



**Independent School District 834**  
**Stillwater City Hall – 216 North Fourth Street, Stillwater, MN**  
**School Board Business Meeting Agenda – October 10, 2019, 6:00 p.m.**

- I. Call to Order**
- II. Roll Call**
- III. Pledge of Allegiance**
- IV. District Mission Statement and School Board Goals**
- V. Approval of Agenda**
- VI. Superintendent Report**
- VII. Introductory Items**
  - A. Student Report
  - B. Recognition – Theatre Students/Mr. Grif Sadow - American High School Theatre Festival
- VIII. Open Forum**

Open Forum allows for 15 speakers with each speaker receiving three minutes.
- IX. Consent Agenda**
  - A. Minutes of September 26, 2019 Special Meeting
  - B. Minutes of September 26, 2019 Business Meeting
  - C. Disbursement Register September 29 – October 11, 2019
  - D. Human Resources Personnel Report
  - E. Issuance of Letter: Personnel Matter
- X. Reports**
  - A. 2011A COP Refunding Discussion – Mr. Matt Rantapaa, R.W. Baird
  - B. Accountability Report – Ms. Rachel Larson/Ms. Melinda Fierro
  - C. Secondary Literacy Curriculum – Ms. Rachel Larson/Ms. Karen Latterell
  - D. Community Design Team Report – Director Burns
  - E. First Reading: Policy 410-Family and Medical Leave – Policy Work Group
  - F. First Reading: Policy 534-Unpaid Meal Charges – Policy Work Group
  - G. First Reading: Policy 620-Credit for Learning – Policy Work Group
- XI. Action Items**
  - A. Flex E-Learning – Dr. Bob McDowell
  - B. World’s Best Work Force Community Strategies – Community Engagement Work Group
  - C. Final Reading: Policy 412-Expense Reimbursement - Policy Work Group
  - D. Final Reading: Policy 427-Workload Limits for Special Education Teachers - Policy Work Group
  - E. Final Reading: Policy 502-Search of Student Lockers, Desks, Personal Possessions, and Students Person - Policy Work Group
  - F. Spanish Immersion Expansion Proposal – Director Stivland
- XII. Board Member Reports**
  - A. Board Chair Report
  - B. Working Group Reports
    - 1. Community Engagement
    - 2. Finance and Operations
    - 3. Legislative
    - 4. Policy
  - C. Board Member Reports
- XIII. Adjournment**
  - A. Adjourn



**Agenda Item I.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Call to Order  
Meeting Date: October 10, 2019

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*Background:*

The School Board Chair will call the meeting to order.

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*Recommendation:*

Board action is not required.



**Agenda Item II.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Roll Call  
Meeting Date: October 10, 2019

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*Background:*

The School Board Chair will ask the secretary to take the roll. A quorum must be established in order for the meeting to proceed.

**Board Members**

Mike Ptacek, Board Chair

Shelley Pearson, Vice Chair

Liz Weisberg, Treasurer

Sarah Stivland, Clerk

Mark Burns, Director

Jennifer Pelletier, Director

Tina Riehle, Director

Denise Pontrelli, Superintendent of Schools (ex-officio)

Khuluc Yang, Student Representative for 2019-2020

Elise Riniker, Student Representative for 2019-2020

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**Recommendation:**

Board action is not required.



**Agenda Item III.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Pledge of Allegiance  
Meeting Date: October 10, 2019

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*Background:*

The Pledge of Allegiance will be recited prior to the approval of the meeting agenda.

I pledge Allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one nation under God, indivisible,  
with Liberty and Justice for all.

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*Recommendation:*

Board action is not required.





**Agenda Item IV.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: District Mission and School Board Goals  
Meeting Date: October 10, 2019

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*A School Board member will read the District Mission statement.*

The mission of Stillwater Area Public Schools, in partnership with students, family and community, is to develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

*A School Board member will read the School Board Goals (adopted June 2019)*

In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education by:

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

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*Recommendation:*

Board action is not required.



**Agenda Item V.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Approval of the Agenda  
Meeting Date: October 10, 2019

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***Background:***

Once quorum has been established the School Board Chair will request approval of the meeting agenda.

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***Recommendation:***

A motion and a second to approve the meeting agenda will be requested.

***Motion by:*** \_\_\_\_\_ ***Seconded by:*** \_\_\_\_\_ ***Vote:*** \_\_\_\_\_



**Agenda Item VI.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Superintendent Report  
Meeting Date: October 10, 2019

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*Background:*

Each meeting the Superintendent will provide an update on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, communications items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

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*Recommendation:*

Board action is not required.



**Agenda Item VII.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Introductory Items  
Meeting Date: October 10, 2019  
Student Report and District Recognition

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*Background:*

- A. Each meeting the Student Board Members will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed and the meeting date. Topics generally include announcement of academics, activities, arts and athletics. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.
  
- B. Each meeting an individual, team, or program will be recognized for their excellence.

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*Recommendation:*

Board action is not required.



**Agenda Item VIII.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Open Forum  
Meeting Date: October 10, 2019

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*Background:*

If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. You may sign in only for yourself, not other individuals or groups, and only in person. The sign in sheet is made available 30 minutes prior and up to the start of the meeting. Due to time limitations, we will limit the number of speakers to 15 for 3 minutes each. If you spoke at the last meeting, please consider allowing others to sign in before you.

After you address the Board, please leave the podium.

Stillwater Area School District welcomes input from citizens as community involvement fosters better decision making and improved learning experiences for all students. While comments and questions are welcome during Open Forum, law prohibits the Board from discussing concerns about individual employees or students in a public meeting. We will stop the proceedings immediately if employee or student privacy issues are raised and direct the speaker to forward comments regarding individual employees or students to the superintendent.

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. Vulgarity, character attacks, malice or specific complaints identifying staff or students by name or implication will not be permitted.

The Board will not deliberate, discuss, or engage in conversation with speakers during open forum.

However, the Board may ask administration to review the concern(s) presented.

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*Recommendation:*

This is for informational purposes only.



**Agenda Item IX. A.B.C.D.E.**  
**Date Prepared: October 4, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Consent Agenda  
Meeting Date: October 10, 2019  
Contact Person: Varies by item

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**Background:**

The consent agenda is a meeting practice which packages routine reports, Board meeting minutes, and other non-controversial items not requiring discussion or independent action as one agenda item. The Board will approve this 'package' of items together in one motion.

- A. School Board Special Meeting Minutes September 26, 2019  
Contact Person: Sarah Stivland, Clerk or Sherri Skogen, Secretary  
A copy of the minutes is included for your review.
- B. School Board Meeting Minutes September 26, 2019  
Contact Person: Sarah Stivland, Clerk or Sherri Skogen, Secretary  
A copy of the minutes is included for your review.
- C. Disbursement Register September 28-October 11, 2019  
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations  
A copy of the register has been distributed to board members.
- D. Human Resources Personnel Report  
Contact Person: Cathy Moen, Executive Director of Administrative Services  
A summary of personnel transactions for the month is included for your review.
- E. Issuance of Letter: Personnel Matter  
Contact Person: Mike Ptacek, Board Chair

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**Recommendation:**

BE IT RESOLVED by the School Board of Independent School District 834 – Stillwater Area Public Schools that Consent Agenda Items A through E be approved as written, and a copy of the agenda items is attached to the minutes.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



Independent School District 834 – Stillwater Area Public Schools  
Stillwater City Hall, 216 North 4<sup>th</sup> Street, Stillwater, MN  
School Board Closed Meeting Minutes – September 26, 2019 at 5:00 p.m.

- I. The meeting was called to order at 5:00 p.m.
- II. Roll Call  
Board Members present: Mark Burns, Shelley Pearson, Jennifer Pelletier (5:03), Chair Mike Ptacek, Tina Riehle, Sarah Stivland, Liz Weisberg.  
  
District Members present: Superintendent Denise Pontrelli, Bob McDowell, Kirsten Hoheisel, Cathy Moen,
- III. The Board adjourned to closed session at 5:01 p.m. to discuss negotiations.  
*Motion by: Member Stivland; Second by: Member Burns. Vote: 6 ayes, 0 nays, motion carried unanimously.*
- V. Closed session adjourned to open meeting at 5:58 p.m.  
*Motion by: Member Pelletier; Second by: Member Riehle; Vote: 7 ayes, 0 nays, motion carried unanimously.*

*Respectfully submitted by Sarah Stivland, clerk.*



Independent School District No. 834 – Stillwater Area Public Schools  
Stillwater City Hall, 216 North 4<sup>th</sup> Street, Stillwater, MN  
September 26, 2019 – 6:00 p.m. Meeting Minutes

**I. Call to Order:** The meeting was called to order at 6:09 p.m.

**II. Roll Call:** Present: Mike Ptacek, chair; Shelley Pearson, vice chair; Liz Weisberg, treasurer; Mark Burns, director; Jennifer Pelletier, director; Tina Riehle, director; Sarah Stivland, clerk; and Superintendent Pontrelli, ex-officio.

**III. Pledge of Allegiance:** Board Chair Ptacek led the Pledge of Allegiance.

**IV. District Mission and School Board Goals:** The mission statement was read by Member Pearson and the goals were read by Member Riehle.

**V. Approval of the Agenda**

*Motion to approve the agenda by: Member Pelletier; Second by: Member Stivland, Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

**VI. Superintendent's Report**

Superintendent Pontrelli reported:

- Transportation will be provided for homeless students discussed at last week's open forum.
- Thank staff and school members who attended the school homecoming activities.
- Thank Anna Wilcek and staff for celebration of the 100<sup>th</sup> anniversary at Andersen Elementary.
- Community Design Team had second meeting to develop the principles for the group

**VII. Introductory Items**

A. Student Report: Elise Riniker and Khuluc Yang are the new board student representatives for the 2019-20 school year.

- Each of the students shared background about themselves including the clubs, activities and sports of which they are involved. They are both excited to work with the school board and represent their peers and have the student's voice heard.
- Homecoming activities included a dance with Community Thread, school music performances during lunches, powder puff girl's football game, spirit week and hallway decorating contests. The seniors visited elementary and middle school students and over 5,000 people attended the homecoming game and activities.
- Helping with freshman transition.
- Many athletics/activities/clubs have started.

B. District Recognition: Superintendent Pontrelli recognized the Building Assets, Reducing Risks (BARR) program and staff at the Stillwater Area High School. Assistant Principal Kraft and Katy Pupungatoa shared how BARR got its start. Thank the Superintendent for her support of BARR as it is in its third year. They praised the staff at SAHS who are dedicated to this program. A BARR 10 team has also been added. Thank the board for their support.



Superintendent Pontrelli also recognized the Lake Elmo staff for starting a 5<sup>th</sup> grade program. Principal Gorde, Brent Hagen, and Kelly Hoskins indicated they are building the ground work for 5<sup>th</sup> grade BARR. Recognized the staff involved with this program. The program is deepening relationships with students and holding some of the BARR model meetings. Thank the school board and administration to be able to provide this program.

## **VIII. Open Forum**

1. Carl Blondin – Stillwater - Possible Data Practice Act violation
2. Carolyn Healy – Lake Elmo – Gun violence prevention

## **IX. Consent Agenda**

- A. Minutes of September 12, 2019 Special School Board Meeting
- B. Minutes of September 12, 2019 Business Meeting
- C. Accept Gifts and Donations for August 2019
- D. Disbursement Register September 14-September 27, 2019
- E. Human Resources Personnel Report
- F. Field Trip: For two teachers, 14 chaperones and approximately 100 students to travel to Kansas City, MO, April 15-19, 2020 for the Wind Symphony and Concert Orchestra to participate in a Spring Performance tour

*Motion by: Member Riehle to accept and approve; Second by: Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

## **X. Reports**

- A. Community Survey Results  
Peter Leatherman from the Morris Leatherman Group presented results from the Community Survey, which was conducted in August to assess the attitudes and opinions of residents and parents about the Stillwater Area Schools on a variety of areas, including: perception of education quality and offerings; district referendum atmospherics; and future facility needs. The positive and negative key findings were shared.

Break at 7:58 pm. Reconvened at 8:06 pm

- B. Community Design Team  
Director Burns shared the topic of this meeting was generating district principles. The design team came up with key facility principles. Continue to develop the plan at the next meeting.

## **XI. Action Items**

- A. Financial Statements FY 2019

Mr. Aaron Nielsen and Ms. Jackie Huegel of the audit firm Malloy, Montague, Karnowski, Radosevich and Co. (MMKR) presented the financial statements for the year ending June 30, 2019. The District audit showed an “unmodified” opinion on basic financial statements. The student activity audit opinion was qualified for a limitation related to the completeness of cash receipts reported. The reported cash balances and cash receipts and disbursements are fairly presented.

*Motion to approve the Financial Report FY2019 by Member Pearson; Second by: Member Pelletier; Vote: 7 ayes; 0 nays, Motion Carried Unanimously.*

- B. Fund Expansion of Brookview Elementary School through Certification of Participation

Matt Rantapaa from R.W. Baird presented estimated tax impact associated with expanding Brookview Elementary. Mr. Rantapaa reviewed the preliminary pay 2020 levy information and what the tax implications of levy with and

without Certificate of Participation. The expansion would provide space to address new housing development in the area, which is occurring faster than originally planned by city officials. Recent data confirms a substantial increase in our tax base with relevant implications for this project. The board can finalize or cancel in December. Administration/board will communicate to the Community Design Team their work is important and this decision is available if this is one of their options.

*Motion by Director Burns to secure funding for the expansion of Brookview Elementary school through a Certificate of Participation upon certification by the school board of a final 2019 payable 2020 property tax levy which includes the tax levy amount for such Certificate of Participation. Second by: Member Pelletier. Vote: 4 ayes (Burns, Pearson, Ptacek, Pelletier); 3 nays (Weisberg, Riehle, Stivland). Motion Carried.*

C. Adopt Preliminary Proposed Property Tax Levy 2019 Payable 2020

State law requires that the School Board adopt a proposed property tax levy for taxes payable in 2020 by September 30, 2019. The amount adopted by the district for preliminary 2019 payable 2020 provides revenue for the 2020-21 school year and is limited by state statute and voter approved referendum. This differs from the county and city calendar in that the 2020 levy provides the revenue for their 2020 calendar year budget.

The school board may adopt a preliminary levy based on September estimates, or may adopt a preliminary levy that states "Maximum Levy". If the board adopts a "Maximum Levy", then Minnesota Department of Education adjustments may be made subsequent to the action by the Board. If a dollar amount is adopted in September, adjustments that would increase the levy are not allowed.

The action that the School Board takes now is not the final action on the payable 2020 levies. However, it is an important action because the final levy that the School Board certifies in December may not be greater than the proposed levy approved now and the amount of the proposed levy will be used by the County to calculate the truth-in-taxation notices that will be sent to taxpayers.

The maximum amounts the district can levy in various categories are specified in state law. The total levy is made up of many separate components in three funds (General, Community Service and Debt Service). The 2019 (Payable 2020) property tax levy provides revenue primarily for the 2020-21 school year. The exact tax rate will not be known for taxes payable in 2020 until at least January. Estimates will be available at the Board Business meeting in December.

*Motion to adopt preliminary proposed property tax levy 2019 payable 2020 by Member Stivland; Second by: Member Pelletier, Vote: 7 ayes; 0 nays, Motion Carried Unanimously.*

D. New/Updated Demographic Contract with Teamwork's International

In 2018 Teamwork's International prepared Demographic, Enrollment and Housing Analysis Reports for Stillwater Area Public Schools. Entering into a contract with Teamwork's International to conduct this analysis again will cost approximately \$15,000. This annual contract would be the same contract the district entered into during 2018. It would take approximately 60 days from the time of receiving October 2019 enrollment data, for Teamwork's to complete the analysis. The latest demographic analysis information was provided in December of 2018. This was not a budgeted item. Option to revisit in spring 2020 if a demographic report is thought to be appropriate at that time.

