materials, information, or files without permission.

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

    a. This paragraph does not prohibit the posting of employee contact information on school district web pages or communications between employees and other individuals when such communications are made for education-related purposes (e.g., communications with parents or other staff members related to students).

    b. Employees creating or posting school-related web pages may include personal contact information about themselves on a web page. However, employees may not post personal contact information or other personally identifiable information about students unless:

        (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

        (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

8. Users will not attempt to gain unauthorized access to district electronic technologies or any other system through district electronic technologies, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the district electronic technologies may not be encrypted without the permission of appropriate school authorities.

9. Users will not use district electronic technologies to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works on the internet.

10. Users will not use district electronic technologies for conducting business, for unauthorized commercial purposes, for promotion of political views or social agendas, including political campaigning, or for financial gain unrelated to the mission of the school district. Users will not use district electronic technologies to offer or provide goods or services or for product advertisement. Users will not use district electronic technologies to purchase goods or services for personal use without authorization from the appropriate school district official.

11. Students in the course of completing assignments, projects, and exams for class, including assignments, projects, and exams involving the use of collaborative and social networking tools on the internet, are expected to abide by the Electronic Technologies Acceptable Use Policy and policies and procedures regarding student discipline, student code of conduct, bullying prevention, copyright and plagiarism.

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. Users engaging in the foregoing unacceptable uses of the internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning

lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district electronic technologies and the internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

## VII. FILTER

A. With respect to any of its computers with internet access, the school district will monitor the online activities of minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to visual depictions that are obscene, child pornography, violent or harmful to minors:

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. Access to chat rooms, discussion boards, school-issued email and other forms of direct electronic communications are limited to applications approved by the district and/or hosted within the district domain for the safety and security of minors.

E. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

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

## VIII. CONSISTENCY WITH OTHER SCHOOL POLICIES

A. Use of the school district electronic technologies and use of the internet shall be consistent with school district policies and the mission of the school district.

B. Students who are permitted to bring their own electronic devices to school will comply with school-specific guidelines for the use of personal electronic devices in school.

## IX. NO EXPECTATION OF PRIVACY

A. By authorizing use of district electronic technologies, the school district does not relinquish control over materials stored or transmitted on district electronic technologies files. Users should expect no privacy in the contents of files on district electronic technologies.

B. Routine maintenance and monitoring of district electronic technologies may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents/guardians may have the right at any time to investigate or review the contents of their child's files and email files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents/guardians have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees should

be aware that data and other materials in files maintained on the district electronic technologies may be subject to review, disclosure or discovery under Minnesota Statutes Chapter 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through district electronic technologies.

## X. ELECTRONIC TECHNOLOGIES ACCEPTABLE USE AGREEMENT

A. The proper use of district electronic technologies and internet, and the educational value to be gained from proper use of electronic technologies and the internet, is the joint responsibility of students, parents/guardians and employees of the school district.

B. The Electronic Technologies Acceptable Use Policy will be referenced in the student handbook and employee handbook, and will be posted on the district website. Paper copies will be available to parents upon request. Supervising teachers will provide guidance and instruction on acceptable use of the internet. Parents may request that their child not use the internet by notifying the school.

C. All users shall be responsible for the protection and security of their passwords. Users shall have the ability to change passwords and maintain the confidentiality of log-on codes.

## XI. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

## XII. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to electronic technologies acceptable use.

B. This notification shall include the following:

1. Notification that electronic technologies acceptable use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives or servers, CD, DVD, jump drives, memory sticks, or any other storage device.

   b. Information retrieved through school district computers, networks or online resources.

   c. Personal property used to access school district computers, networks or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the internet.

3. A description of the privacy rights and limitations of school sponsored/managed internet accounts.

4. Notification that, even though the school district may use technical means to limit student internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a user through the internet is the sole responsibility of the user.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the Acceptable Use policy are subordinate to local, state and federal laws.

9. Notification that student email addresses may be provided to district-approved third-party providers for access to educational tools and content.

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

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

B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the internet and that the school district will provide parents the option to request alternative activities not requiring internet access. This notification should include:

1. A copy of the user notification form provided to the student user

2. A description of parent/guardian responsibilities.

3. A notification that the parents/guardians have the option to request alternative educational activities not requiring internet access and the material to exercise this option.

4. A statement that the electronic technologies acceptable use agreement must be signed by the user and the parent or guardian prior to use by the student.

5. A statement that the school district's electronic technologies acceptable use policy is available for parental/guardian review.

## XIV. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum,

testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

## XV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## XVI. CELL PHONE USE

A. Cell phone use at school must conform to the established rules of each school and particular requirements of each teacher. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

B. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the

device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

C. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

## XVII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## XVIII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.

B. The administration shall revise the student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district's internet policies and procedures are available for review by all parents, guardians, staff and members of the community.

D. The School Board shall conduct an annual review of this policy.

***Legal References***: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC regulations implementing CIPA)

*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. 141 S. Ct. 2038 (2021)
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)
*United States v. American Library Association*, 539 U.S. 194 (2003)
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn, 2015~~2~~)
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir. 2012)
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

***Cross Reference***s: WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 505 (Distribution of Non-School Sponsored Materials on School Premises by Students and Employees)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 514 (Bullying Prevention Policy)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 519 (Interviews of Students by Outside Agencies)
WBLASB Policy 521 (Student Disability Nondiscrimination)
WBLASB Policy 522 (Title IX Student Sex Nondiscrimination Grievance Procedures and Process)
WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 606 (Textbooks and Instructional Material)
WBLASB Policy 806 (Crisis Management Policy)
WBLASB Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Agenda Item E-2o
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Lisa Ouren, Director of Student Support Services; and**<br>**Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 532, Use of Peace Officers and Crisis Teams to Remove Students From School Grounds, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in section IV.

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*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 532*

*Revised: June 9, 2014*
*Revised: March 13, 2023*

## 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 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

1. 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.

2. 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:

   a. ~~1.~~ Corporal punishment prohibited by Minnesota Statutes, section 121A.58;

   b. ~~2.~~ Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain;

   c. ~~3.~~ Totally or partially restricting the student's senses as punishment;

   d. ~~4.~~ Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;

   e. ~~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;

   f. ~~6.~~ Interacting with the student in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, ~~C~~chapter 260E;

   g. ~~7.~~ Withholding regularly scheduled meals or water; and/or

   h. ~~8.~~ Denying the student access to bathroom facilities.~~; or~~

3. ~~9.~~ Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child

alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person. ~~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, subdivision 5, and otherwise comply with the requirements of section 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 (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.0942 (Restrictive Proceduresfor 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 Act)
34 C.F.R. § 300.535 (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 Student Records)
WBLASB Policy 525 (Violence Prevention)
WBLASB Policy 806 (Crisis Management Policy)

Agenda Item E-2p
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 534, Unpaid Meal Charges** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Tim Wald, Assistant Superintendent for Finance and Operations; and Bridget Lehn, Director of Nutrition Services** |

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**BACKGROUND:**

School Board Policy 534, Unpaid Meal Charges, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections I, II, and IV, and the legal references.

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges.

**RECOMMENDED ACTION:**

Approve School Board Policy 534, Unpaid Meal Charges, as recommended by the School Board Policy Committee and Cabinet.

## 534 UNPAID MEAL CHARGES

### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second ~~school~~ meals as well as to maintain the financial integrity of the school nutrition program.

