

1. Regular meeting called to order by Chair. Pledge of Allegiance.
Roll call.
2. Adopt Agenda.
3. Consent Agenda:
 - a. Approve the minutes of the May 18th Regular and the May 27th Special School Board meetings.
 - b. Approve the June bills.
 - c. Review and accept the June Treasurer's report.
 - d. Enrollment Analysis.
4. Acknowledgement of Donations or Contributions
5. Open Forum
6. Review Student Council Representative's report. - No report this month.
7. Review Elementary Principal's report.
8. Consider changes for 2015-2016 Elementary Student Handbook
9. Consider changes for 2015-2016 Elementary Student Handbook
10. Review Assistant Principal/Activities Director report.
11. Consider changes for 2015-2016 Fine Arts Handbook
12. Review High School Principal's report.
13. Consider changes for 2015-2016 High School Student Handbook
14. Consider changes for 2015-2016 High School Faculty Handbook
15. Review District Assessment Coordinator's report. - No report this month.
16. Review Community Education Director's report. - No report this month.
17. Superintendent's Report
18. School Board members' reports/updates.
19. Consider Resolutions Reducing Educational Positions.
20. Consider Resolution Discontinuing and Reducing Educational Programs and Positions.
21. Consider Personnel items.
22. Consider approval of the employment of School Board Member.
23. Consider approval of continuing contract for Chemical Health Professional.
24. Consider increase of Pre K-12 Breakfast and Pre K-4 Lunch meal prices.
25. Consider Joint Powers agreement with RRSEC.
26. Consider Resolution Establishing Dates for Filing Affidavits of Candidacy for the School Board Member General Election.

27. Consider Superintendent's semi-annual performance review schedule.
28. Consider Proposed Final FY16 Budget
29. Consider Resolution Relating to the Financing of a Proposed Project.
30. Consider first reading District Policies for update and revision.
31. Set a Special school board meeting.
32. Reminder of the July School Board meeting.
33. Adjourn.

ADDENDUM

Regular School Board Meeting
 Monday, June 15, 2015
 7 p.m. - BAHS - Community Room

1. Meeting called to order by Chair. Pledge of Allegiance.

Roll Call.

2. Adopt agenda.
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3. Consent Agenda.
 - a. Approve the minutes of the May 18th Regular and the May 27th Special School Board meetings.

Ind. School District No. 314
 Isanti, Pine, Chisago & Kanabec Counties
 Braham, MN 55006

Regular School Board Meeting
 Monday, May 18, 2015
 7:00 pm – BAHS Community Room

The regular school board meeting was called to order by Chair Steve Eklund at 7:00 p.m. The Pledge of Allegiance was given.

Members present: Steve Eklund, Robert Hughes, Tony Cuda, Zane Braund, Angie Flowers, Allison Londgren, Mike Thompson, and Supt. Gregory Winter.
 Members absent: None.

Motion by M. Thompson second by R. Hughes to adopt the agenda with 4 additional items under #14 - personnel. Carried

Motion by A. Londgren, second by T. Cuda to approve the minutes of the April 20th regular school board meeting; approve the May bills, \$172,406.56; accept the May Treasurer's report, and review the current enrollment analysis. Carried.

Under Open Forum - Nothing addressed.

Motion by R. Hughes , second by M. Thompson to acknowledge the May 2015 donations for the purposes requested: for Scoreboard in E gym \$200 from East Central Energy; for SuperMileage \$1,500 for Detroit trip and for SuperMileage \$2,000 in winnings, both from Sports Dimensions, Inc.. Carried

The Student Council written report was reviewed by the board.

Elementary Principal Jeff Eklund reviewed his written report. He thanked the community for their overwhelming support of the bond referendum. He expressed his appreciation to Alli Marcus for scheduling all the MCA testing, Bryan Johnson and Katie Thies for all their work on the band and choir concerts, Angie Londgren for all her work with the Earth Day/Arbor Day activities, Cassie Tomczak and Sue Pearson for setting up all the Track and Field and Fun Day events and the many high school students who help out for those special events.