*Motion to enter into contract with Teamwork's International to conduct a new/updated analysis by Member Pelletier; Motion fails for lack of a second motion.*

The remaining action items will be moved to the next meeting. Motion to adjourn the meeting by Member Stivland; Second by Member Weisberg, Vote: 7 ayes; 0 nays, Motion Carried Unanimously.

**XIII. Adjournment**

A. The meeting adjourned at 10:28 p.m.

*Respectfully submitted, Sarah Stivland, school board clerk.*

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

**RETIREMENT/RESIGNATION/RELEASE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Bassett, Rachel	Resignation	ABE Teacher Early Childhood Family Center	SCEA	October 4, 2019
Cote, Laurie	Resignation	7th Grade Volleyball Coach Stillwater Middle School	Co-Curricular	August 6, 2019
Gohl, Renee	Retirement	Paraprofessional 6.0 hrs/day Afton-Lakeland Elementary	SCPA	August 31, 2019
Heuer, Zachary	Probationary Release	Floating Custodian VI, 8.0 hrs/day District Wide	Custodial	September 18, 2019
Jelberg, Kristine	Resignation	Cafeteria, 3.0 hrs/day Stillwater Area High School	Cafeteria	September 13, 2019
Schumacher, Noah	Resignation	9th Grade Assistant Football Coach Stillwater Area High School	Co-Curricular	September 23, 2019
Spafford, Russell	Release	Assistant Football Coach Stillwater Area High School	Co-Curricular	September 23, 2019

**HIRES/REHIRE**

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Bader, Monica	Community Education Casual/Adv Club Early Childhood Family Center	\$15.00 / hour	2019-2020 Staffing	CE Leads & Assistants	September 23, 2019
Barento, Roba	Girls Soccer Coach Stillwater Middle School	\$1,204.00	2019-2020 Staffing	Co-Curricular	September 23, 2019
Bergan, Miranda	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	September 23, 2019
Daavettila, Katelyn	8th Grade Volleyball Coach Stillwater Middle School	\$1,032.00	2019-2020 Staffing	Co-Curricular	September 30, 2019 - October 16, 2019
Dahl, Racheal	Avid Tutor/Casual Stillwater Middle School	\$15.00 / hour	2019-2020 Staffing	Casual	September 30, 2019 - May 31, 2020
Greiner, Vincent	Cafeteria, 3.2 hrs/day Stillwater Area High School	\$12.53 / hour	Replacement	Cafeteria	September 23, 2019
Guetter, Lindsey	Adult Instructor CEC District Wide	\$30.00 / hour	Casual	Casual	September 30, 2019
Halgrimson, Joan	Cafeteria, 4.0 hrs/day Stillwater Area High School	\$12.53 / hour	Replacement	Cafeteria	September 23, 2019
Huntress, Connar	Community Education Casual Lily Lake Elementary School	\$16.29 / hour	Casual	Casual	September 30, 2019
Klein, Heather	1.0 FTE GATE Teacher Stillwater Middle School	\$73,286.00	2019-2020 Staffing	SCEA	September 26, 2019 - February 18, 2020
Leech, Zahida	Pre-School Teacher, 486.13 hours Early Childhood Family Center	\$34.43 / hour	2019-2020 Staffing	SCEA	September 24, 2019
Mayanja, Stephen	Boys Soccer Coach Stillwater Middle School	\$860.00	2019-2020 Staffing	Co-Curricular	September 19, 2019
Millard, Matthew	Cafeteria 4.0 hrs/day Mahtomedi High School	\$12.53 / hour	2019-2020 Staffing	Cafeteria	October 7, 2019
Ndawula, Henry	Boys Soccer Coach Stillwater Middle School	\$2,064.00	2019-2020 Staffing	Co-Curricular	August 24, 2019
Roque, Alicia	Paraprofessional, 6.0 hrs/day Oak-land Middle School	\$16.12 / hour	2019-2020 Staffing	SCPA	October 7, 2019
Sobiech, Christa	Paraprofessional, 6.15 hrs/day Afton- Lakeland Elementary	\$16.32 / hour	Replacement	SCPA	September 16, 2019
Wilson, Megan	1.0 FTE English Teacher Stillwater Middle School	\$50,904.00	2019-2020 Staffing	SCEA	October 7, 2019 - June 2, 2020

**LEAVES OF ABSENCE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
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Acker, Gretchen	Approve	5.2 hrs/day Paraprofessional Rutherford Elementary	SCPA	September 3, 2019-October 23, 2019
Kranz, Holly	Approve	.80 FTE Licensed School Nurse Oak-Land & Stillwater Middle School	SCEA	September 12, 2019 -December 20, 2019
Phillips, Kari	Approve	.5 FTE Media Specialist Lake Elmo Elementary	SCEA	September 6, 2019 - October 28, 2019
Skoug, Jenny	Approve	6.0 hrs/day Paraprofessional Oak Park/Transition	SCPA	September 23, 2019-December 31, 2019
Stadsvold, Bobbi Jo	Approve	1.0 FTE Elementary Education Teacher Afton-Lakeland Elementary	SCEA	October 25, 2019 - January 20, 2020 (approximate dates)

#### ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Cobb, Josh	Paraprofessional 6.9 hrs/day Lake Elmo Elementary	Paraprofessional 6.25 hrs/day Andersen Elementary	Replacement	SCPA	October 3, 2019
Richardson, Amy	Cafeteria 7.3 hrs/day Stillwater Area High School	Cafeteria 8.0 hrs/day Stillwater Area High School	2019-2020 Staffing	Cafeteria	September 30, 2019
Ryan, Mark	Custodian, Level VI, 8.0 hrs/day Rutherford Elementary	Custodian, Level VI, 8.0 hrs/day Oak-Land Middle School	2019-2020 Staffing	Custodial	September 23, 2019

#### ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Dodds, Chelsea	7th Grade Volleyball Coach Stillwater Middle School	2019-2020 Staffing	Co-Curricular	September 20, 2019



**Agenda Item X. A.**  
**Date Prepared: October 3, 2019**  
**ISD 834 Board Meeting**

Agenda Item: 2011A COP Refunding Discussion  
Meeting Date: October 10, 2019  
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

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*Background:*

At the September 24, 2019 Finance and Operations Working Group meeting, Matt Rantapaa from R.W. Baird presented the estimated interest cost savings associated with a potential refunding (refinancing) of the outstanding 2011A COP. The committee's request was to have this presentation given to the full board at the next available school board meeting for board discussion and consideration.

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*Recommendation:*

This is a report for information. Action will be requested at the October 24, 2019 board business meeting or at a future meeting when established financial parameters are met.

## ISD NO. 834, STILLWATER AREA PUBLIC SCHOOLS

### REFUNDING (REFINANCING) OPPORTUNITY OF SERIES 2011A CERTIFICATES OF PARTICIPATION (COPS)

SCHOOL BOARD MEETING DATE: OCTOBER 10, 2019

Matt Rantapaa  
Robert W. Baird & Co.  
Senior Vice President  
(651) 426-8533, ext. 3  
[mrantapaa@rwbaird.com](mailto:mrantapaa@rwbaird.com)

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# I. Refinancing Opportunity

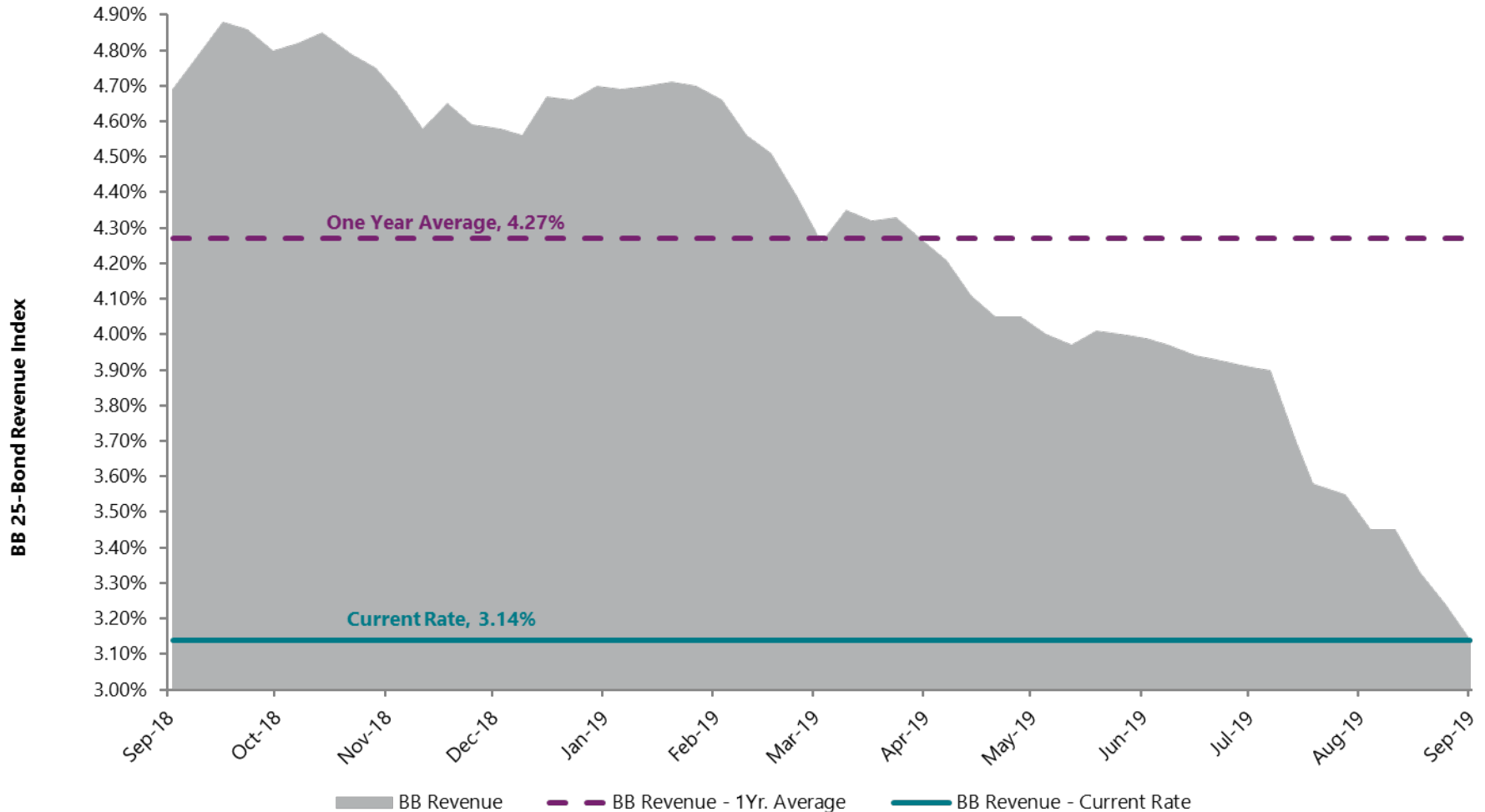
## OVERVIEW & ASSUMPTIONS

- Refinance the callable maturities of the District's outstanding Certificates of Participation, Series 2011A (the "2011A COPs").
- Utilize a tax-exempt current refunding (bond proceeds settle within 90 days of call date) to refund the 2011A COPs on the first optional call date of February 1, 2020.
- Maintain integrity of existing repayment schedule by maintaining the original maturity dates (2029). Simply exchanging higher existing borrowing rates with lower borrowing rates in current tax-exempt market.
- Apply for an underlying credit rating. District's current Moody's Investors Service general obligation underlying credit rating is "Aa2" and underlying COPs credit rating is "Aa3".

## II. Current Market Environment

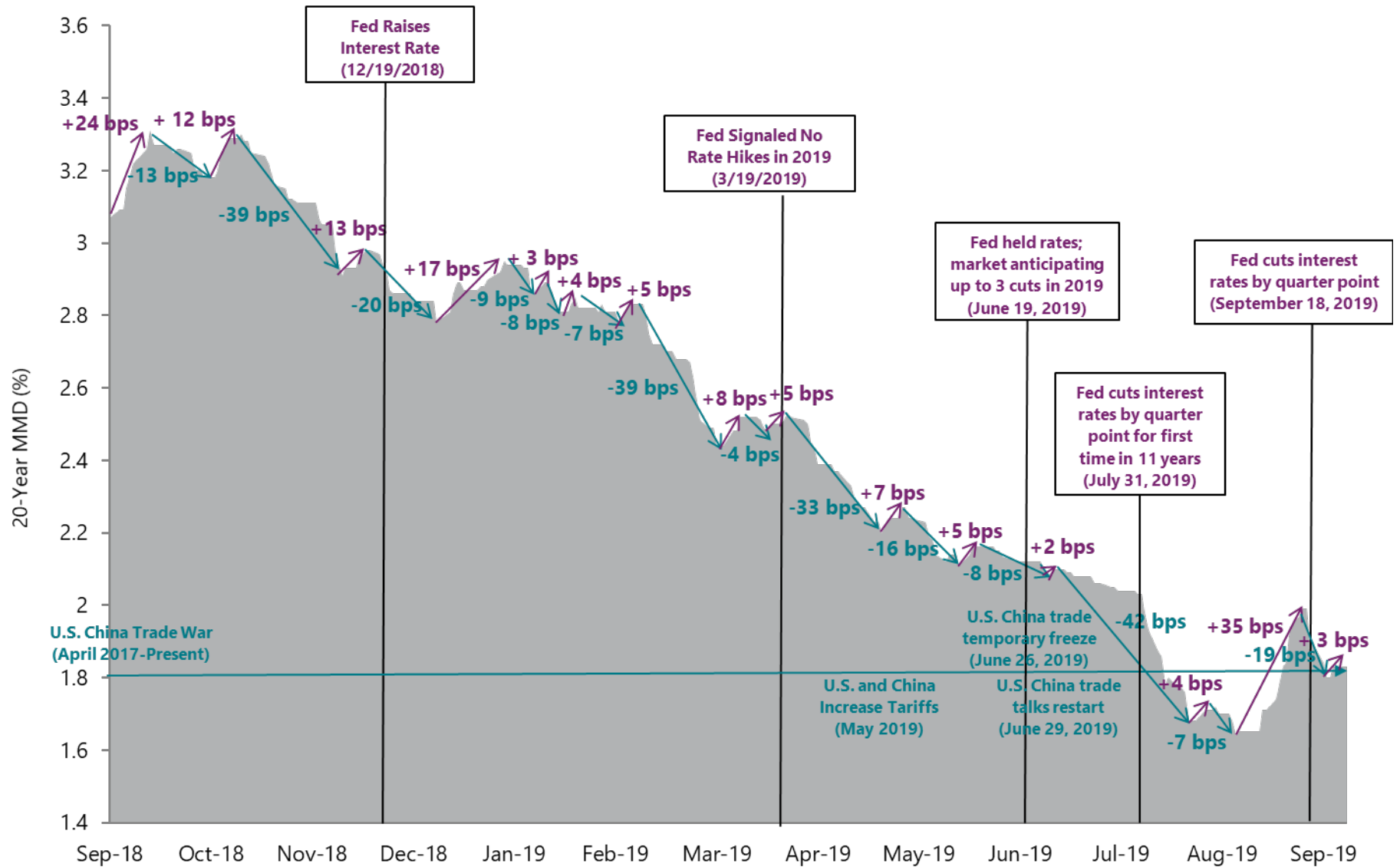
### BOND BUYER 25-BOND REVENUE INDEX (TAX EXEMPT)