### II. PAYMENT OF MEALS

~~All meal purchases are to be prepaid by cash, check, or online payment system before meal service begins.~~

~~A. The district will make meals available to all students regardless of account balance. In agreement with Minn. Stat. § 124D.111, students who qualify for free or reduced-price meals will be served regardless of a prior outstanding balance.~~

~~B. A student with an outstanding meal charge debt will be allowed to purchase a meal and their parent/guardian will be expected to cover the unpaid debt.~~

A. All a la carte items or second meal purchases are to be prepaid before meal service begins. Families may add money to students' accounts through the district's online payment page. Students may also deposit cash or checks into their accounts before school or during lunch in the school cafeteria. A student who does not have sufficient funds will not be allowed to charge meals or a la carte items or a second meal until additional money is deposited in the student's account.

If the school district participates in the United States Department of Agriculture National School Lunch Program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision, the district must participate in the free school meals program.

B. A school that participates in the United States Department of Agriculture National School Lunch Program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be

reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

C. Each school that participates in the free school meals program must:

1. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

2. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

D.~~C.~~ When a student has a negative account balance, the student will not be allowed to charge an a la carte item.

E.~~D.~~ If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless permission is received from the parent or guardian.

## III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance reaches two charged meals. Communication methods for notifying families may include automated calling system, email, or letter.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

## IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for educational benefits ~~free and reduced-price meals~~ for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $25, not paid prior to the end of the school year, will be turned over to the Superintendent or Superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

## V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required notification described above.

***Legal References:*** Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Agenda Item E-2q
September 11, 2023
School Board Meeting

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| AGENDA ITEM: | **Policy 601, School District Curriculum and Instruction Goals** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 601, School District Curriculum and Instruction Goals, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, and IV, and the legal references.

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the World's Best Workforce.

**RECOMMENDED ACTION:**

Approve School Board Policy 601, School District Curriculum and Instruction Goals, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: May 26, 1998*
*Revised: June 11, 2001*
*Revised: October 11, 2010*
*Revised: June 13, 2016*
*Revised: December 14, 2020*

*White Bear Lake Area*
*School District #624 Policy 601*

*Revised: November 12, 2019*
*Revised: _____*

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the World's Best Workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to deliver on our mission and support the World's Best Workforce in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. ~~B.~~ "Benchmark" means specific knowledge or skill(s) that a student must master to complete part or all of an academic standard by the end of the grade level or grade band.

D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

E. ~~C.~~ "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

I.~~D.~~ "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

J.~~E.~~ "Performance measures" are measures to determine school district, school site, and student progress in striving to create the world's best workforce and must include at least the following:

1. Student performance on the National Assessment of Educational Progress where applicable;

2. The size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;

3. Student performance on the Minnesota Comprehensive Assessments;

4. High school graduation rates; and

5. Career and college readiness under Minnesota~~.~~ Statutes,~~.~~ section~~s~~ 120B.30, subdivision ~~Subd.~~ 1.

K.~~F.~~ "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

## IV. LONG-TERM STRATEGIC PLAN

A. The School Board, at a public meeting, must ~~shall~~ adopt a comprehensive, long-term strategic plan to support and improve

teaching and learning that is aligned with creating the world's best workforce and includes the following:

1. Clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2) ~~state and federal law~~;

2. A process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to underrepresented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota~~.~~ Statutes,~~.~~ section~~§~~ 123B.147, subdivision ~~Subd.~~ 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota~~.~~ Statutes,~~.~~ section~~§~~ 120B.35, subdivision ~~Subd.~~3(b)(2), and teacher evaluations under Minnesota~~.~~ Statutes,~~.~~ section~~§~~ 122A.40, subdivision ~~Subd.~~ 8, or 122A.41, subdivision ~~Subd.~~ 5;

4. Strategies for improving instruction, curriculum, and student achievement, the academic achievement of English Learners, and where practicable, the native language development and the academic achievement of English learners;

5. A process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

6.~~5.~~ Education effectiveness practices that:

   a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

c. provide a collaborative professional culture that ~~develops and supports~~ seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; ~~and;~~

7.~~6.~~ An annual budget for continuing to implement the school district plan; and~~.~~

8. Identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners. ~~School district site and school site goals shall include the following:~~

~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:~~

~~a. reading, writing, speaking, listening, and viewing in the English language;~~

~~b. mathematical and scientific concepts;~~

~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~

~~d. creative and critical thinking, decision making, and study skills;~~

~~e. work readiness skills;~~

~~f. global and cultural understanding.~~

~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~

a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

b. bring many perspectives, including historical, to contemporary issues;

c. develop an appreciation and respect for democratic institutions;

d. communicate and relate effectively in languages and with cultures other than the student's own;

e. practice stewardship of the land, natural resources, and environment;

f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

a. establishing and achieving personal and career goals;

b. adapting to change;

c. leading a healthy and fulfilling life, both physically and mentally;

d. living a life that will contribute to the well-being of society;

e. becoming a self-directed learner;

f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

a. appreciate, understand, and accept human diversity and interdependence;

~~b. address human problems through team effort;~~

~~c. resolve conflicts with and among others;~~

~~d. function constructively within a family unit;~~

~~e. promote a multicultural, gender-fair, disability-sensitive society.~~

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act). ~~no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

   a. a summary of the district's efforts to screen for dyslexia;

   b. the number of students screened for that report year, and

   c. the number of students demonstrating characteristics of dyslexia for that year.

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.

6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

   a. the student's reading proficiency as measured by a locally adopted assessment;

   b. reading-related services currently being provided to the student and the student's progress; and

   c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

   This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular

~~classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.~~0~~11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act ~~– ESSA, formerly No Child Left Behind Act~~)

***Cross References:*** WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Plan and LEP Students)
WBLASB Policy 616 (School District System Accountability)

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|---|---|
| AGENDA ITEM: | **Policy 602, Organization of School Calendar and School Day** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 602, Organization of School Calendar and School Day, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, and V, and the legal and cross references.

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

**RECOMMENDED ACTION:**

Approve School Board Policy 602, Organization of School Calendar and School Day, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: September 8, 1997*
*Revised: June 11, 2001*
*Revised: May 9, 2005*
*Revised: December 10, 2012*
*Revised: December 14, 2020*

*White Bear Lake Area*
*School District #624 Policy 602*

*Revised: May 9, 2016*
*Revised: _____*

## 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

### I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### II. GENERAL STATEMENT OF POLICY

It is important to parents/guardians, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year.

### III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the School Board in accordance with Minnesota Statute. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days, hours, and other provisions of law. The school calendar shall establish student days, workshop days for staff, allow for emergency closings and provide other information related to students, staff and parents/guardians.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Teacher workshop days may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has an agreement under Minnesota~~.~~ Statutes,~~.~~ sections~~§~~ 123A.30, ~~§~~ 123A.32, or ~~§~~ 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer or other process.

## IV. SCHOOL DAY RESPONSIBILITY

A. The Superintendent shall be responsible for developing a schedule for the student day, subject to review by the School Board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider the successful implementation of the current calendar and such factors as cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, school bus schedules, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the School Board.

## V. E-LEARNING DAYS

A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. The School Board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

***Legal References***: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment, Contracts; Termination)
Minn. Stat. § 122A.41, Subds, 4 and 4a (Teacher Tenure Act; Cities of the First Class; ~~,~~ Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

***Cross References***: WBLASB Policy 425 (Staff Development and Mentoring)

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|---|---|
| AGENDA ITEM: | **Policy 603, Curriculum Development** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 603, Curriculum Development, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, IV, V, and VI, and the legal references.