#### One-Year Snapshot



# III. Volatility in Tax-Exempt Interest Rates

## AAA MUNICIPAL MARKET DATA ("MMD") RATES



Source: Thomson Municipal Data as of September 30, 2019

# IV. Certificates To Be Refunded

## SERIES 2011A CERTIFICATES

Debt Service To Call		
Date	Principal	Coupon
08/01/2020	-	-
02/01/2021	565,000.00	3.250%
08/01/2021	-	-
02/01/2022	585,000.00	3.750%
08/01/2022	-	-
02/01/2023	605,000.00	3.750%
08/01/2023	-	-
02/01/2024	630,000.00	4.000%
08/01/2024	-	-
02/01/2025	655,000.00	4.250%
08/01/2025	-	-
02/01/2026	685,000.00	4.500%
08/01/2026	-	-
02/01/2027	715,000.00	4.750%
08/01/2027	-	-
02/01/2028	745,000.00	5.000%
08/01/2028	-	-
02/01/2029	785,000.00	5.000%
<b>Total</b>	<b>\$5,970,000.00</b>	<b>-</b>

- Callable maturities totaling \$5,970,000 outstanding at average interest rate of 4.25%

# V. Summary of 2011A COPs Refunding

## SOURCES AND USES OF FUNDS

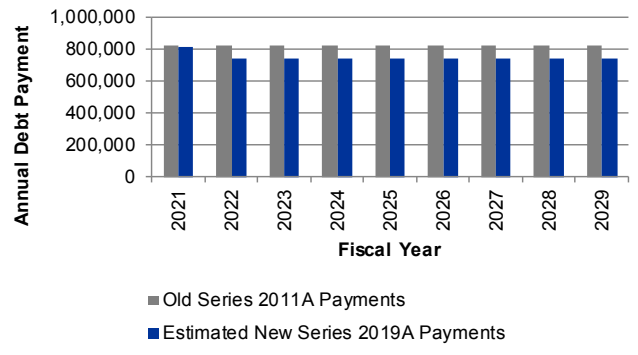
<b>Dated 12/15/2019   Delivered 12/15/2019</b>	
<b>Sources Of Funds</b>	
Par Amount of Bonds	\$5,840,000.00
Reoffering Premium	271,885.05
<b>Total Sources</b>	<b>\$6,111,885.05</b>
<b>Uses Of Funds</b>	
Costs of Issuance	150,496.80
Deposit to Current Refunding Fund	5,958,611.07
Rounding Amount	2,777.18
<b>Total Uses</b>	<b>\$6,111,885.05</b>

# V. Summary of 2011A COPs Refunding

SAVINGS SUMMARY (COMMENCES PAY 2021 / FY 2022)

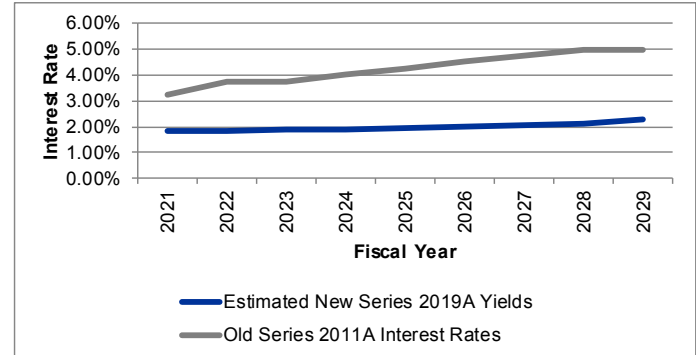
BAIRD

## 2011A COP CURRENT REFUNDING HYPOTHETICAL ILLUSTRATION



How do we achieve the savings shown on the left?

By exchanging old interest rates with new interest rates shown to the right.



Fiscal Year	Old Series 2011A Payments	Estimated New Series 2019A Payments	Estimated Gross Savings (net of all costs)
2021	822,313	817,587	4,726
2022	823,950	741,600	82,350
2023	822,013	744,050	77,963
2024	824,325	745,900	78,425
2025	824,125	742,150	81,975
2026	826,288	742,950	83,338
2027	825,463	743,150	82,313
2028	821,500	742,750	78,750
2029	824,250	746,750	77,500
Totals	7,414,225	6,766,887	647,338
Available funds due to \$5,000 Rounding			2,777
<b>Total Gross Savings</b>			<b>650,116</b>

Savings estimate is net of financing costs

Maturity	Estimated New Series 2019A Yields	Old Series 2011A Interest Rates
2021	1.81%	3.25%
2022	1.84%	3.75%
2023	1.87%	3.75%
2024	1.90%	4.00%
2025	1.93%	4.25%
2026	1.98%	4.50%
2027	2.04%	4.75%
2028	2.13%	5.00%
2029	2.30%	5.00%

Additional Facts			
5,840,000	Est. Par Amount of Refunding Certificates		
150,497	Est. Costs of Issuing Debt*		
8.72%	Est. NPV Benefit of Refunded Debt Savings		

Sensitivity Analysis			
Coupon Change	Escrow Change	Net PV Savings	Estimated Change
0.50%	0.00%	419,015	(164,258)
0.00%	0.00%	583,273	-
-0.50%	0.00%	752,985	169,712

## VI. Potential Next Steps

- Establish a minimum savings goal
- Potentially adopt Set Sale Resolution at regular scheduled October 24<sup>th</sup> School Board Meeting
- Assuming conditions in the tax-exempt market remain favorable, bring Certificates to market in remainder of calendar-year 2019 or early in calendar year 2020

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**Agenda Item X. B.**  
**Dated Prepared: October 3, 2019**  
**ISD 834 Board Meeting**

Report for Information: Accountability Report  
Meeting Date: October 10, 2019  
Contact Person(s):  
Ms. Rachel Larson, Director of Learning & Student Engagement  
Ms. Karen Latterell, Curriculum Coordinator

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*Report Purpose:*

The purpose of this report is to share accountability measures and our performance summary from the Minnesota Northstar Accountability System during the 2018-2019 school year.

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*Summary:*

The Northstar Accountability System replaced the Multiple Measures Rating (MMR) beginning in the 2017-2018 school year. It meets the requirements of Every Student Succeeds Act (ESSA) and Minnesota's World's Best Workforce (WBWF) statute. The Every Student Succeeds Act (ESSA) was enacted through federal legislation in 2015 and replaced the Leave No Child Behind Act.

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*Recommendation:*

This is a report for information. Board action is not required.



*Annual Federal and State Accountability  
Summary Report:*

# **Every Student Succeeds Act and Minnesota Northstar Accountability**

Presented to the School Board October 10, 2019

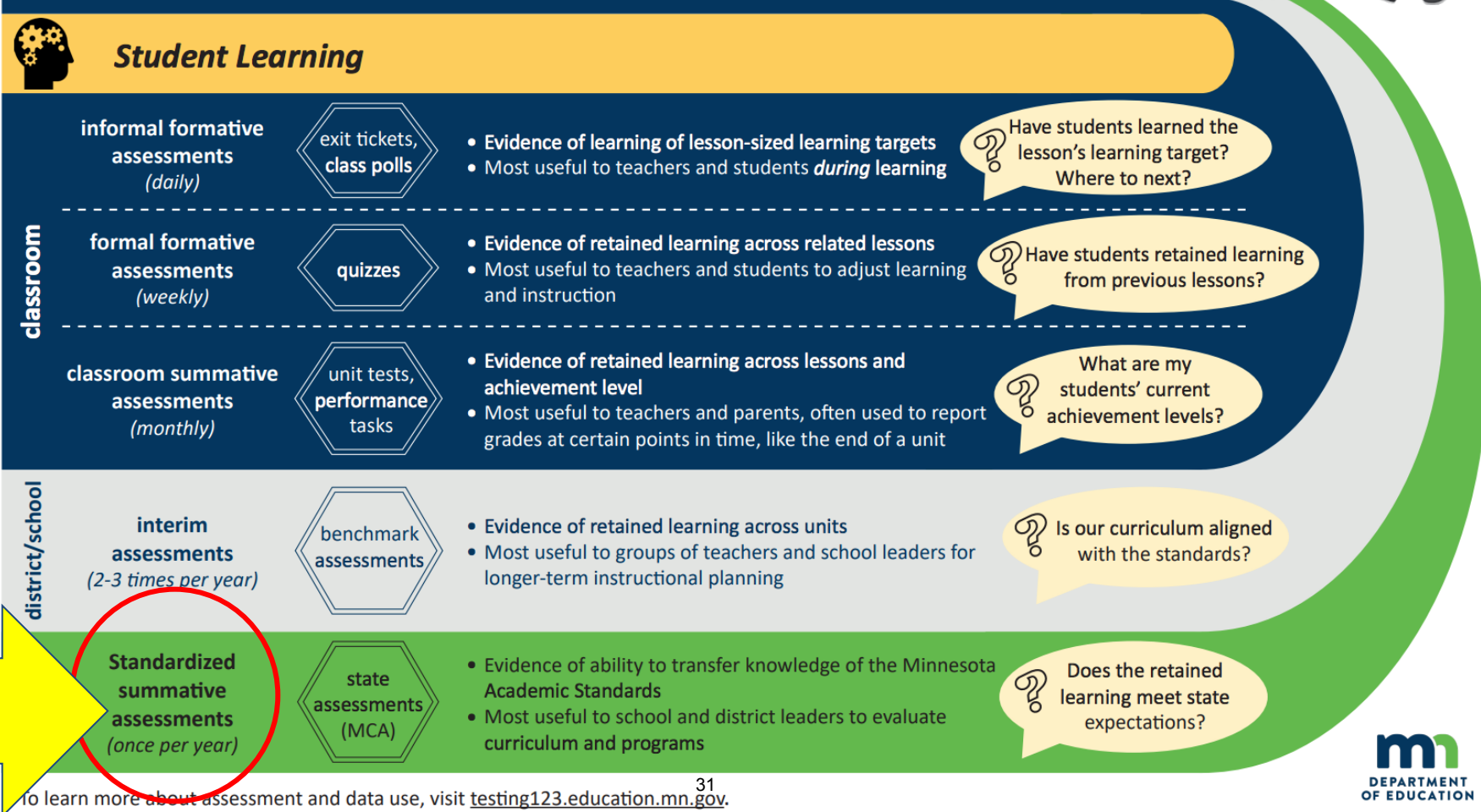
Curiosity Thrives Here

# Components of a Comprehensive Assessment System

TESTING 123

A comprehensive assessment system includes a variety of assessment types that produce either formative or summative evidence of student learning. Formative evidence is used *during* learning to adjust instruction, while summative evidence is used *after* learning to report a snapshot of student achievement over a set period of time.

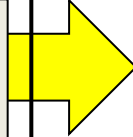
Comprehensive assessment systems assess learning at all levels of the system: individual learners, classrooms, schools, districts, and statewide. Meaningful information is needed from each level to support teaching and learning, but the *amount* and *detail* of information shifts at each level. More detailed evidence is produced in the classroom, where the learning takes place, and proportionally less detailed (more general, aggregated) evidence of learning is produced as the distance from the learner increases.



# Federal & State Accountability System

## Every Student Succeeds Act (ESSA)

- Federal Legislation (2015)
- Replaced No Child Left Behind Act of 2002
- Resulted in New Accountability Structure for states



## Northstar Accountability System

- Minnesota's accountability system (new in 2018-2019)
- Designed to meet the requirements of ESSA and Minnesota's World's Best Workforce (WBWF) Statute
- Northstar replaces the Multiple Measures Rating (MMR)

# Accountability Indicators



## Academic Achievement

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.



## Progress Toward English Language Proficiency

The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.



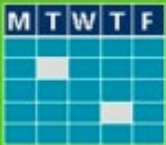
## Academic Progress

A score based on students’ achievement levels from one year to the next. Calculated separately for **math** and **reading**.



## Graduation Rates

The percentage of students who graduated in four years and seven years.



## Consistent Attendance

The percentage of students attending more than 90 percent of the days they are enrolled.

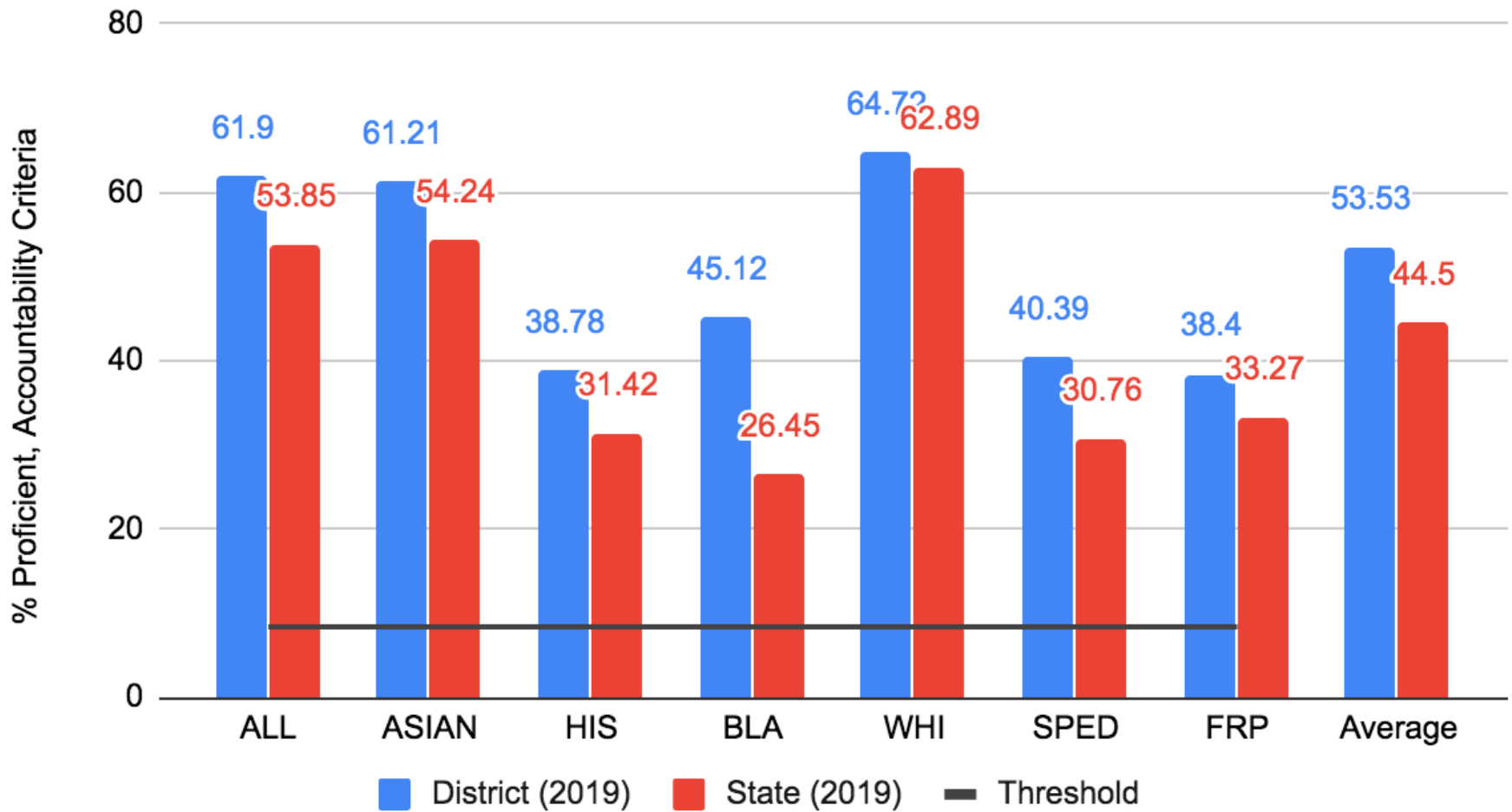
# Accountability Indicators Part 1

<b>Reading and/or Math Achievement (Stage 1)</b>	<ul style="list-style-type: none"><li>● Total percent proficient on MCA/MTAS Elementary and Middle School only</li><li>● Students whose parents refused testing count in the denominator</li></ul>
<b>Reading and/or Math Progress (Stage 2)</b>	<ul style="list-style-type: none"><li>● Based on MDE algorithm</li><li>● Based on number of students who made growth on their MCAs (partially meets or higher)</li><li>● Students whose parents refused testing count in the denominator</li></ul>
<b>Progress Toward English Language Proficiency (Stage 1)</b>	<ul style="list-style-type: none"><li>● Based on MDE algorithm</li><li>● Based on the average percentage towards target for all ELL students in a building who took the ACCESS exam.</li></ul>