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

**RECOMMENDED ACTION:**

Approve School Board Policy 603, Curriculum Development, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: October 27, 1997*
*Revised: June 11, 2001*
*Revised: December 14, 2009*
*Revised: January 10, 2011*
*Revised: March 11, 2013*
*Revised: November 12, 2019*
*Revised: _____*

*White Bear Lake Area School District #624 Policy 603*

*Revised: February 13, 2012*
*Revised: February 10, 2014*
*Revised: December 14, 2020*

## 603 CURRICULUM DEVELOPMENT

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. RESPONSIBILITY

~~A.~~ The Superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the Superintendent that will provide for periodic reviews of each curriculum area.

### IV. SYSTEMS ACCOUNTABILITY COMMITTEE

A.~~B.~~ The School Board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. ~~A~~The Systems Accountability Committee ~~District Advisory Committee~~ shall provide assistance at the request of the Superintendent.

B. The ~~advisory committee membership~~ Systems Accountability Committee, ~~shall be a reflection of the community and,~~ to the extent possible, must ~~shall~~ reflect the diversity of the district and its learning sites, ~~and shall have~~ include ~~parent/guardian~~, teachers, parent/guardians, support staff, students, community residents, and administration, ~~representation~~ and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.

C. The Systems Accountability Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.

D. The school district may establish site teams as subcommittees of the Systems Accountability Committee.

E. The Systems Accountability Committee must recommend to the School Board:

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022 subdivisions 1a and 1b, and 120B.35;

2. district assessments;

3. means to improve students' equitable access to effective and more diverse teachers;

4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;

5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and

6. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the Board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## VI. CURRICULUM DEVELOPMENT PROCESS

~~C. Within the ongoing process of curriculum development, the following needs shall be addressed:~~

~~1. Provide for articulation of courses of study from Kindergarten through grade twelve.~~

~~2. Identify objectives for each course and at each elementary grade level.~~

~~3. Provide for continuing evaluation of programs for the purpose of attaining the school district mission.~~

~~4. Provide a program for ongoing monitoring of student achievement and progress.~~

~~5. Provide for specific, particular, and special needs of all members of the student community.~~

~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with statute.~~

~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~

~~8. Meet all requirements of the Minnesota Department of Education and federal law.~~

~~D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.~~

A.~~E.~~ Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessment that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets all requirements of Minnesota~~.~~ Statutes,~~.~~ section ~~§~~ 120A.20. subdivision ~~Subd~~ 1(c). A student's plan under this section shall continue while the student is enrolled.

B.~~F.~~ The Superintendent shall be responsible for keeping the School Board informed of all state-mandated ~~curriculum~~ changes, as well as

recommended discretionary changes and for periodically presenting recommended modifications for School Board review and approval.

C.~~G.~~ The Superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development.

***Legal References***: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rule 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Graduation Standards for - Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards for - Mathematics)
Minn. Rules Parts 3501.0820~~00 3501.0815~~ (Graduation Standards for the - Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Graduation Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References***: WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 605 (Alternative Programs)
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 616 (School District System Accountability)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 619 (Staff Development for Standards)

Agenda Item E-2t
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 604, Instructional Curriculum** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 604, Instructional Curriculum, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, and VI, and the legal references.

The purpose of this policy is to provide for the development of course offerings for students.

**RECOMMENDED ACTION:**

Approve School Board Policy 604, Instructional Curriculum, as recommended by the School Board Policy Committee and Cabinet.

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading, writing, literature, and fine arts;

2. ~~M~~mathematics and science;

3. ~~S~~social studies, including history, geography, economics, government, and citizenship that includes civics;

4. ~~H~~health and physical education;

5. the arts;

6.~~5.~~ ~~C~~career and technical education; and

7.~~6.~~ ~~W~~world languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be gender neutral and multicultural.

C. Public ~~E~~elementary and middle schools ~~shall~~ must offer at least three~~,~~ and require at least two, of the following four arts areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education,

standards developed by national CTE organizations, or recognized industry standards.

E.~~D.~~ The School Board, at its discretion, may offer additional courses in the instructional program at any grade level.

F.~~E.~~ Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

G.~~F.~~ The Superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to instructional curriculum.

H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, section 120B.021 and 120B.023.

## III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

## IV.~~III.~~ PARENTAL CURRICULUM REVIEW

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

## ~~I~~V. CPR AND AED INSTRUCTION

The school district will provide at least one unit in cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) procedures as part of its grade 7 to 12 curriculum.

A. At the school district's discretion, training and instruction may result in CPR certification.

B. CPR and AED instruction must include CPR and AED training that have been developed:

1. by the American Heart Association or the American Red Cross, and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the

American Heart Association, or the American Red Cross, among others, to provide instruction and training.

D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

## VI. COLLEGE AND CAREER PLANNING

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations, and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive academic plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills;

2. provide educational experiences designed to develop skills defined by the following learned attributes: fundamental learning, flexible and critical thinking, community engagement, character, communication, and teamwork;

3. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

4. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

5. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

6. help students access education and career options;

7. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

8. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

9. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

10. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.

B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select a career, career interest, employment goals, or related job training.

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a

public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

~~VI. CIVICS TEST~~

~~A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.~~

~~B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.~~

~~C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.~~

~~D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~

~~E. The school district may administer civics test questions as part of the social studies curriculum.~~

~~F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.~~

~~G. The school district cannot charge a fee related to this requirement.~~

***Legal References***: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

***Cross References***: WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 605 (Alternative Programs)

Agenda Item E-2u
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 613, Graduation Requirements** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 613, Graduation Requirements, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, III, IV, V, VI, and VIII, and the legal and cross references.

The purpose of this policy is to set forth requirements for graduation from the school district.

**RECOMMENDED ACTION:**

Approve School Board Policy 613, Graduation Requirements, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: September 8, 1997*
*Revised: June 11, 2002*
*Revised: July 18, 2005*
*Revised: November 8, 2007*
*Revised: April 11, 2011*
*Revised: November 12, 2019*

*White Bear Lake Area*
*School District #624 Policy 613*

*Revised: December 14, 2009*
*Revised: February 13, 2012*
*Revised: _____*

## 613 GRADUATION REQUIREMENTS

### I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 8~~ must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### III. DEFINITIONS

~~A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.~~

A.~~B.~~ "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B.~~C.~~ "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

~~D. "GRAD" means the graduation required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

C.~~E.~~ "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics,

science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

E.~~F.~~ "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

## IV. DISTRICT ASSESSMENT COORDINATOR

The Superintendent or designee shall be named the District Assessment Coordinator ~~school district test coordinator~~. Said person shall be in charge of all test procedures ~~and shall bring recommendations to the School Board annually for approval~~.

## V. GRADUATION REQUIREMENTS

~~For students enrolled in grade 8, s~~Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

A. Achievement and career and college readiness tests in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the:

1. monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

2. determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

B. Consistent with this paragraph and Minnesota~~.~~ Statutes,~~.~~ section~~s~~ 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## VI. GRADUATION CREDIT REQUIREMENTS

Students ~~beginning 8th grade~~ must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.

C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

G. A minimum of seven elective credits.

H. Credit equivalencies

1. A one-half credit of economics taught in a school's ~~agriculture~~ agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

## VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, ~~S~~section 120B.07, upon meeting the following conditions:

A. All course, standards, and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the Superintendent and School Board.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (~~Graduation Requirements; Course~~ Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans ~~Involuntary Career Tracking Prohibited~~)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820~~0800-3501.0815~~ (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** ~~WBLASB Policy 104 (School District Mission Statement)~~
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
WBLASB Policy 616 (School District System Accountability)
White Bear Lake Area High School Registration Guide

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| AGENDA ITEM: | **Policy 616, School District System Accountability** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 616, School District System Accountability, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, and IV, and the legal 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*
*Revised: _____*

*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: March 13, 2023*

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

### I. PURPOSE

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.

### II. GENERAL STATEMENT OF POLICY

Implementation of Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district 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.~~

B.~~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 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 Systems Accountability Committee created under Policy 603 (Curriculum Development) is established by the School Board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3.~~2.~~ The district's improvement goals should address recommendations reviewed by the Systems Accountability Committee process. The school district's goal setting process will include consideration of individual site goals.

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 or 122A.41. See Policy 616 Addendum A - Continuous Improvement Model for Teaching and Learning.

C. Implementation of Graduation Requirements

1. The Systems Accountability Committee 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 assessments ~~tests~~ are administered, on indicators of current achievement ~~growth~~ that show growth relative to 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. Comprehensive Continuous Improvement of Student Achievement ~~Systems Accountability Committee~~

1. 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 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 meet the following criteria:

a. The Systems Accountability Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

b. The Systems Accountability Committee shall make recommendations to the School Board on school district-wide standards, assessments, and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Systems Accountability Committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

~~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~~
- ~~Director of Educational Equity and Achievement~~
- ~~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.

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, subdivision ~~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.

3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

***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.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (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 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (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)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

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| AGENDA ITEM: | **Policy 618, Assessment of Student Achievement** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 618, Assessment of Student Achievement, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections III, and V.

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

**RECOMMENDED ACTION:**

Approve School Board Policy 618, Assessment of Student Achievement, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: May 26, 1998*
*Revised: August 27, 2001*
*Revised: July 18, 2005*
*Revised: January 11, 2010*
*Revised: March 14, 2016*
*Revised: January 9, 2023*

*White Bear Lake Area*
*School District #624 Policy 618*

*Revised: December 12, 2011*
*Revised: November 11, 2019*
*Revised: _____*

## 618 ASSESSMENT OF STUDENT ACHIEVEMENT

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### III. DEFINITIONS

~~A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A.~~B.~~ "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. ~~D.~~ "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. ~~E.~~ "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~F. "Computer-adaptive assessments" means computer-based tests that adapt, during the test administration, to the examinee's ability level.~~

D. ~~G.~~ "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, whose primary language is different than one's own, and/or who are from different socioeconomic backgrounds.

E. ~~H.~~ "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning. volunteering. internships, or other cooperative work experience, youth apprenticeship, or employment.

~~I. "Fully adaptive assessments" feature on-grade level test items and items that may be above or below a student's grade level.~~

~~J. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~

G. ~~K.~~ "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, ~~or~~ and (2) a locally adopted expectation for student learning in health ~~or the arts~~.

## IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The Superintendent or Superintendent designee shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved.

B. The Superintendent shall ensure that students and parents or guardians are provided with notice of the process or processes by which academic standards will be assessed.

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

## V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard. These benchmarks will be used by the school district and its staff in developing assessments ~~tests~~ to measure student academic knowledge and skills.

B. Statewide Academic Standards Assessments ~~Testing~~

1. The school district will utilize state constructed assessments ~~tests~~ developed from and aligned with the state's required academic standards as these assessments ~~tests~~ become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed assessments ~~tests~~ aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

   a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

   b. high school reading in grade 10, and mathematics in grade 11, and a high school writing assessment ~~test~~, when it becomes available; and

   c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed assessments in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. ~~For students in grade eight in the 2012-2013 school year and later, t~~The school district must record on the high school transcript a student's progress toward career and college readiness. ~~For other students, this record of progress must be made as soon as practicable.~~ In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established School Board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:

   a. Explains the need for state academic standards;

   b. Identifies the state assessments that are aligned with state standards;

   c. Identifies the consequences, if any, the school or student may face student does not participate in state or locally required standardized assessments;

   d. States that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, non credit course at a Minnesota state college or university in the corresponding subject area;

e. Summarizes the provisions in Minnesota Statutes, section 120B.301(a) and (c); and

f. Notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## VI. RIGOROUS COURSE OF STUDY WAIVER

A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the School Board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.

B. The School Board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

C. A student who satisfactorily completes a postsecondary enrollment options course or program or an Advanced Placement or College in the Schools course is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## VII. CAREER EXPLORATION ASSESSMENT

A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use career exploration assessments, beginning no later than grade nine, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally recognized college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for educational benefits ~~a free or reduced-priced meal~~, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for educational benefits ~~a free or reduced-priced meal~~ to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

***Legal Reference:*** Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq* Every Student Succeeds Act)

***Cross References:*** WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 615 (Testing Accommodations, Modifications, And Exemptions for IEPs, Section 504 Plans and LEP Students)
WBLASB Policy 616 (School District System Accountability)

Agenda Item E-2x
September 11, 2023
School Board Meeting

| | |
|---|---|
| AGENDA ITEM: | **Policy 620, Credit for Learning** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 620, Credit for Learning, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections I, III, VI, VII, VIII, and XI, and the legal and cross references.

The purpose of this policy is to recognize student achievement that meets White Bear Lake Area School District required curriculum, standards, and graduation requirements.

**RECOMMENDED ACTION:**

Approve School Board Policy 620, Credit for Learning, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: May 26, 1998*
*Revised: August 27, 2001*
*Withdrew: January 10, 2011*
*Adopted: June 10, 2017*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 620*

*Revised: December 14, 2020*

## 620 CREDIT FOR LEARNING

### I. PURPOSE

~~The purpose of t~~This policy ~~is to~~ recognizes student achievement that meets White Bear Lake Area School District required curriculum, standards, and graduation requirements. The experiences include, but are not limited to, student achievement in other schools, alternative learning sites, Postsecondary Enrollment Options, concurrent enrollment programs, and out-of-school experiences, such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of t~~This policy ~~also is to~~ addresses the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The school district will develop and provide processes and procedures by which students may meet a curriculum credit requirement, whether the district offers the credit within its curriculum, or the student accomplishes the work in another learning environment. The school district will provide a process for approving the transfer of credits or curriculum standards completed in another Minnesota school district, for recognition of work completed in other schools and postsecondary institutions, and for recognition of previous learning, community and work experiences as demonstrated by the student through assessment. This is a process to allow students who, through other means, have mastered content and can move on to other areas of study.

### III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

## IV. ~~III.~~ TRANSFER OF CONTENT STANDARDS

A. The school district will transfer high school credits achieved in earlier grades or in other schools, in credit-based programs that meet district curriculum and graduation requirements, to the student's record upon admission or completion of the experience.

B. When a student transfers into the school district from another Minnesota public school district, any credits completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.

C. Students shall be advised of opportunities available to complete further requirements and electives.

D. The school district will determine a transferring student's grade level placement, as well as the letter grade assigned for completed courses, and credits granted toward diploma requirements in accordance with district procedures.

## ~~I~~V. RECOGNITION OF COMPLETED WORK

A. The school district will equate high school or postsecondary-level credits completed by students in other schools into equivalent course credits.

B. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.

C. Students must receive prior approval from the district for any courses to be completed outside the district for credits towards graduation.

D. The district will determine the awarding of the course credit and the letter grade assigned to that credit. The district does not cover expenses of related courses identified in this section.

## VI. CREDIT BY ASSESSMENT

A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment provided such experiences meet current Minnesota academic standards.

B. The Superintendent or designee shall establish a procedure by which student achievement and competence in content standards will be assessed.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

## VII. POSTSECONDARY AND CONCURRENT ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota~~.~~ Statutes, section~~. §~~ 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content~~ academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall~~ must be counted toward the graduation ~~and credit~~ requirements and subject area requirements of the district ~~of a student completing the Minnesota Academic Standards~~.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven-quarter or four-semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for

graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

~~VII. CREDIT FROM ONLINE LEARNING COURSES~~

~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~

~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~

~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

**VIII. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## IX. ~~VIII.~~ ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## X. ~~VIII.~~ WEIGHTED GRADES

A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.25.