# Accountability Indicators Part 2

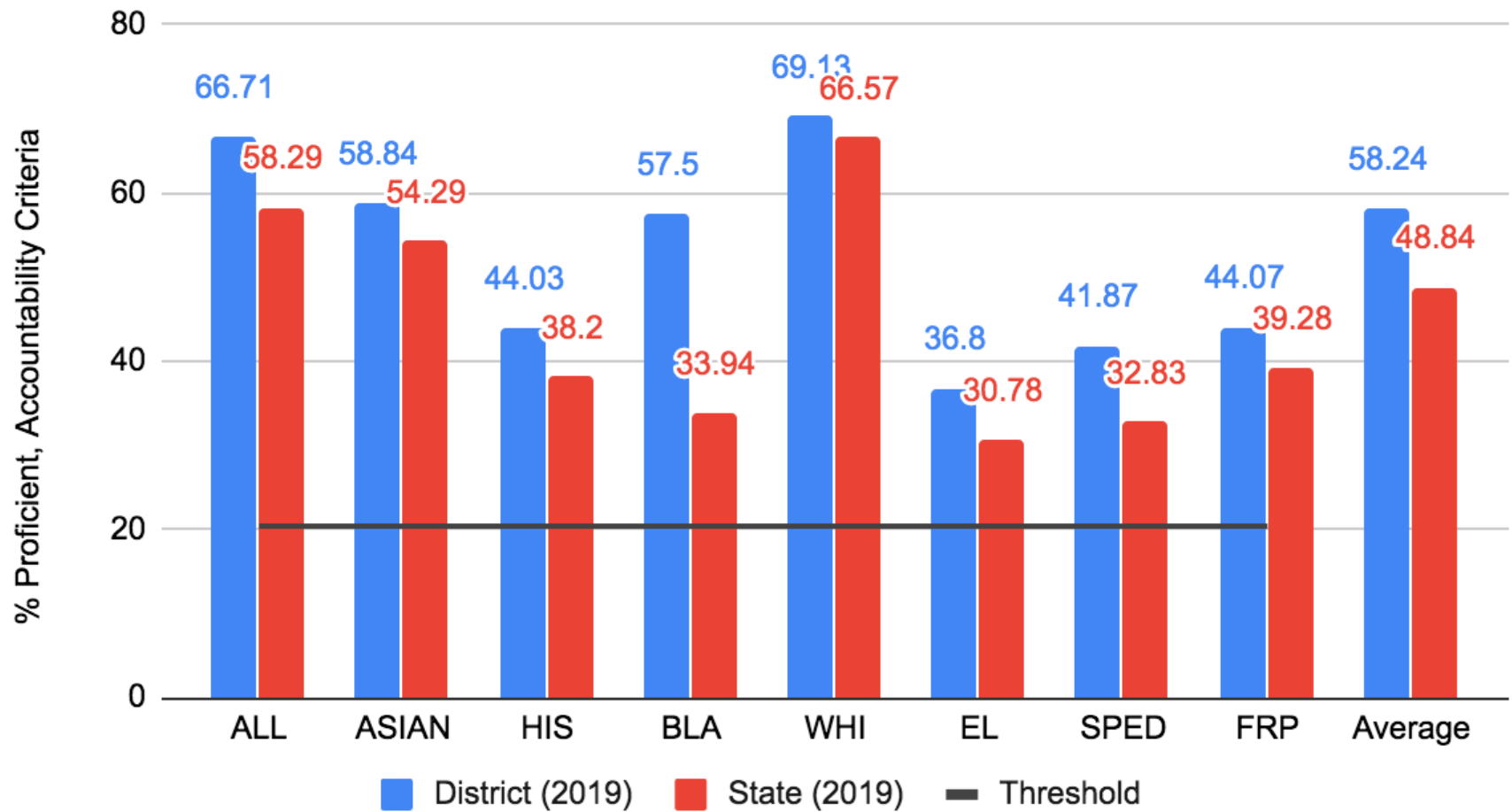
<b>Consistent Attendance (Stage 3)</b>	<ul style="list-style-type: none"><li>● Average of Percentage of students who attended 90 percent of the days they were enrolled in school.</li><li>● This data is always one year behind (latest is 2018)</li></ul>
<b>Graduation Rate (Stage 2 a and b)</b>	<ul style="list-style-type: none"><li>● Percentage of students who graduated in 4-years or 7-years</li><li>● This data is always one year behind (latest is 2018)</li><li>● High priority indicator for high school</li></ul>

# Overall Math Achievement



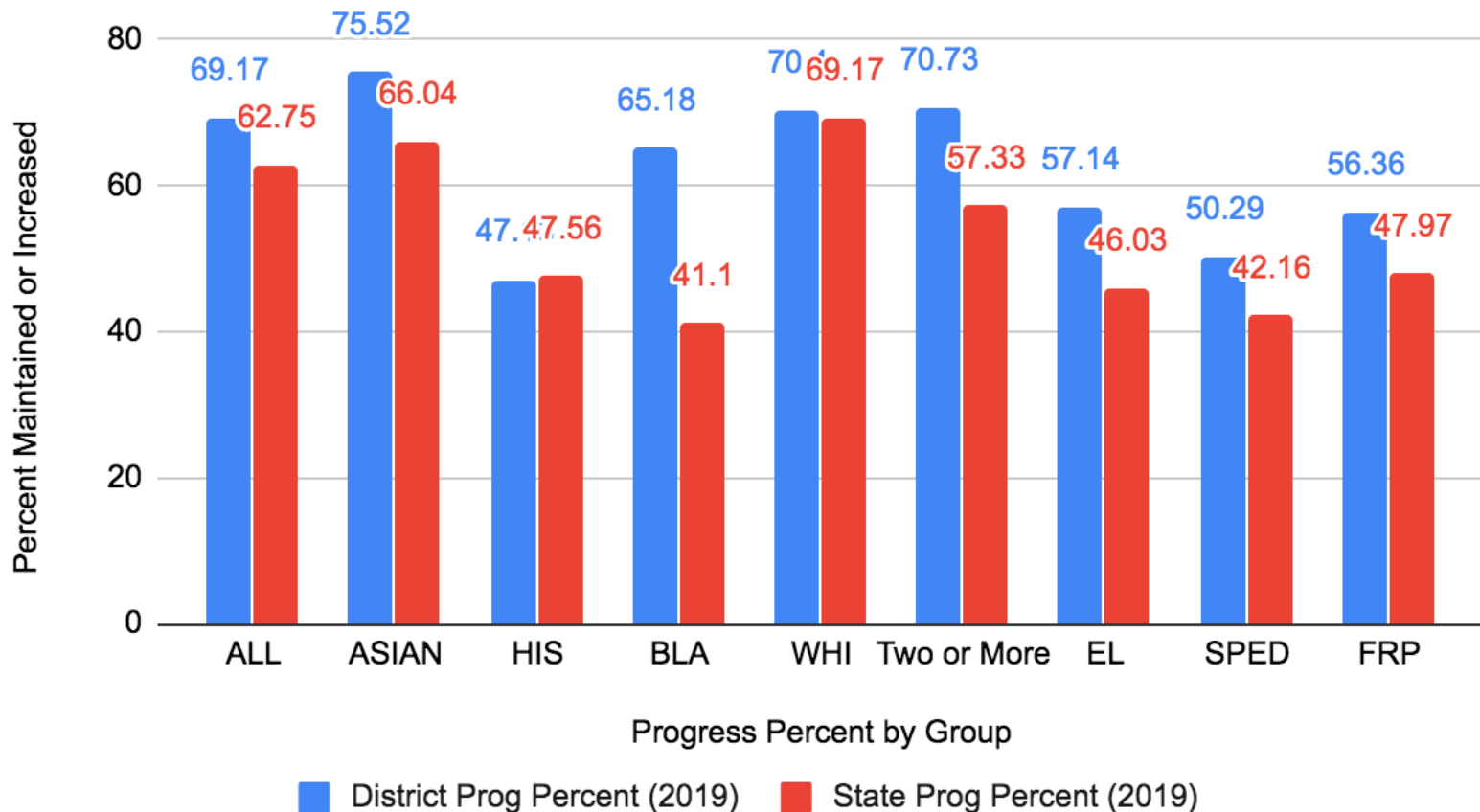


## Overall Reading Achievement

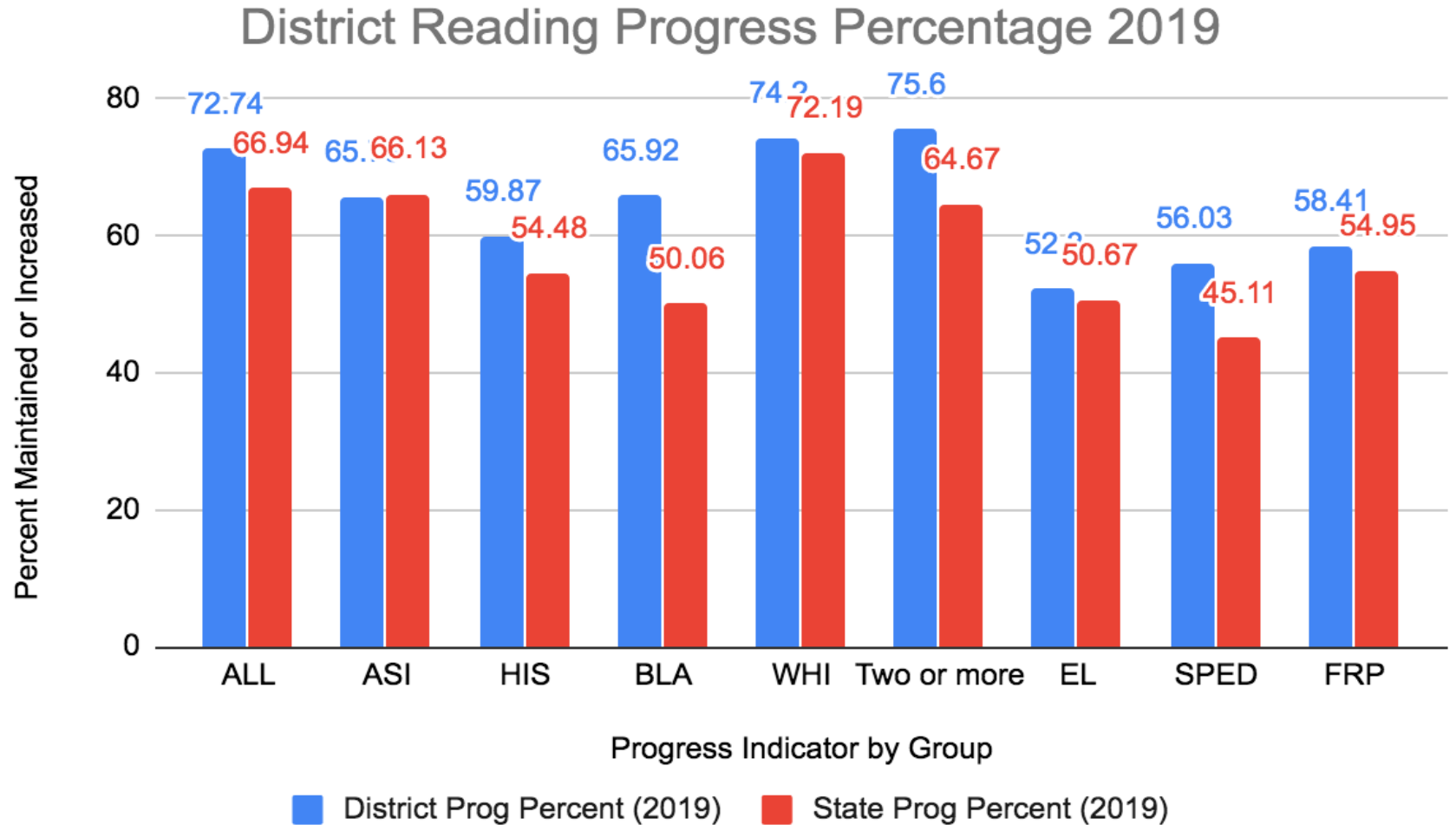


# Math Academic Progress

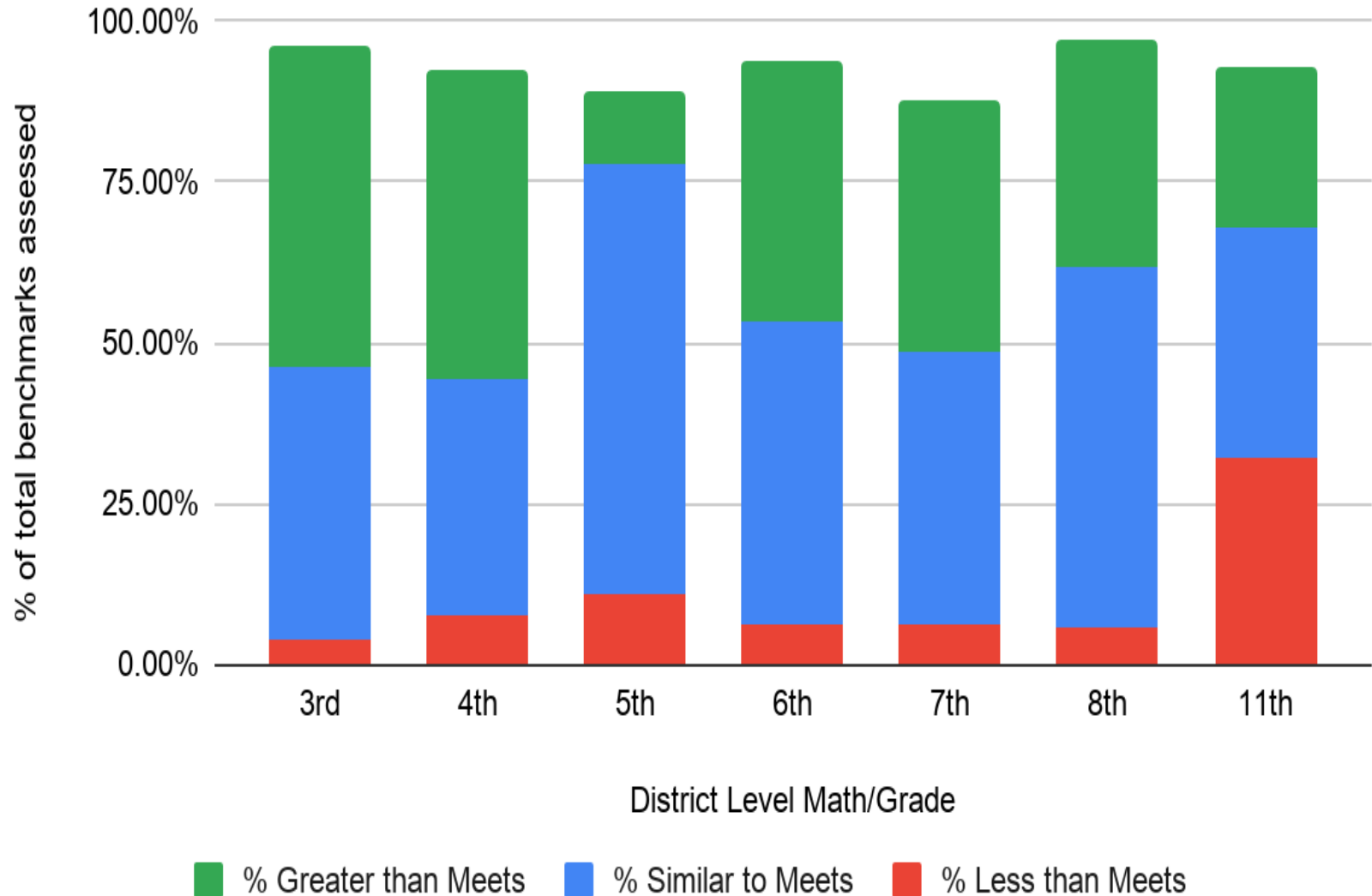
## District Math Progress Percentiles 2019