2. A grade awarded in a College In the Schools course will be multiplied by a factor of 1.25.

3. A grade awarded in a Project Lead the Way course will be multiplied by a factor of 1.25.

B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

## ~~I~~XI. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the Superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the Superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular post~~-~~secondary enrollment course, ~~online learning course,~~ or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

***Legal References:*** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Revieweing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. § 124D.095 (Online Learning Option)~~
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)~~
Minn. Rules Parts 3501.0640~~0505~~-3501.0655~~0550~~ (Academic ~~Graduation~~ Standards for - Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic ~~Graduation~~ Standards for - Mathematics)
Minn. Rules Parts 3501.0820~~0800-3501.0815~~ (Academic ~~Graduation~~ Standards for the - Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)~~

***Cross References:*** 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 616 (School District System Accountability)
WBLASB Policy 618 (Assessment of Student Achievement)
WBLASB Policy 624 (Online Instruction ~~Learning Options~~)

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|---|---|
| AGENDA ITEM: | **Policy 621, Literacy and the Read Act** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 621, Literacy and the Read Act, is a new policy. It was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading.

The purpose of this policy is to align with Minnesota law established in the Read Act and on other topics related to reading.

**RECOMMENDED ACTION:**

Approve School Board Policy 621, Literacy and the Read Act, as recommended by the School Board Policy Committee and Cabinet.

## 621 LITERACY AND THE READ ACT

### I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

### II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

### III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not

required to complete the approved training before August 30, 2025.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and

implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.

M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

## IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. The school district may not use this section to deny a student's right to a special education evaluation.

## V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading

instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level;

7. a statement of whether the school district has adopted a MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

   a. students in kindergarten through grade 3;

   b. students who demonstrate characteristics of dyslexia; and

   c. students in grades 4 to 12 who are identified as not reading at grade level; and

9. the number of teachers and other staff that have completed training approved by the department.

B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

## VIII. STAFF TRAINING

A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:

1. intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. special education teachers;

4. curriculum directors;

5. instructional support staff who provide reading instruction; and

6. employees who select literacy instructional materials for a district.

B. The school district must provide training from a menu of approved

evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The School Board may satisfy the requirements of this subdivision by contracting with another School Board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

## X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;

2. evidence-based training using a training program approved by MDE;

3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;

4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

***Legal References***: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

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| AGENDA ITEM: | **Policy 624, Online Instruction** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning** |

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**BACKGROUND:**

School Board Policy 624, Online Instruction, is a new policy. It was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading.

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

**RECOMMENDED ACTION:**

Approve School Board Policy 624, Online Instruction, as recommended by the School Board Policy Committee and Cabinet.

# 624 ONLINE INSTRUCTION

## I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

## II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.

B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

## III. DEFINITIONS

A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).

B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.

D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.

E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).

G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).

J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

## IV. DIGITAL INSTRUCTION

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family

qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

## V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;

2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and

3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's School Board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## VI. ENROLLING DISTRICT

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the

online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

***Legal References:*** Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

***Cross References:*** WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 620 (Credit for Learning)

~~## 624 ONLINE LEARNING OPTIONS~~

~~***[Note: The provisions of this policy substantially reflect the statutory requirements of Minnesota Statutes section 124D.095, the Online Learning Option Act.]***~~

~~## I. PURPOSE~~

~~The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.~~

~~## II. GENERAL STATEMENT OF POLICY~~

~~A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.~~

~~B. The school district shall grant academic credit for completing the requirements of an online learning course or program.~~

C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.

D. The school district shall continue to provide non-academic services to online learning students.

E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

***[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minnesota Statutes section 124D.095, subdivision 4(d) and (e).***

***To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. See Minnesota Statutes section 123B.42.]***

## III. DEFINITIONS

A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

B. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

C. "Enrolling district" means the school district or charter school in which a student is enrolled under Minnesota Statutes section 120A.22, subdivision 4, for purposes of compulsory education.

D. "Full-time online learning provider" means an enrolling school authorized by MDE to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

E. "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student to teacher communications, and the academic support available to the online learning student.

F. "Online learning" is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.

G. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized online learning provider.

H. "Online learning provider" is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

I. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.

J. "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

## IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize

~~the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.~~

2. ~~The school district will receive and maintain information provided to it by online learning providers.~~

3. ~~The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.~~

4. ~~The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.~~

B. ~~Student Enrollment~~

1. ~~A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.~~

2. ~~The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.~~

3. ~~The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date~~

~~of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.~~

4. ~~An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~

5. ~~An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.~~

6. An online learning student may complete course work at a grade level that is different from the student's current grade level.

7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, subdivision 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

***Cross References:*** WBLASB Policy 509 (Enrollment of Nonresident Students)
WBLASB Policy 605 (Alternative Programs)
WBLASB Policy 608 (Instructional Services – Special Education)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 620 (Credit for Learning)

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| AGENDA ITEM: | **Policy 708, Transportation of Nonpublic School Students** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 708, Transportation of Nonpublic School Students, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in section III.

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

**RECOMMENDED ACTION:**

Approve School Board Policy 708, Transportation of Nonpublic School Students, as recommended by the School Board Policy Committee and Cabinet.

*Adopted: December 9, 1996*
*Revised: September 9, 2013*
*Revised: March 5, 2018*
*Revised: January 14, 2019*
*Revised: _____*

*White Bear Lake Area*
*School District #624 Policy 708*

*Revised: January 9, 2023*

## 708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

### I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

### III. ELIGIBILITY

A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.

B. Upon the request of a parent or guardian, the resident school district must provide school bus transportation to the resident school district boundary for students residing in the resident school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the resident school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.

C. The resident school district may provide school bus transportation to a nonpublic school in another school district for students residing in the resident school district and attending that school. The resident district may provide this transportation whether there is or is not another nonpublic school within the transporting school district if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at

school can more safely, economically, or conveniently be provided for by such means. If the resident school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the resident school district boundaries.

D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services, if the school district elects to provide pupil support services at a site other than a nonpublic school.

E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students and any other matter relating thereto shall be within the sole discretion, control and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.

F. The School Board and a nonpublic school may mutually agree to a written plan for the Board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.

G. If the School Board provides pupil transportation through the school's employees, the School Board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.

H. A School Board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the School Board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.

I.~~G.~~ Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided at the discretion of the school district.

## IV. STUDENTS WITH DISABILITIES

A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the resident school district shall provide necessary transportation for that student between the resident school district boundary and the educational facility. The resident school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the resident school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication

system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

E. Any parent or guardian of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

## V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students *[WBLASB Policy 707]* shall apply to the transportation of nonpublic school students except as specifically provided herein.

***Legal References:*** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123. 84 (Policy)
Minn. Stat. § 123. 86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
*Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622*, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
*Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
*Healy v. Independent Sch. Dist. No. 625,* 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

***Cross References:*** WBLASB Policy 707 (Transportation of Public School Students)
WBLASB Policy 709 (Student Transportation Safety Policy)

Agenda Item E-2bb
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Policy 709, Student Transportation Safety** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Tim Wald, Assistant Superintendent for Finance and Operations** |

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**BACKGROUND:**

School Board Policy 709, Student Transportation Safety, was reviewed by the School Board Policy Committee and Cabinet, had a first reading in August and is being recommended for a second reading. The changes recommended to this policy are in sections II, VIII, and X, and the legal references.