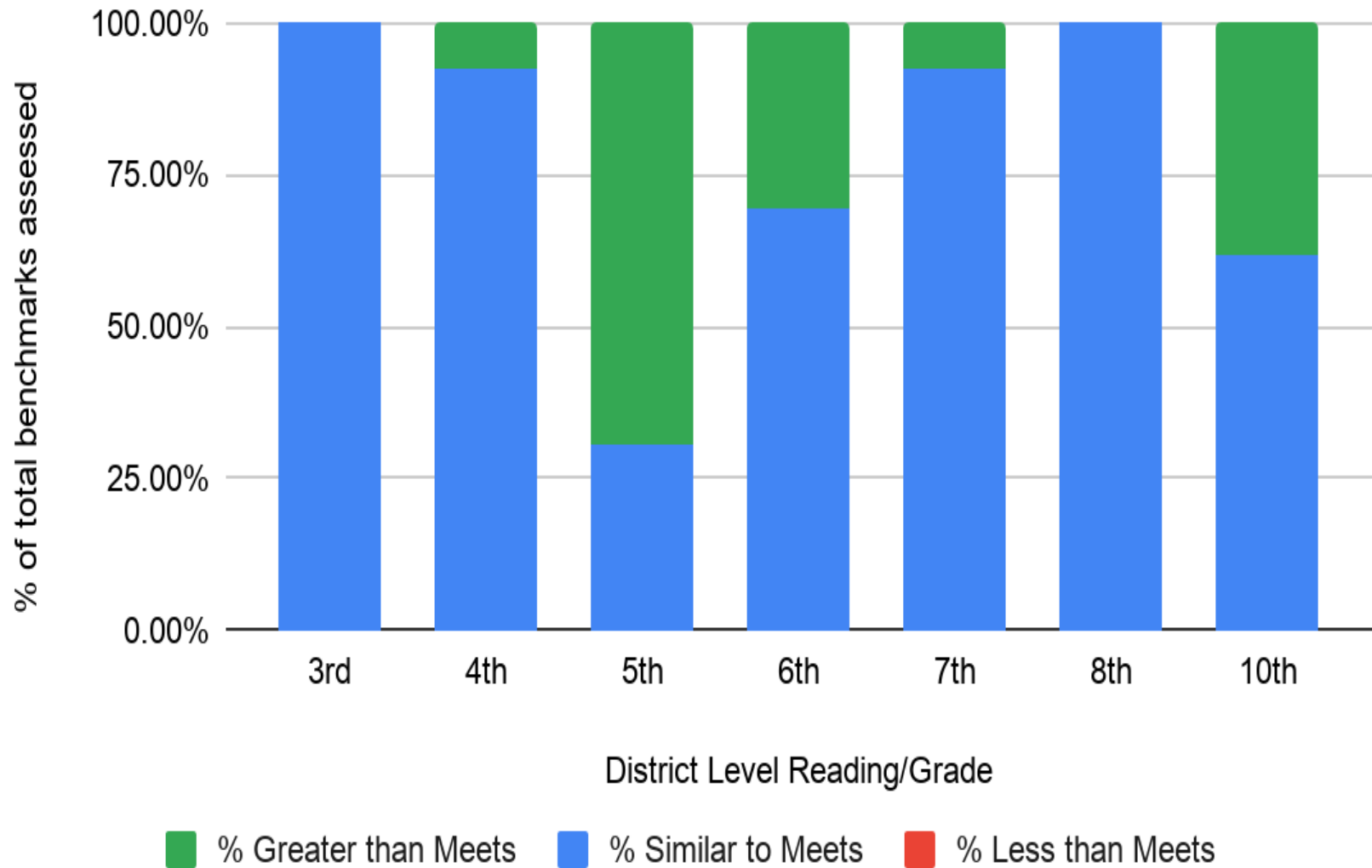
# Reading Academic Progress



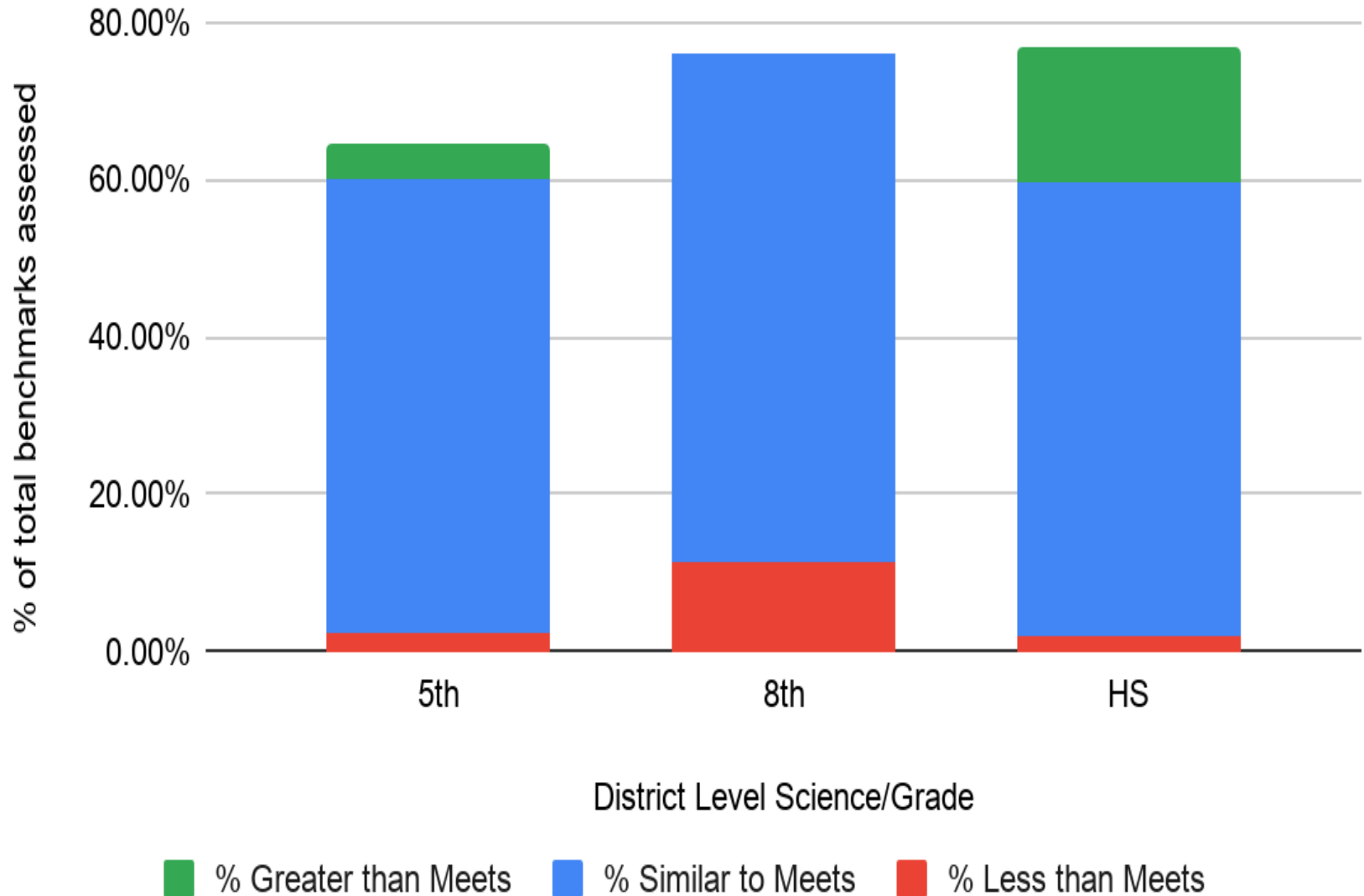
## District Math Benchmark Performance by Grade



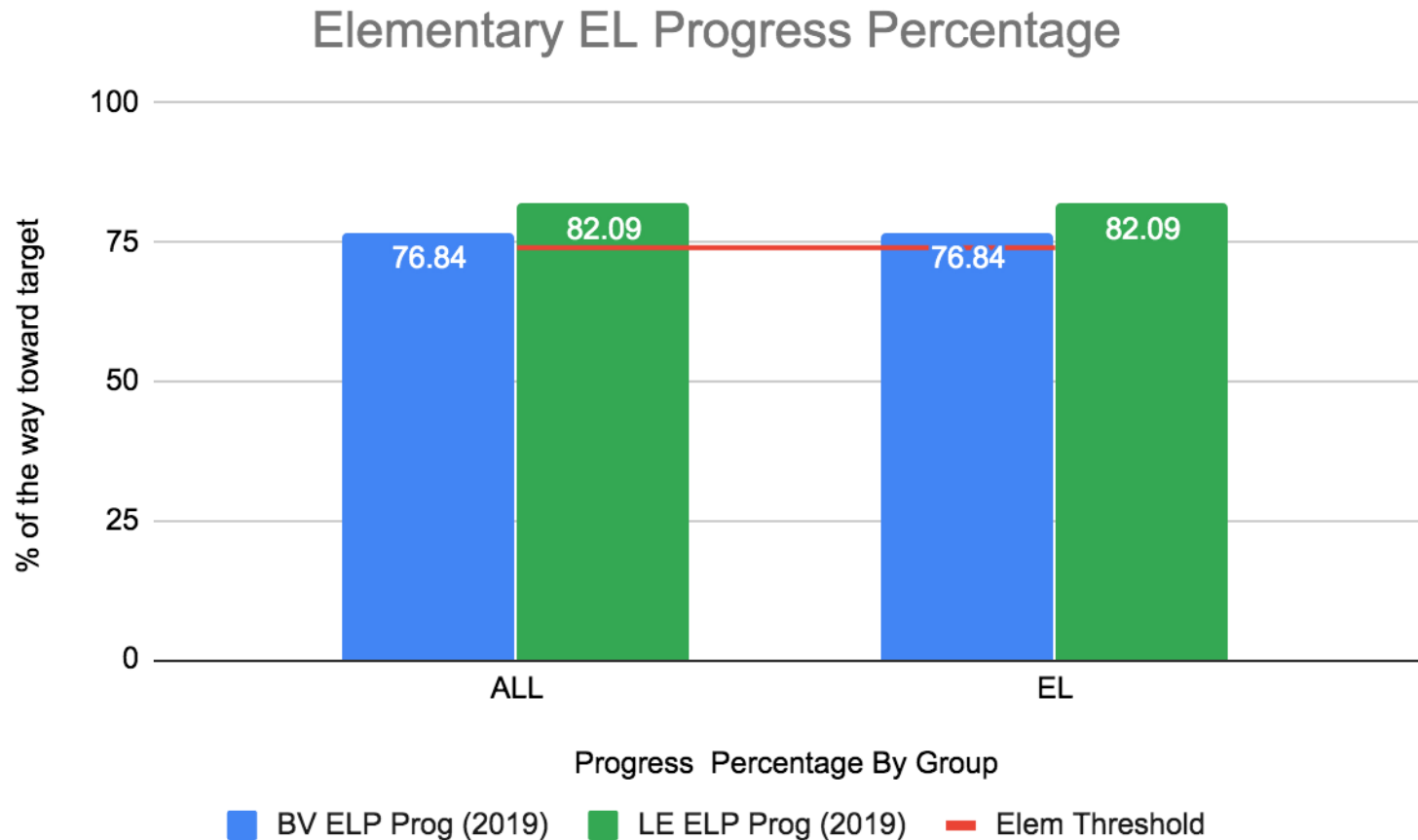
## District Reading Benchmark Performance by Grade



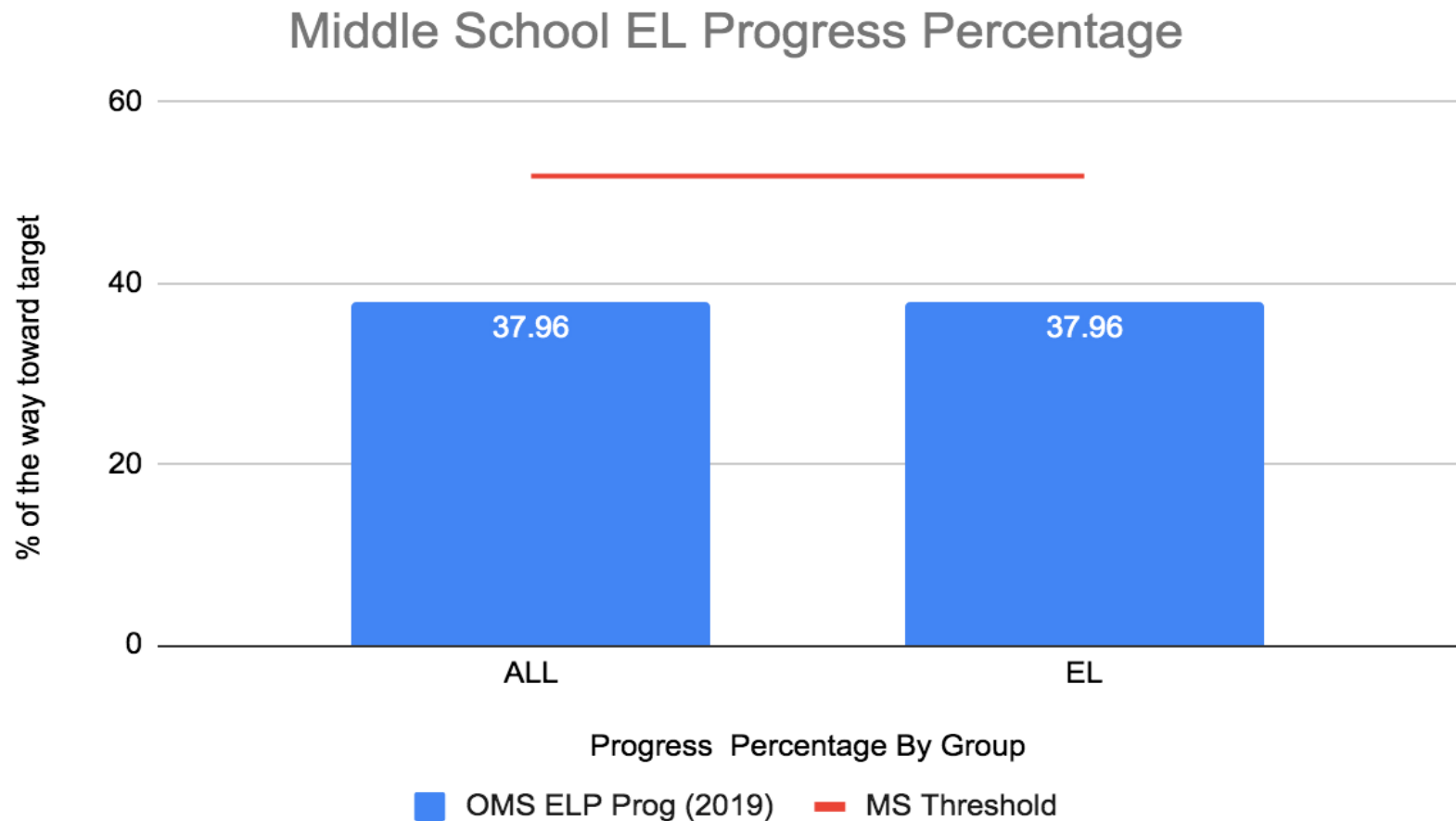
# District Science Benchmark Performance by Grade



# English Language Proficiency Progress

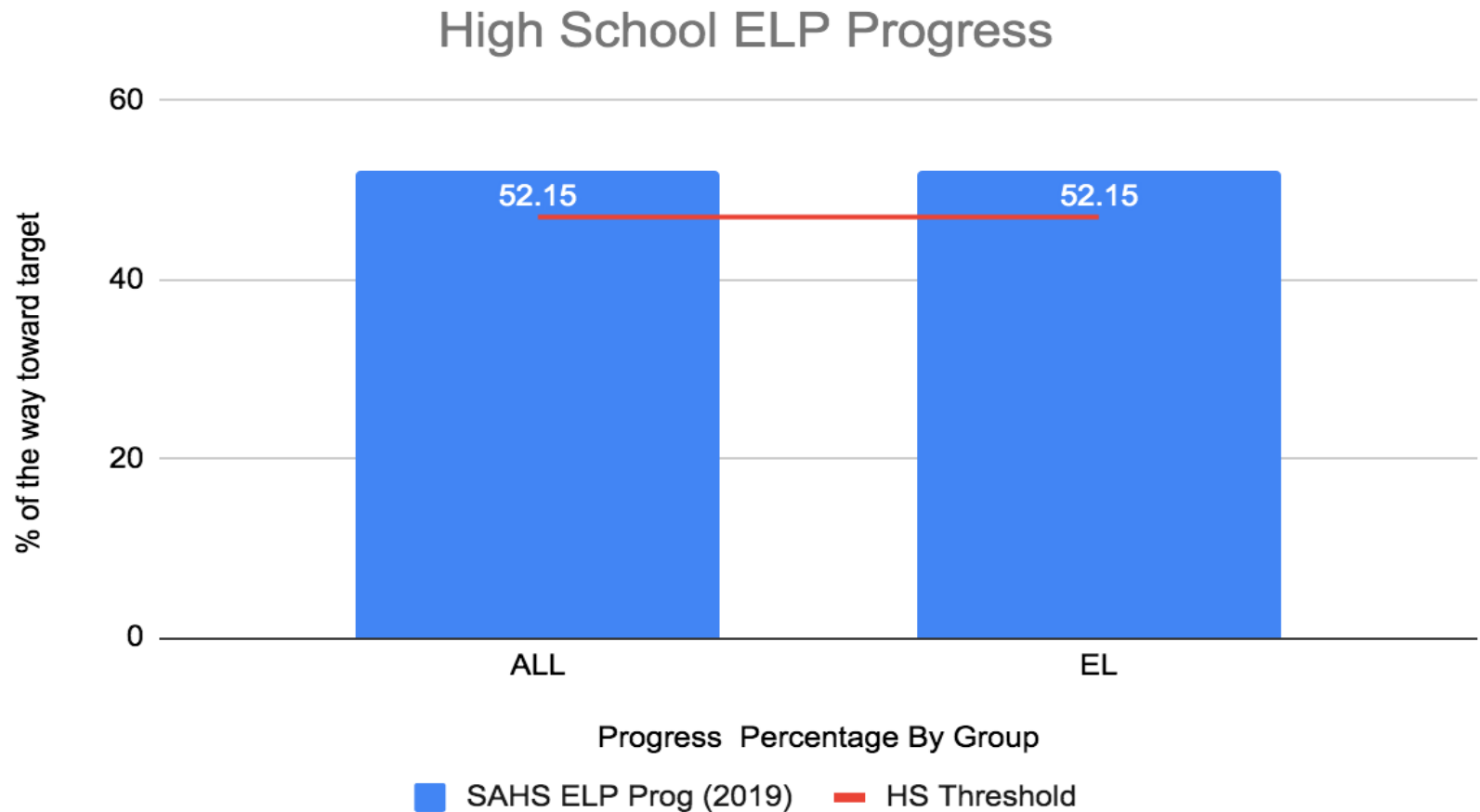


# English Language Proficiency Progress

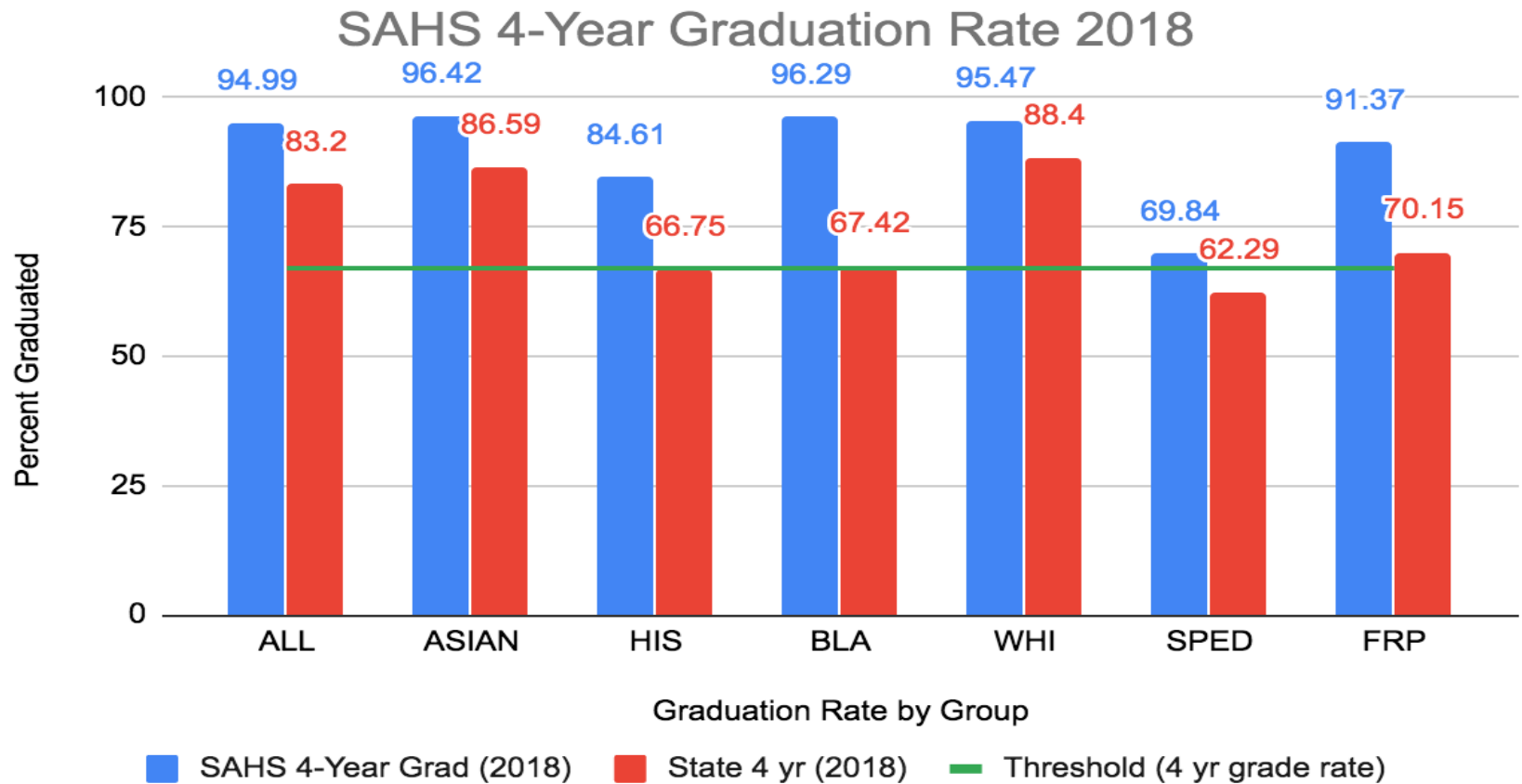




# English Language Proficiency Progress

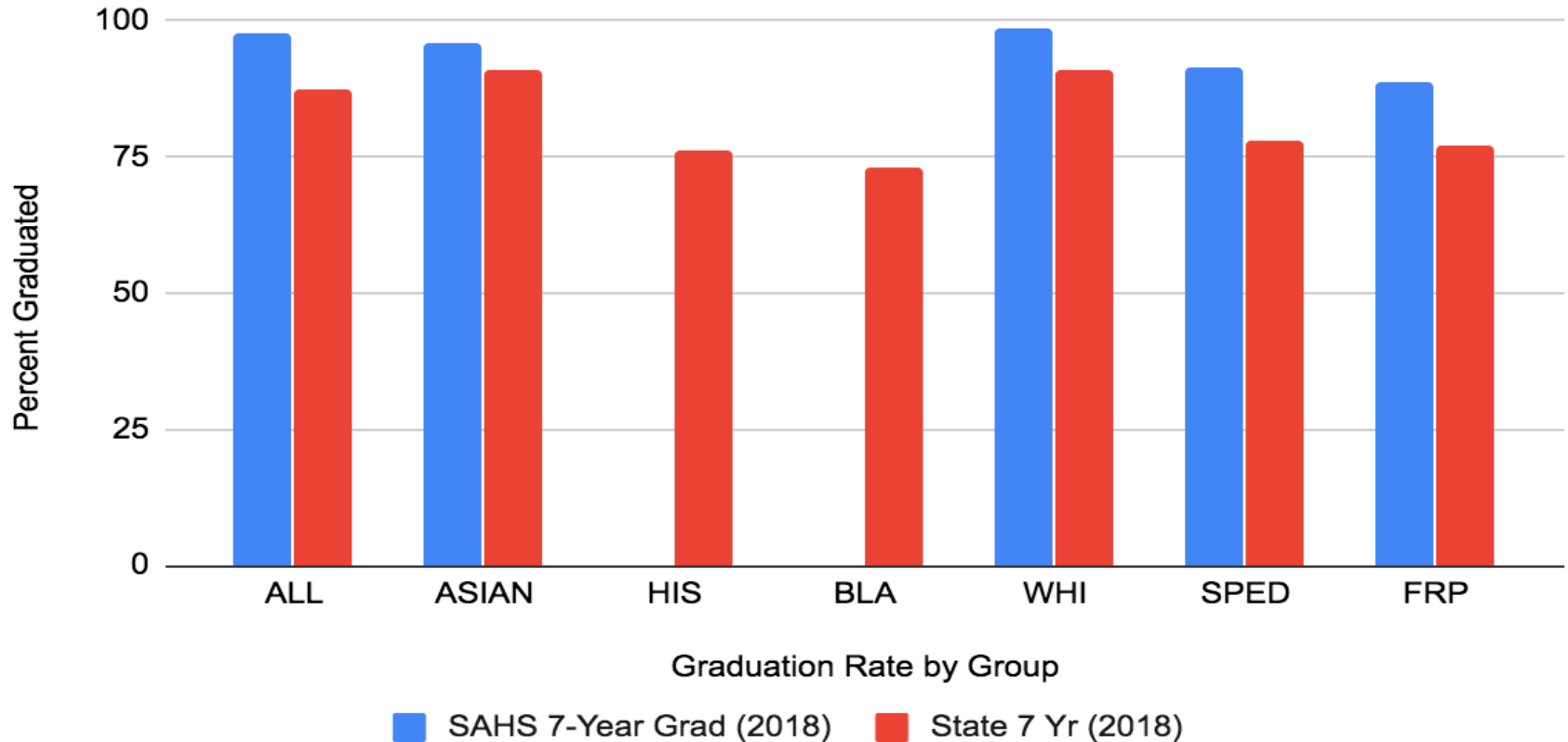


# 4 Year Graduation Rate Indicator



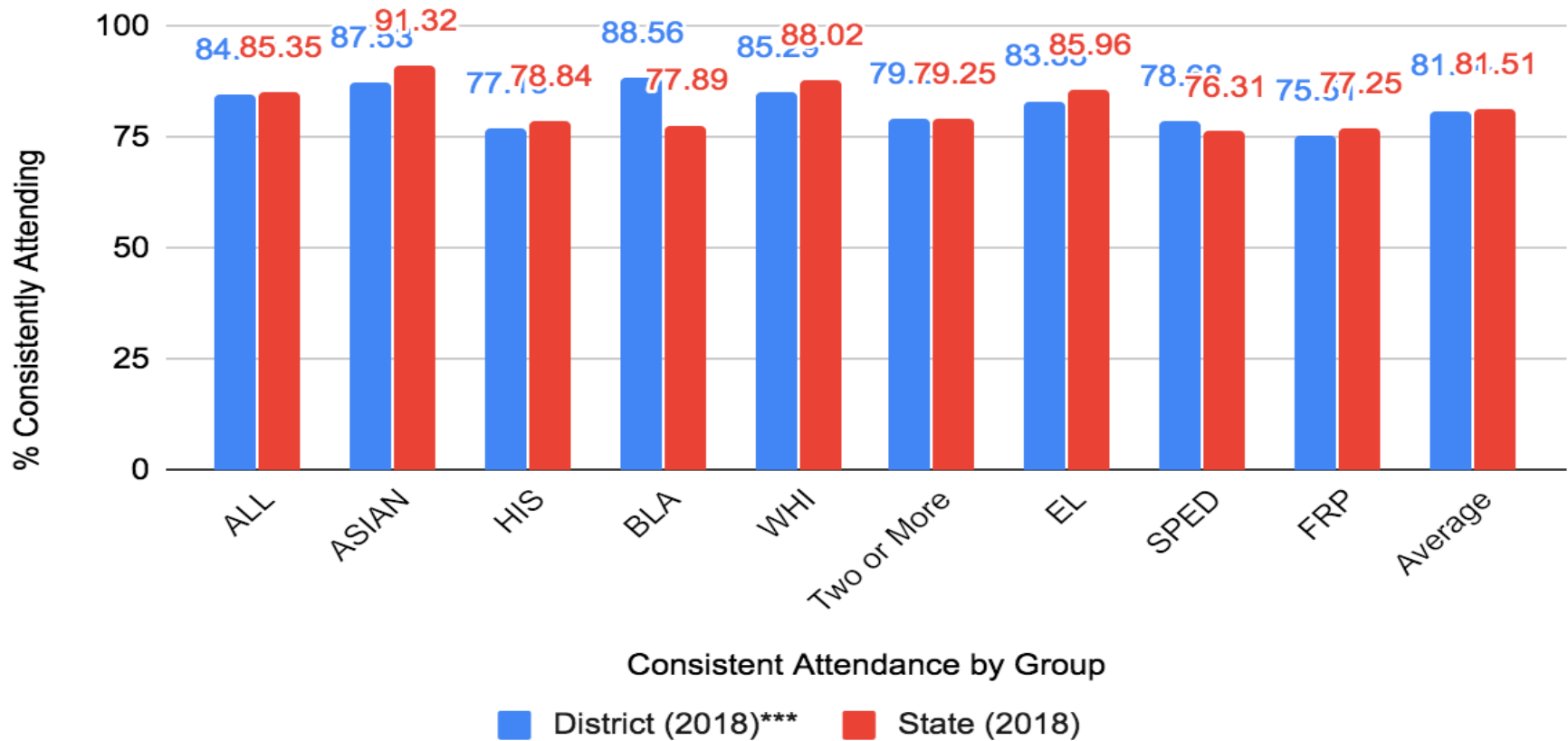
# 7 Year Graduation Rate Indicator

SAHS 7-Year Graduation Rate 2018

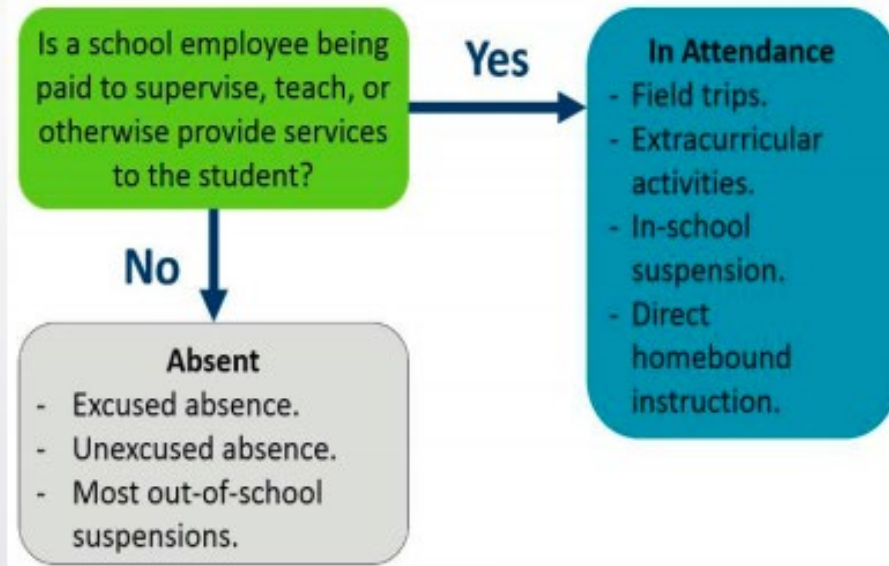


# Consistent Attendance Indicator

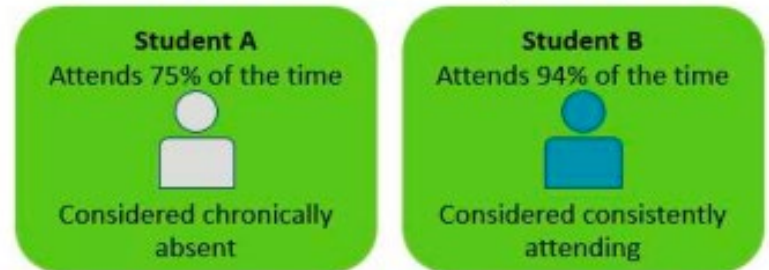
## District Level Consistent Attendance 2018



# Consistent Attendance



Chronic Absenteeism = Not Attending 10% or More  
Consistent Attendance = Attending More Than 90%



- All absences, whether excused or unexcused, count as not attending.
- School-related activities such as field trips and extracurricular competitions count as attending.

# Opportunities for Growth

- Continue to build capacity of staff to utilize accountability data.
- Review instructional pacing guides with teachers to check curriculum, assessment, and standards alignment.
- Review test specs and expectations for MCA assessments.
- Dig deeper into student group performance related to the achievement gap.
- Increase capacity of utilizing the data pieces given to us by the state.
- Look at multiple data points to make instructional decisions aimed at increased student mastery of standards.

# Good News!

- Our students continue to outperform students across the state.
- Our students are growing academically and making strong gains in Reading, Math and English Language (EL) Proficiency progress.
- SAHS 4-yr graduation rate reached 95%.
- SAHS 4-yr graduation rate for Special Education was above 67% for the second year in a row.
- Both Brookview and Lake Elmo had significant gains in their ELP Progress percentages
- Implementation of new Literacy Curriculum aligns preK through grade 5 and allows us to track learning in a cohesive way.



**Agenda Item X. C.**  
**Dated Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Report for Action: Secondary ELA Curriculum Purchase

Meeting Date: October 10, 2019

Contact Person: Ms. Rachel Larson, Director of Learning & Student Engagement, Ms. Melinda Fierro, Coordinator of Assessments

Action Timeline: October 24, 2019

---

*Report Purpose:*

The purpose of this report is to keep you informed per Policy R 1.2 on the Secondary English Language Arts review and curriculum adoption process and to ask for approval to purchase curricular materials.

---

*Summary:*

We are in Year 2 of the secondary English Language Arts review and curriculum adoption process. Per administrative process and procedures, we will provide you with information on our study, evaluation, and recommendation for curriculum adoption.

Policy Title: Curriculum

Policy Level: R 1.2

Date Approved: 12-13-01

Revised and Approved 05-22-08

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.

## STILLWATER AREA PUBLIC SCHOOLS CURRICULUM FRAMEWORK

### Administrative Process and Procedures

Year 1	Study & Evaluate
Year 2	Evaluate & Recommendation
Year 3	Implementation
Years 4 & 5	Monitor & Evaluate

---

*Recommendation:*

This is a report for action. Action and approval will be requested at the October 24, 2019 School Board Business Meeting.





# Secondary District English Language Arts Committee Proposal

Presented to the School Board October 10, 2019

*Curiosity Thrives Here*

# Policy # R 1.2: Curriculum

*It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.*



## CURRICULUM FRAMEWORK

### *Administrative Process and Procedures*

- Year 1: Study & Evaluate
- Year 2: Evaluate & Recommendation
- Year 3: Implementation
- Years 4 & 5: Monitor & Evaluate

# *Stillwater Area Public Schools*

## **Philosophy of Literacy Instruction**



Literacy development is a critical component of instruction in Stillwater Area Public Schools. Every staff member is committed to building and sustaining a **district-wide culture** in which **high-quality, research-based reading instruction** for each student is our most important priority. The instruction is delivered in a **balanced literacy framework**, and embeds the 21st Century skills of **collaboration, communication, critical thinking, and creativity**, all with the goal of developing independent and lifelong literacy learners.

(From the Read Well by Third Grade Plan)

\*Updated 2017

# Secondary District ELA Committee

OMS	SMS	SAHS/ALC	District
Amy Cook Jackie Collins Jessie Fredrickson Meagan Sinks Rachel Hovland	Andrea Vizenor Jennifer Walls Liz Tomten Traci Cox Rachel Fugate	Andrea Schueler Corey Quick Dennis Ryan Jessica Booker Katie Barre Laura Hammond Laux Paul Wieland Rachel Steil Rob Bach Mary Leadem Ticiu	Rachel Larson Karen Latterell Caitlyn Willis

# Curriculum Review Process

Our "WHY"

- Overview of SAPS Curriculum Review Process & Steps
- Overview of Elementary Literacy Framework