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

**RECOMMENDED ACTION:**

Approve School Board Policy 709, Student Transportation Safety, as recommended by the School Board Policy Committee and Cabinet.

## 709 STUDENT TRANSPORTATION SAFETY POLICY

### I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The first week of school is designated as school bus safety week. The National School Bus Safety week is the third week in October.

B. Student School Bus Safety Training

The school district shall provide students enrolled in grades kindergarten through tenth with age appropriate school bus safety training. The training shall be results oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of the following:

1. the concept that transportation by school bus is a privilege, not a right;

2. district policies for student conduct and school bus safety;

3. appropriate conduct while on the bus;

4. the danger zones surrounding a school bus;

5. procedures for safely boarding and leaving a school bus;

6. procedures for safe vehicle lane crossing; and

7. school bus evacuation and other emergency procedures.

C. Active Transportation Safety Training

1. Training required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

## III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic students.

B. Consequences for school bus/bus stop misconduct will be imposed by the building administrator. In addition, all school bus/bus stop misconduct will be reported to the district's Transportation Coordinator. Serious misconduct will be reported to the Department of Public Safety and, if appropriate, reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. The school district's discipline procedures will be followed when a rule or rules are broken. In most situations consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to school district administration and document accordingly. All rules, responsibilities, and behavior standards are in addition to those listed in the White Bear Lake Area School District Code of Student Conduct.

2. Consequences of rule violation(s)

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's eligibility to ride the bus in connection with co-curricular and extra-curricular events are at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Discipline will generally be progressive, as indicated below, but the school district reserves the right to vary from this sequence.

1st report: Warning with a copy of report sent home to parent/guardian.

2nd report: Student will be placed on probation and the parent/guardian will be notified that further behavior infractions will result in loss of ridership privileges.

3rd report: Student will be suspended from the bus for 3 days or longer.

4th report: Student will be suspended from the bus for 5 days or longer.

5th report: Student will be suspended from the bus for 10 days or loss of privileges for the remainder of the school year.

6th report: Meeting with parent/guardian. Possible loss of bus ridership privileges for the remainder of the school year.

b. Other Discipline

Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

c. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety by the Transportation Safety Director in accordance with state and federal law.

d. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

e. Notice

A copy of school bus rules and the responsibilities, behavior standards, and consequences for bus riders will be made available to students upon completion of school bus safety training. The rules will also be posted on each bus and on the District webpage.

e. Criminal Conduct

In cases involving criminal conduct (e.g. assault, possession or use of weapons, possession/distribution of a controlled substance, vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

## IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent/Guardian Responsibilities for Transportation Safety:

1. Provide the school office with proper student information including the home address, home telephone number, and telephone number at which the parent/guardian may be reached in the event of an emergency.

2. Provide the school office and the transportation office with accurate information regarding student name, address, phone number, emergency information and day care information. Immediately notify the school office of any changes.

3. Instruct children to be at the school bus stop at least five minutes and, in inclement weather, not more than ten minutes before the scheduled pick-up time.

4. Remain alert to impending weather patterns and have children properly clothed for the current weather conditions.

5. Discuss in advance with the child how long the child should wait at pick-up locations during conditions of extreme cold or extreme wind-chill conditions.

6. Know the school name and the route number of the bus. Students in K-2 should have a "bus pass" fastened to their book bag or backpack.

7. Provide the child with a book bag or backpack for books and loose papers, pencils, etc.

B. Parent and Guardian Notification:

A copy of the school district school bus and bus stop rules will be provided to each family at the beginning of the school year or at the time of enrollment if enrollment occurs during the school year. Parents/guardians are asked to review the rules with their students.

## V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

All school bus drivers shall be adequately prepared, both physically and mentally, each day to perform required duties. These duties shall include:

A. Operating the vehicle in a safe and efficient manner

1. Safety. The primary concern of each driver is safety. Drivers will exercise extreme caution during the loading and unloading process as well as when driving.

2. Defensive Driving. All drivers are to drive defensively at all times. A definition of defensive driving is: driving in a manner to avoid accident involvement despite adverse conditions created by roads, weather, traffic, or errors of other drivers or pedestrians.

3. Driving Adjustments. Winter and wet weather conditions require adjusting speed and normal driving practices to compensate for road conditions.

4. Emergency Doors. Emergency doors must be free and operable. Under no circumstances may the doors be obstructed to prevent easy access.

5. Service Door. The service door of the bus must be closed at all times while the bus is in motion.

6. Overloads. The registration card in all vehicles designates the maximum number of passengers allowed. This limit cannot be exceeded. A driver is required to call the dispatch office for instructions should a vehicle become overloaded.

7. Railroad Crossings. All vehicles must stop at railroad crossings, using required procedures, whether they are loaded or empty. Drivers shall not activate the eight-way lights; four-way hazard lights are to be used before stopping and when crossing the tracks.

8. Speeding and Other Moving Violations. No district vehicle will travel faster than road, traffic and weather conditions safely permit, regardless of the posted speed limit. Any driver convicted of a moving violation with a school bus will face disciplinary action. Other reports or warnings regarding speeding will result in suspension and/or termination.

9. Smoking Prohibited. Smoking or vaping by either the driver or the passengers is prohibited on any school bus, Type III vehicle, or on school property.

B. Conducting thorough pre-trip and post-trip inspections of the vehicle and special equipment

1. Bus Inspection. Drivers are required to make a pre-trip inspection of the bus before each trip. Failure to do so is a violation of State law. Defects are to be reported in writing. Drivers are required to

check their buses for students, vandalism and articles left on the bus after each route segment.

2. Safety Equipment. All drivers are responsible for ensuring that the necessary safety equipment is aboard the bus, including fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, reflectorized emergency warning device, and any additional items required by the district.

3. Bus Cleaning. Drivers are required to keep the interior of their buses swept and free of trash at all times.

4. Fueling. The driver is responsible for ensuring that his or her assigned vehicle is adequately fueled before leaving the yard. Smoking is prohibited in the fueling area. The engine shall be turned off while fueling. It is against the law to fuel with passengers aboard.

C. Ensuring the safety, welfare and orderly conduct of passengers while on the bus

1. Drivers of vehicles for disabled students will have access to all student health information in hard copy or immediately accessible through a two-way communication system or by phone at all times a disabled student is on the bus.

2. See Section II – Plan for Student Transportation Safety Training.

D. Communicating effectively with school staff, students, parents/guardians, law enforcement officials and the motoring public

1. Relations with Students. Bus drivers will treat students with respect and will refrain from any conduct which is intended or could be perceived as demeaning, intimidating or harassing.

2. Relations with School Officials. School officials can and will be of considerable assistance to drivers. They are trained in the education of students and it is in a driver's best interest to work together with school officials to ensure that proper student behavior is maintained on the bus. Therefore, it is very important that drivers have good relationships with the school officials and give them full cooperation.

3. Relations with the Public. To the general public, the driver represents the school district. Buses are among the most visible vehicles on the road. Drivers must deal with students, parents/guardians, pedestrians and other motorists in a polite, professional and considerate manner.

4. Student Discipline. Although drivers are responsible for maintaining order on the bus, drivers must always remember that the types of actions they may use are governed by school district policy. Drivers must never, under any circumstances, use corporal punishment. Drivers have no authority to deny a child the privilege of riding the bus, or drop the student at any location other than the designated stop. Denial of bus-riding privileges can come only from the school authorities.

5. Route Changes. Drivers may not make changes in the pick-up or drop-off schedule for his or her route without prior authorization. Bus stops may not be added, deleted or moved without approval. Drivers may not deviate from the established route without prior permission except as required by an emergency or temporary road conditions.