- Current Reality & Data Analysis
- Desired Results & Anchored Research
- Portrait of a Graduate
- ELA Reading Standards articulation
- Understanding by Design (R) Framework for curriculum unit design  
(programmatic understandings, priority standards, course understandings,  
Essential Learning Outcomes ELOs, Learning Targets/Teaching Points,  
differentiation strategies, assessments)



# Current Reality & Desired Results

- more engaged, empowered learners across all learning/student levels
- meaningful assessments to meet needs
- leveled resources with skill focus
- skill & strategy focused curriculum, less on content
- comprehensive delivery of appropriate levels of rigor for each student
- consistency with grading, assessment
- flexible, meaningful course selection, choice-based electives
- matching text levels to reader levels
- high-interest texts/books/materials
- purpose of homework, frequency
- students first!
- harness expertise amongst colleagues
- manageable system (time) for providing feedback
- transition from elementary to middle school to high school



# Middle School Recommendation

## Units of Study for Teaching Reading and Writing

<b>6</b>	Maintaining a Reading Life	Personal Narrative	A Deep Study of Character	Literary Essay	Tapping the Power of Nonfiction	Research-Based Informative Writing	TBD
<b>7</b>	Maintaining a Reading Life	Investigating Characterization Through Author Study	Reading Argument	Art of Argumentation Writing	Poetry	Historical Fiction Book Clubs	Historical Fiction Writing
<b>8</b>	Maintaining a Reading Life	Literary Nonfiction	Investigative Journalism	Dystopian Book Clubs	Literary Essay: Craft and Theme	Essential Research Skills	Position Paper

### Reading and Writing Workshop

- Students read and write daily.
- Students learn in a skill-focused, mentorship model.
- Allows students to transfer learning to many texts.
- Materials and instruction are easily personalized and differentiated.

### Word Study (TBD)

Curriculum should . . .

- Build on elementary program
- Teach strategies and word relationships.
- Help students understand how language works.

# High School Recommendation

## *Uses Workshop Instructional Model*

- Allows students to transition gently from middle school experience into a modified workshop model.
- Gradual release of responsibility woven throughout lessons and units.
- Blends direct instruction with autonomy and choice.

## *Fosters Engaged Readers and Critical Thinkers*

- Student choice library supports transfer
- Embedded close reading strategies lead to deeper analysis of texts.
- Interactive texts develop annotation skills.

## *Develops Writing & Speaking Techniques*

- Mentor texts model what effective writing looks like.
- Lessons incorporate producing and publishing with technology
- Explicit speaking and listening tasks support student growth for success in post-secondary options.





# E-12 Literacy Framework

PreK

K-1

2-5

Middle School

High School

Letterland

F&P Shared  
Reading

Letterland

UoS Reading  
Workshop\*

UoS Writing  
Workshop

Words Their  
Way

UoS Reading  
Workshop

UoS Writing  
Workshop

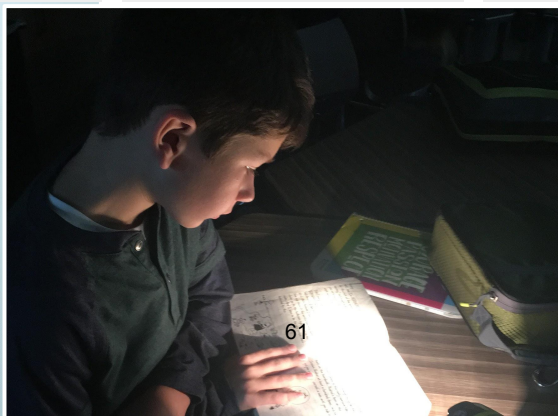
TBD

UoS Reading  
Workshop

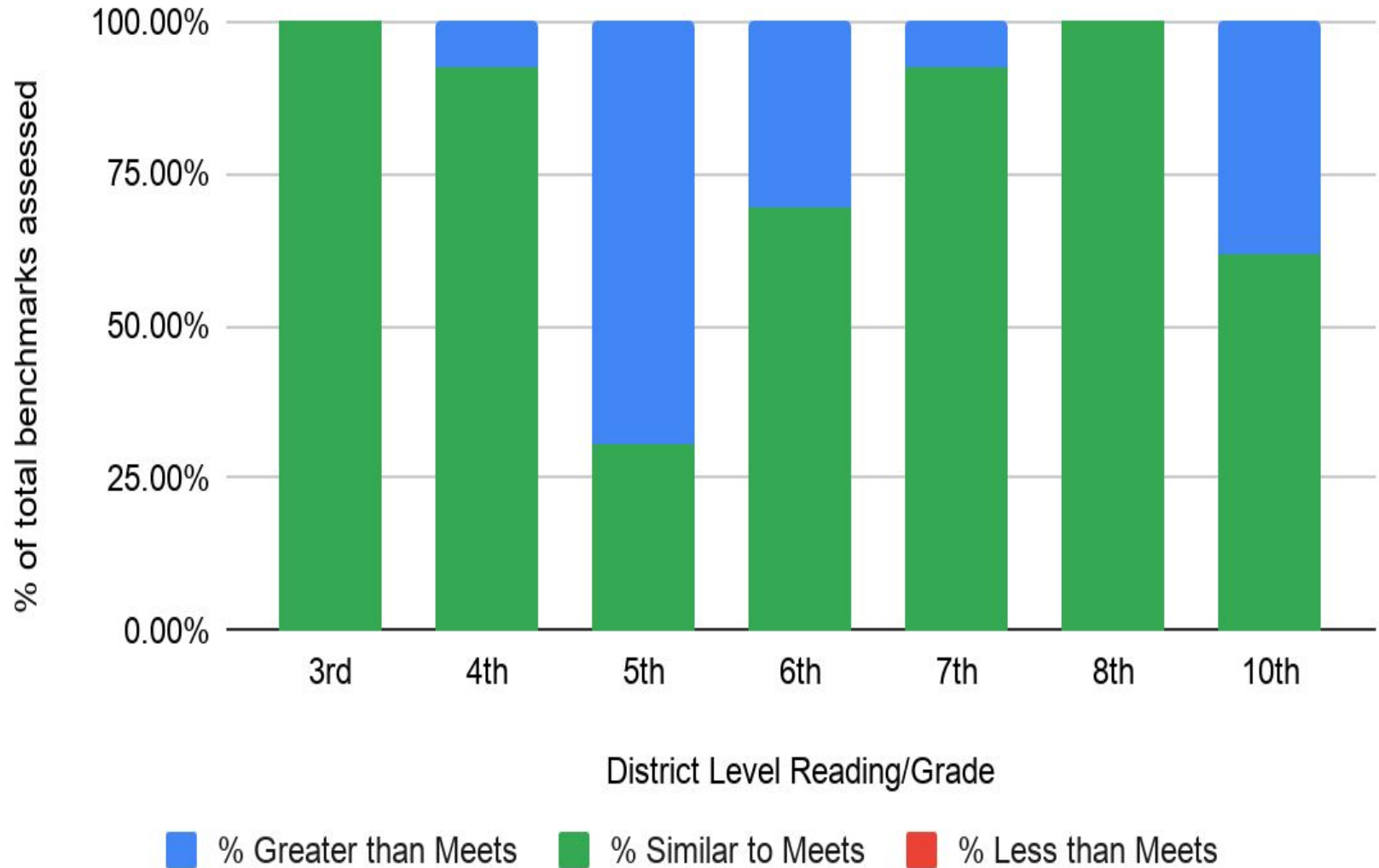
UoS Writing  
Workshop

Houghton  
Mifflin  
Harcourt

Into Literature



# District Reading Benchmark Performance by Grade



# Recommendation & Proposal

TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
Curriculum	Budget	Professional Development	Budget
Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
<b>Total</b>	<b>\$407,000</b>	<b>Total</b>	<b>\$95,000</b>
2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
Curriculum	Budget	Professional Development	Budget
Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
<b>Total</b>	<b>\$135,000</b>	<b>Total</b>	<b>\$25,820</b>
<i>Difference from Total Package</i>	<i>\$272,000</i>	<i>Difference from Total Package</i>	<i>\$69,180</i>
<i>*Writing has been postponed</i>			

# Thank you!





**Agenda Item X. D.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Report for Information: Community Design Team  
Meeting Date: October 10, 2019  
Contact Person: Director Mark Burns

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*Summary:*

Director Burns will report updates from the Community Design Team.

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*Recommendation:*

This is a report for information. Action will not be requested.



**Agenda Item X. E.F.G.**  
**Date Prepared: October 3, 2019**  
**ISD 834 Board Meeting**

Meeting Date: October 10, 2019  
Contact Person(s): Policy Working Group  
Action Item: Policies for First Reading

---

*Summary:*

The 2019 Policy Working Group will be presenting these policies for their first reading.

- E. Policy 410-Family and Medical Leave
- F. Policy 534-Unpaid Meal Charges
- G. Policy 620-Credit for Learning

The policies are included for your review.

---

*Recommendation:*

This is a report for future action. Action will be requested at the November 14, 2019 business meeting.



## SCHOOL DISTRICT ADMINISTRATION

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Family and Medical Leave	410	Adopted:	Annually

*~~[Note: School districts are required by statute to have a policy addressing these issues.]~~*

### I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered service member” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period

of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military caregiver leave” means leave taken to care for a covered service\_member with a serious injury or illness.
- E. “Next of kin of a covered service\_member” means the nearest blood relative other than the covered service\_member’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered service\_member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered service\_member, all such family members shall be considered the covered service\_member’s next of kin, and the employee may take FMLA leave to provide care to the covered service\_member, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered service\_member’s only next of kin.
- F. “Outpatient status” means, with respect to a covered service\_member who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
  2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:



1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  2. to attend military events and related activities of a covered military member;
  3. to address issues related to childcare and school activities of a covered military member's child;
  4. to address financial and legal arrangements for a covered military member;
  5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  7. to attend post-deployment activities related to a covered military member;
  8. to address parental care needs; and
  9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
  2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 U.S.C. § 101.

#### **IV. LEAVE ENTITLEMENT**

##### **A. Twelve-week Leave under Federal Law**

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any

additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

- a. birth of the employee's child and to care for such child;
  - b. placement of an adopted or foster child with the employee;
  - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
  - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
  - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
  3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
  4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
  5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
    - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
    - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

- (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
  - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
  - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
  - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school

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

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

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

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits

and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

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

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

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service\_member shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the service\_member. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a service\_member includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered service\_member and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered service\_member with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered service member and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  1. take leave for the entire period or periods of the planned medical treatment; or
  2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

## VI. OTHER

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

## VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

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

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<u><b>Delinquent Meal Accounts</b></u> <u><b>Unpaid Meal Charges</b></u>	<b>S.R. 1.27 <u>534</u></b>	<b>Adopted: 06-8-17</b> <b>Revised:</b>	<b>3 year</b>

~~[Note: United States Department of Agriculture (USDA) Policy Memorandum SP 46-2016 requires all School Food Authorities (i.e., school districts) operating federal school meal programs to have a written and clearly communicated system to address unpaid meal charges by July 1, 2017. USDA Policy Memorandum SP 23-2017 clarified that school districts could adopt a “policy” or “standard practice.” Although this document is styled as a “policy,” school districts may establish and implement a set of written procedures instead of a policy, provided that the written document explains how the school district will handle situations where students eligible to receive reduced-price or paid meals do not have money in their account or in hand to cover the cost of their meals at the time of service. The policy or standard practice must be implemented throughout the school district.]~~

~~[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]~~

~~[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid meal charges.]~~

## **I. PURPOSE**

The purpose of this policy is to ensure that students have access to 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 school meals, as well as to maintain the financial integrity of the school nutrition program.

## **II. PAYMENT OF MEALS**

~~[Note: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]~~

A. Funds may be deposited into student lunch account(s) via Fee Pay, cash, or check.

B. Households may apply for free or reduced price meals anytime during the school year.

[OPTION 1: All meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students’ accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge meals or a la carte items until additional money is deposited in the student’s account.]



~~[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$[insert amount] or [insert number of meals] to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]]~~

~~————[OPTION 3: Insert a school district specific process for payment of meals.]~~

~~CB. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.~~

~~DC. Students will be allowed to participate in the school lunch program regardless of meal account balance, however, parents will continue to be responsible to pay for all meal charges, including negative balances. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~

~~D. —The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal (\$[insert amount/]) will be charged to the student's account or otherwise charged to the student.~~

~~E. —When a student has a negative account balance, the student will not be allowed to charge a snack item.~~

~~D.F. 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 written 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 of a low account balance when the account is at or below \$5.00, by one or more of the following methods:-~~

~~————Families will be notified of a low account balance when the account is at or below \$10.00, by one or more of the following methods:~~

~~1. School Messenger~~

~~Account balance letter(s)~~

~~2. Personal or automated phone call~~

~~3. Email~~

#### 4. Text Message

B. Families will be notified of an outstanding negative balance ~~once the negative balance reaches \$[insert amount] or [insert number of meals]~~ via automated phone call and email sent to the household. Families will be notified by [insert the method used to notify families (e.g., automated calling system, email, letters sent home)].

~~When the account balance exceeds negative \$10, the school nutrition services manager will contact the family via telephone.~~

C. When the account balance reaches negative \$25, the Nutrition Services sSupervisor and/or the bBuilding Pprincipal or designee will contact the parent/guardian via telephone.

D. When an account balance reaches negative \$50, the account shall be considered a delinquent debt and the District shall notify the family via letter. Such letter shall notify the family of the expectation that the account be brought to a positive balance within ten days, and will include an application for free ~~or~~ reduced price lunch (if one is not already on file).

E. When an account balance reaches negative \$50, the District may prohibit participation by the student (and siblings) in any future fee based programs such as, but not limited to, field trips, sports, and senior activities, until such time as the balance is paid in full.

F. 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 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 \$[insert amount], not paid prior to [enter time period (e.g., end of the month, end of the semester, 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. ~~Other than Collection Agencies,~~ The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

#### **V. COMMUNICATION OF POLICY**

A. This policy and any pertinent supporting information shall be provided in writing (~~i.e., mail, email, back-to-school packet, student handbook, etc.~~) 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 written notification described above.

**Legal References:** Minn. Stat. § 124D.111, Subd. 4 Lunch Aid; Food Service Accounting; No fees  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (National School Lunch Program Regulations)  
7 C.F.R. § 220.8 (~~School Breakfast Program~~ Meal Requirements for Breakfast  
Regulations)  
Minn. Op. Atty. Gen. 169j (May 14, 2019) (Letter to Ricker)  
  
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

**EDUCATION PROGRAMS**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Credit for Learning	<u>620</u>	Adopted:	<u>3-year</u>

~~*[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*~~

**I. PURPOSE**

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address 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 policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

**III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “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.

- C. “Commissioner” means the Commissioner of MDE.
- D. “Concurrent Enrollment” means college courses offered at the high school, usually taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution
- E. “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.
- EF. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools 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.
- GF. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- HG. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- IH. “Online learning provider” is 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 provides online learning to students and is approved by MDE to provide online learning courses.
- I. J. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

~~J. “Concurrent Enrollment” means college courses offered at the high school, usually taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution.~~

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon

presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

- ~~2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *insert number* credits from the school district.~~

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - ~~b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *insert number* credits from the school district.~~
  - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements ~~but is comparable to elective credits offered by the school district for graduation~~, the student may be provided elective credit applied toward graduation requirements. ~~Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.~~
  - ~~d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.~~
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be “P” (pass).
- c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district’s high school graduation requirements, ~~it may be but is comparable to elective credits offered by the school district for graduation,~~ the student may be provided elective credit applied toward graduation requirements.
- d. ~~If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.~~
- e. ~~Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.~~

## V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options 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.
  - 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 post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  - 3. When a determination is made that the content of the post-secondary 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 post-secondary 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 ~~may~~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 post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. 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.
- D. 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.
- E. 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 may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

## **VII. 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. In the event the content of the 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.

DE. 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.

ED. 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 may will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

FE. 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.

#### VIII. Concurrent Enrollment

A. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution.

B. Students must follow registration procedures established through the higher educational institution to receive credit.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

#### IX.VIII. Weighted Grades

*~~[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]~~*

A. ~~The school district does not offer weighted grades.~~

*~~for]~~*

A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

*~~[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]~~*

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.2 ~~(i.e., 1.07)~~.

2. ~~A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_\_.~~

- ~~23.~~ A grade awarded in a College In the Schools course will be multiplied by a factor of 1.2.
- ~~4.~~ ~~A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of \_\_\_\_\_.~~
- ~~35.~~ A grade awarded in a course in a concurrent~~duel~~ enrollment course will be multiplied by a factor of 1.2.
- B. Honors courses and PSEO courses are not awarded weighted grades, and do not use a multiplier.
- C. 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.

## **IX. PROCESS FOR AWARDING CREDIT**

- A. The student's counselor~~The building principal~~ will be responsible for carrying out the process to award credits and grades pursuant to this policy. In the event of disputes, ~~the~~The building principal will decide~~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)  
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, [Credits toward graduation](#))  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

***Cross References:*** ~~MSBA/MASA Model Policy 104 (School District Mission Statement)~~  
~~MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)~~  
~~MSBA/MASA Model Policy 613 (Graduation Requirements)~~  
~~MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)~~  
~~MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)~~  
~~MSBA/MASA Model Policy 616 (School District System Accountability)~~  
~~MSBA/MASA Model Policy 618 (Assessment of Student Achievement)~~  
~~MSBA/MASA Model Policy 624 (Online Learning Options)~~



**Agenda Item: XI. A.**  
**Date Prepared: September 26, 2019**  
**ISD 834 Board Meeting**

Report for Action: Flex/eLearning Days  
Contact Person: Dr. McDowell, Assistant Superintendent  
Action Timeline: October 2019

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*Summary:*

At the August 22, 2019 School Board meeting eLearning Days was presented. The 2017 Legislature amended the Length of School Year; Hours of Instruction (Minn. Stat. § 120A.41) to include the option of a school district utilizing up to five e-Learning days, due to inclement weather. These days are counted as instructional days and included as hours of instruction. A school district, through consultation with teacher representation, may develop a plan for these days.

Stillwater Area Public Schools district administration and teacher representatives have developed a draft plan for such days. SAPS will call these days Flex Days. Flex/e-learning Days will provide for an uninterrupted alternate learning experience, avoid mid-year calendar reconfigurations, provide meaningful learning for all students on inclement weather days, and provide flexibility and continuity in students' learning.

Flex/eLearning Days will be activated after the second inclement weather day. Learning experiences will be provided in either online or offline formats. Attendance will be taken via Schoology and/or assignment completion. The district will notify parents of Flex/e-learning plan by October of each school year, and will be announced by 5:30 a.m. on the day in question.

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*Recommendation:*

A motion and a second that the school board approve the use of eLearning Days beginning the 2019-2020 school year.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



**Agenda Item XI. B.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Action Item: World's Best Work Force  
Meeting Date: October 10, 2019  
Contact Person: Community Engagement Work Group

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*Summary:*

The Community Engagement Working Group will lead a discussion to consider community strategies for the 2019-2020 WBWF plan.

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*Recommendation:*

A motion and a second to approve the World's Best Work Force strategies.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



**Agenda Item XI. C.D.E.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Action Item: Policies for Final Reading  
Meeting Date: October 10, 2019  
Contact Person(s): Policy Working Group

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*Summary:*

The 2019 Policy Working Group will be presenting these policies for final reading.

- C. Policy 412 – Expense Reimbursement
- D. Policy 427 – Workload Limits for Special Education Teachers
- E. Policy 502 – Search of Student Lockers, Desks, Personal Possessions, and Students Person

The policies are included for your review.

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*Recommendation:*

A motion and a second to approve each policy will be requested.

Policy 412 – Expense Reimbursement

**Motion by:** \_\_\_\_\_ **Second by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

Policy 427 – Workload Limits for Special Education Teachers

**Motion by:** \_\_\_\_\_ **Second by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

Policy 502 – Search of Student Lockers, Desks, Personal Possessions, and Students Person

**Motion by:** \_\_\_\_\_ **Second by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

## PERSONNEL

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Expense Reimbursement	412	Adopted: 09-26-19	3-years

### I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

### II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved prior to purchase by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

### III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the IRS mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

### IV. AIRLINE TRAVEL CREDIT

- A. Airline tickets must be booked through a travel agent or through another method, whichever costs the least. The district provides payment for travel on coach class or tourist class only.
- B. The District's P-Card should be used to make travel (airline/hotel reservations) and conference registrations; personal credit cards must not be used to purchase airline tickets

### V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific

rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

***Legal References:*** Minn. Stat. § 15.435 (Airline Travel Credit)  
Minn. Stat. § 471.665 (Mileage Allowances)



POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Workload Limits for Certain Special Education Teachers</b>	<b>427</b>	<b>Adopted: 07-27-2017 Reviewed: 09-26-2019</b>	<b>Annually</b>

## **I. PURPOSE**

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

## **II. DEFINITIONS**

### **A. Special Education Staff; Special Education Teacher**

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

### **B. Direct Services**

“Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

### **C. Indirect Services**

“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

### **D. Workload**

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

## **III. GENERAL STATEMENT OF POLICY**

### **A. Workload limits for special education teachers shall be determined by the appropriate**

special education administrator, in consultation with the building principal and the superintendent.

- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

#### **IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED**

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

***Legal References:*** Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)  
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")  
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

**STUDENTS**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Search of Student Lockers, Desks, Personal Possessions, and Student's Person</b>	<b>502</b>	<b>Adopted: 09.26.19</b>	<b>Annually</b>

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**
**A. Lockers and Personal Possessions within a Locker**

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

**B. Desks**

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

**C. Personal Possessions and Student's Person**

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

**D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.**

### **III. CANINE DETECTION**

In order to maintain a safe and healthy educational environment, planned and generalized schoolwide canine detection procedure (commonly referred to as canine sniff) of student lockers, desks, vehicles when parked on school property, and school facilities and grounds may be conducted periodically in District 834. In addition, canine detection may also be utilized when an administrator has a specific suspicion that contraband is present on school property. The contraband the canine may detect includes drugs, bomb devices and firearms. Notification of canine detection will be provided annually prior to the start of the school year

### **IV. DEFINITIONS**

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

### **V. PROCEDURES**

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student’s person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student’s person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. This policy will be included in the student handbook and disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

## **VI. DIRECTIVES AND GUIDELINES**

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

## **VII. SEIZURE OF CONTRABAND**

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

## **VIII. VIOLATIONS**

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

***Legal References:*** U. S. Const., amend. IV  
Minn. Const., art. I, § 10  
Minn. Stat. § 121A.72 (Locker Searches)



**Agenda Item: XI. F.**  
**Date Prepared: October 3, 2019**  
**ISD 834 Board Meeting**

Report for Action: Spanish Immersion Expansion Proposal  
Meeting Date: October 10, 2019  
Contact Person: Director Sarah Stivland

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*Summary:*

A request for Administration to prepare a possible actionable plan for board consideration. This would include some variables or options and associated costs for expanding the Spanish Immersion Program for fall 2020. An option to move the program to Oak Park Elementary as a choice school with transportation available from every elementary school. This would alleviate some crowding and allow for more students to participate, who cannot right now because of a lack of transportation or because the program is full.

The proposal is being requested to be presented to the board at a future meeting for consideration and action.

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*Recommendation:*

A motion and a second for Administration to provide a proposal to explore options for the expansion of the Spanish Immersion Program that would include as part of that option a move to Oak Park Elementary and transportation from elementary schools.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



**Agenda Item XII. A.B.C.  
Date Prepared: October 1, 2019  
ISD 834 Board Meeting**

Agenda Item: School Board Reports  
Meeting Date: October 10, 2019

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*Background:*

- A. Chairperson Report
- B. Working Group Reports
  - 1. Community Engagement
  - 2. Finance and Operations
  - 3. Legislative
  - 4. Personnel
  - 5. Policy
- C. Board Member Reports

Each meeting the Board Chair and the members of the school board will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, working group updates, communications items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

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*Recommendation:*

Board action is not required.



**Agenda Item XIII.**  
**Date Prepared: October 1, 2019**  
**ISD 834 Board Meeting**

Agenda Item: Adjournment  
Meeting Date: October 10, 2019  
Contact Person: School Board Chair

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*Background:*  
The meeting must be adjourned formally.

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