6. Route Problems. All problems encountered by a driver on the routes or trips should be brought to the attention of the Dispatch Specialist or the Transportation Supervisor as soon as possible.

7. Unauthorized Passengers. Only authorized passengers may be transported in a bus. Any other passenger must be specifically approved by the Transportation Supervisor.

8. Notices. It is the responsibility of the driver to check for notices each day and to check with his or her supervisor regularly.

E. Completing required reports

It is the responsibility of the driver to completely fill out and turn in all reports, discipline referrals, time cards, and mechanical defect slips as required. This includes all requirements pertaining to pre-trip inspections and stop-arm violation reports.

F. Completing required training programs successfully

The training program is outlined in the "Safe School Bus Driver Curriculum" and is available in the Transportation Department.

G. Providing maximum safety for passengers during loading and unloading

1. Standees Prohibited. Standees are not allowed on a moving school bus. Drivers must not move a bus from a stopped position until all passengers are seated. Students are to remain seated until the bus has stopped.

2. Dangerous Articles. No weapons or articles that may be classified as dangerous may be transported on a school bus. This includes any and all weapons, gasoline cans, animals, and other dangerous

or objectionable items. Possession of weapons on school property or the bus will not be tolerated. Companion dogs are allowed.

3. Bus drivers must wear a driver's seat belt whenever the bus is in motion. Additional driver duties and responsibilities may be found in the driver handbook. All bus driver dismissals will be reported to the Department of Public Safety pursuant to Department of Public Safety directions.

## VI. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. All routes shall be on file with the school district's transportation office. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.

4. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.

5. Students who misbehave may be returned to the school immediately and reported to the building principal or designee.

6. Safety evacuation drills for the student passengers shall be conducted in compliance with state law.

7. There shall be no students in the bus while the fuel tank is being filled.

8. Upon leaving the vehicle when students are in the bus, the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile.

9. Buses shall not be run backwards on the school grounds or any other point if it can be avoided. If it is necessary to run a bus backwards on school grounds, the driver shall have another responsible person act as a guard flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic.

10. When arriving or leaving the school grounds, the driver must not follow closer than 50 feet from the vehicle directly in front of the bus or closer than 500 feet when traveling on the highway.

11. No school bus shall pull any trailer when students are being transported on regular routes to or from school.

12. In case of an accident or breakdown of the bus, the driver shall contact the dispatcher using the two-way radio or mobile phone.

13. The district may adopt such additional operating rules as are deemed necessary to meet local conditions and needs, provided they do not conflict with state laws and regulations.

B. Use of Signals, Loading or Unloading

The driver shall follow the following procedures:

1. Activate the flashing 8-light system of the bus at least 300 feet before stopping to load or unload students when outside an incorporated municipality, and 100 feet when operating within an incorporated municipality, and shall not extinguish such lights until loading or unloading is completed and persons who must cross the roadway or highway are safely across.

2. Bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the center line.

3. Prior to discharging students, open the door, activate the red flashing lights, and extend the stop arm. Discharge students only after all traffic (front and rear) has come to a complete stop.

4. Keep the door open and eight-light system operating until all students have been loaded or unloaded safely.

5. Avoid loading or unloading students where the view is obstructed to other motorists for 200 feet in either direction.

6. Do not allow students to stand or get on or off the bus while it is in motion.

7. Bring the bus to a full stop and into neutral or park position before loading or unloading students.

8. The driver shall visually ascertain that students getting off the bus are out of the school bus danger zones and at safe distance before moving the vehicle.

9. Buses shall load and unload students only at designated locations.

C. Crossing Highways and Streets

1. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver; or

2. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver while being conducted across the road by the school bus patrol; or

3. The driver shall personally conduct the students across the road after following required procedures for disabling the bus.

D. Type III Vehicles

1. Any vehicle designed to carry more than 10 passengers must meet all legal requirements for a school bus. Any Type III vehicle used to transport students must carry all emergency equipment including: fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, reflectorized emergency warning device, and any additional items required by the school district. If school district owned, the school district name and/or logo will be clearly marked on the side of the vehicle. All school-owned Type III vehicles will be properly licensed, insured, inspected, and maintained.

2. Students will not be regularly transported in private vehicles. Emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. The school district has no system of inspection for private vehicles.

3. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

   Any driver scheduled to drive a type III vehicle that does not possess a school bus driver's license must pass the school van

driver's test and provide a copy of their driver's license before driving the van.

## VII. SCHOOL BUS DRIVER TRAINING

A. Training

All new bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competencies specified by the Department of Public Safety. All school bus drivers shall receive in-service training annually in compliance with state law. The following driver training standards represent the minimum areas of training which each driver must receive prior to entering service to the school district. The school district shall forward to the Commissioner of Public Safety the certification of in-service training, including the number of hours and competency certification for each driver.

1. Pre-Trip Inspection

Both new and experienced drivers must be familiar with the elements of the mandatory pre-trip inspection required under Minnesota law including:

a. The engine compartment - belts, valves, fluid leaks
b. Engine start, warning lights, gauges, horn
c. Fuel level
d. Brakes - pedal reserve and air/vacuum gauges
e. Interior - seats, floor, lights
f. Electrical charging system
g. Emergency door
   (1) smooth latch operation
   (2) alarm buzzer
h. Entrance door operation
i. Lift door operation and alarm
j. Lift equipment for wheelchairs
k. Wheels, service brakes, emergency brake
l. Exterior Lights - headlights, brake lights, market lights, turn signals
m. Exhaust system
n. Windows, windshield, and inspection sticker
o. Eight-light system and stop arm
p. Emergency equipment — first aid kit, bodily fluids clean-up kit, flashlight, reflectors, two-way radio

2. Fundamentals and Techniques of School Bus Driving

The driver training program must include:

a. Relevant laws
b. Rules of the road and school district safety policies
c. Defensive driving
d. Driving in inclement weather conditions
   (1) reduced visibility - rain, snow, fog
   (2) wet roads
   (3) icy roads
e. Dealing with pedestrians and students in traffic
f. Operation of the manual or automatic transmission
g. The use of the drivetrain for stopping the school bus
h. Situations where the hand brake will and will not stop a moving bus
i. Steering and turning techniques
j. Right and left turn maneuvers
k. Gauging the speed of other vehicles on cross streets
l. Use of mirrors
m. Merging into traffic
n. Visual perceptions
o. Safe following distances
p. Safe passing procedures
q. Safe backing procedures
r. Use of the eight-light system and school district policy regarding its use
s. Loading and unloading procedures
t. Knowledge of the danger zone concept
u. Policies and procedures for grade level railroad crossings
v. Emergency use of the public address system
w. Response to an approaching emergency vehicle while unloading
x. Procedure for leaving the bus unattended at school sites

3. Special Education Transportation

Special education transportation requires skills and abilities that exceed those required to provide normal school bus service. Drivers will be familiar with:

a. What to do in a medical emergency
b. Handling of wheelchairs
c. Operating lift equipment
d. Properly use of wheelchair securement devices
e. School district policies on the use of seat belts on designated students
f. Individual student needs
g. Responsibilities of the bus driver and the bus aide
h. School district policy in situations where a responsible person is not available to receive a student

4. Emergency Procedures

Drivers must be prepared to deal with emergency situations while operating on routes and field trips. Included in these emergency situations are mechanical breakdowns, fire, accident, or passenger injury. Drivers are to receive training in:

a. Identifying the degree of an emergency before beginning an evacuation
b. Identifying a safe evacuation unloading area
c. Preplanning emergency evacuations for both conventional and lift busses
   (1) front, rear, and both door evacuations
   (2) evacuation of special education students
   (3) evacuation of physically disabled students and students using wheelchairs
   (4) placement of students in a safe location
d. Cooperation in emergency evacuation drills
e. Mechanical breakdowns
   (1) stop bus in safe location
   (2) keep passengers in bus if safe to do so
   (3) take steps to warn motorists
   (4) radio or call for assistance
f. How to secure the school bus and place emergency triangles
g. Use of the two-way communication system in an emergency
h. When it is appropriate to evacuate the school bus
i. How to supervise an emergency evacuation
j. Emergency evacuation of the disabled
k. Special considerations when evacuating a lift bus
l. Lifting techniques for handling disabled students in an emergency situation
m. Priorities when dealing with injured passengers
n. How to use the school bus first aid kit
o. Use and operation of the fire extinguisher
p. Dealing with other motorists and the police
q. Use of emergency reflectors and hazard lights
r. Control of exposure to blood borne pathogens
s. Use of body fluid clean-up kits
t. School district policy on medical emergencies
u. Recognition and handling of epileptic seizures
v. How to respond if a passenger has a weapon on the bus

5. First Aid

All drivers must be trained in first aid, including the Heimlich maneuver, procedures for dealing with obstructed airways, shock, bleeding, and seizures.

6. Private or Confidential Student Information

All drivers should know the types of student data that are considered private or confidential under Minnesota Statutes.

7. Student Discipline

All drivers are expected to know district policies/procedures on:

a. Creating a positive attitude on the school bus
b. Oral and visual communications skills between the driver and the passenger
c. Dealing confidently with a disruptive student
d. District discipline policy
e. Developing and enforcing appropriate student behavior
f. Incident report forms
g. District policy on possession of weapons by a student
h. District policy on sexual, racial and religious harassment/violence
i. District policy on smoking

8. Human Relations

All drivers are expected to know district policies/procedures on:

a. Appropriate driver behavior
b. Sensitivity to a diverse student population
c. Sensitivity to individual student needs
d. Relations with parents and school staff
e. Working with a special education bus aide

9. Chemical Abuse

All drivers are expected to know district policies/procedures on:

a. How alcohol and/or drugs can affect driving skills
b. Drug-testing programs
c. State and federal requirements

B. Evaluation

All drivers will be evaluated for the following competencies at least once annually:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handle incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road and local school bus safety policies;

5. Handling emergency situations;

6. Safely load and unload students, and;

7. Demonstrate proficiency in first aid and CPR procedures.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School bus Driver Training Manual.

## VIII. EMERGENCY PROCEDURES

A. Fire

In the event of a fire, the first priority is to evacuate the bus. Drivers will make certain passengers are safe before attempting to put out the fire.

B. Injuries/Medical Emergencies

1. Drivers will be familiar with first aid and CPR procedures.

2. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency followed by contacting the dispatcher. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver is to record the student's name and the name of the hospital where the student is sent.

C. Tornado

If there is likelihood that a tornado will hit a vehicle, and there is no escape route available or no time to drive to a safe location, the driver should evacuate the bus, taking the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the bus far enough away from the bus so that the bus will not roll over on them and instruct them to cover their heads with their arms. If the students are wearing coats or jackets, these can be used to provide additional protection for their heads and bodies. Drivers should take only the first aid kit from the bus.

If drivers are on the road when they hear a tornado warning or spot a funnel, and there is no time to evacuate the students after stopping the bus, drivers should have the students assume the protective position, remaining in their seats, with their heads below window level.

D. Evacuation

Drivers should evacuate buses only when there is a danger of fire, collision or other potential hazard. Drivers should inform passengers that there is an emergency, and in very calm and precise terms, tell them exactly what they are to do. When safely possible, drivers will keep all evacuees a minimum of 100 feet from the bus. They should be loaded back onto the bus only when the driver has determined it is safe to do so.

E. Accident

In case of an accident, the driver should immediately assess students for injuries and begin any emergency first aid procedures if necessary. The driver must also notify the school district and law enforcement of any school bus accidents immediately.

Upon providing emergency care and notifying the district, the driver shall:

1. In cooperation with police officers and/or ambulance service, assist with the care of students.

2. See that all injured students receive proper care.

3. Determine facts pertaining to the accident.

4. Call transportation/district staff to give a list of names and circumstances so they can begin calling parents/guardians.

5. Discuss the accident only with police and school district officials.

6. Record all students' names.

7. Not leave the scene of an accident until released by law enforcement.

Before leaving for the day, the driver shall fill out an accident report. All bus accidents resulting in death, personal injury, or apparent property damage of more than $1,000 will be reported to the Department of Public Safety. A school bus involved in such an accident may not transport pupils until it has been inspected by or has received a waiver from the State Patrol.

F. Cold Weather Stop

If a driver is stuck or stalled in cold weather, the driver should call for assistance and wait for help. The driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check passengers frequently for headaches or drowsiness.

G. Dangerous Weapons

If a driver observes or learns that a passenger may have a dangerous weapon on the bus, they should remain calm and call for assistance. The driver should give the location of the bus to the dispatcher, continue the route and wait for assistance. The driver should not inform the passenger suspected of having the weapon that they know~~s~~ of the weapon.

H. Lights

In an emergency stop, the driver should turn on the four-way hazard warning lights, and running or clearance lights.

I. Getting Assistance

The driver should use the two-way radio communications system to get assistance. Drivers should report the location and number of the bus, the nature of the problem, and the status of the passengers. If the driver cannot contact the dispatcher by radio or mobile phone they should ask a passerby or other motorist to attempt contact with the dispatcher. The driver should write out the number and location of the school bus, the nature of the emergency, and the status of the passengers.

## IX. VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district. A copy of this program shall be available in the Transportation Office.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be documented electronically or carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

## X. SCHOOL TRANSPORTATION COORDINATOR

The school transportation coordinator shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation coordinator will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation coordinator shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes, section 171.321, subdivision 4. The transportation coordinator also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district Superintendent or the Superintendent of the school district where nonpublic students are transported, the school transportation coordinator also shall certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address, and telephone number of the school Transportation Safety Director are on file with the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation coordinator.

***Legal References:*** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)

Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (~~Notification of Conviction for~~ Notice of Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension ~~Notification of Suspension of License of Commercial Driver~~)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. §181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

***Cross References:*** WBLASB Policy 416 (Drug and Alcohol Testing)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
WBLASB Policy 707 (Transportation of Public Students)
WBLASB Policy 708 (Transportation of Nonpublic Students)
WBLASB Policy 710 (Extracurricular Transportation)

Agenda Item E-3
September 11, 2023
School Board Meeting

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|---|---|
| AGENDA ITEM: | **Action on Tentative Agreement – 2023-25 Fiscal Year White Bear Lake Area Educators** |
| MEETING DATE: | **September 11, 2023** |
| SUGGESTED DISPOSITION: | **Operational Item** |
| CONTACT PERSON(S): | **Matthew Mons, Director of Human Resources and General Counsel** |

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**BACKGROUND:**

The District has reached a tentative agreement with the White Bear Lake Area Educators for the 2023-2025 contract period. The Union voted to ratify the agreement on September 1, 2023 .

Matthew Mons will be available to answer questions.

**RECOMMENDED ACTION:**

Approve the proposed 2023-2025 White Bear Lake Area Educators tentative agreement by passing the following resolution.

**RESOLUTION:**

WHEREAS, the White Bear Lake Area Educators have voted in support of the tentative agreement;

THEN BE IT HEREBY RESOLVED that the School Board of Independent School District 624 approves the 2023-2025 contract and authorizes the Chair and Clerk to execute the agreement on behalf of the School Board.