Act Dir Shawn Kuhnke reviewed his written report, which included updates on Sub-Section and Section dates for all spring sports, Band and Choir Concerts, and Awards night. Administration will be looking at our Awards Night process and trying to streamline it. AD Kuhnke attended the MSHSL spring meeting in Brooklyn Park. Their motto is: "We prepare, plan and play to 'win', But the 'win' is not our PURPOSE, Education is our Purpose." AD Kuhnke attended one day of the SuperMileage event in Brainerd and thanked Board member T. Cuda for attending the SuperMileage Event.

HS Principal Matt Lattimore reviewed his written report. He attended the RRSEC meeting where changes to special ed law were presented and explained. Principal Lattimore attended "Making Meaning of Multiple Measures" put on by MDE where student survey results were gone over. He was pleased to say that the survey shows our "students feel that they are accepted by staff and other students, which translates to higher interest, good attendance, feeling safe and they have a sense of hope after high school." Short of a few issues with technology, testing went well. Mr. Lattimore shared with the board many incentives that were put in place to motivate students to do their best. He thanked the community and businesses for their generous scholarships received by many of our seniors at Awards Night. Students in grades 7 - 12 were honored for academics, arts, and athletics. Mr. Lattimore also attended SuperMileage in Brainerd.

District Assessment Coordinator Alli Marcus' written report was reviewed.

Community Ed Director Cheryl Arnold's written report was reviewed.

Sup't. Winter's report to the board included updates on recent meetings and conferences attended. He attended the first annual Braham Business Expo at the Community Center put on by the Braham Chamber of Commerce. Many businesses asked what they could do for our schools. Sup't Winter is part of the Strategic Planning committee for ECMECC. ECMECC serves 42,000 students in their co-op. ECMECC will not be submitting fourth quarter billing for 2014-15. Sup't Winter thanked the board, staff and community for their overwhelming support of the bond referendum. A Special Board meeting will be scheduled to call for the sale of the bonds and the bonds will be sold about June 24th.

Board members reported on individual meetings and activities attended. Events attended included: The Business Expo, the Vote Yes meeting, Track and Field, the Bond Community meeting held on 4/22, calling on their neighbors about the Bond by phone or in person, SuperMileage, and the Donald Olson Scholarship committee. All board members thanked the staff and community for their support of the Bond Referendum.

Motion by R. Hughes, second by T. Cuda to approve the hiring recommendations of:

Mary Dillner as a high school Special Ed Long Term Substitute Paraprofessional for 5 hours per day. She will be placed on Step 1 of the para scale of the Secretary/Para contract. Her employment will be effective April 23, 2015 through October 16, 2015.

Webster Ford as a high school 1.0 FTE Special Ed Teacher on a Variance for the 2015-16 school year. Mr. Ford will start at Step 1 of the Teacher's Contract. His start date is August 25, 2015.

Brittany Lakeberg as a high school 1.0 FTE Science Teacher on a Variance for the 2015-16 school year. Mrs. Lakeberg will start at BA Step 5 of the Teacher's Contract. Her start date will be August 25, 2015.

Ashley McMurray as a high school day cleaner/sweeper. Ms. McMurray was placed on Step 1 of the cleaner/sweeper portion of the Custodial/Groundskeeper contract. Her start date was May 18, 2015.

Karen Prigge was hired as the 1.0 FTE high school Special Ed teacher starting immediately. Mrs. Prigge will be placed on BA Step 6 of the Teacher's Contract.

Echo Yerke as a 1:1 Special Ed Paraprofessional for 33.75 hours per week student contact days only. Ms. Yerke will be placed on Step 1 of the para portion of the Secretary/Para Contract. Her start date with the district was March 16, 2015. Her start date in this position will be fall 2015.

Discussion followed regarding hiring teachers on a variance. Following the discussion the vote for these employment recommendations was S. Eklund, R. Hughes, T. Cuda, A. Londgren and M. Thompson voting yes. Z. Braund and A. Flowers voting no. Carried.

Motion by M.Thompson, second by R. Hughes to approve the "C" Schedule hiring recommendation of:

Shane Monson, as a JH Girls Softball Coach starting spring 2015. Mr. Monson will be placed on Lane 4, Step 9 as per the "C" Schedule for 2014-15.

Kayla Weiss, as a JH Girls Softball Coach starting spring 2015. Ms. Weiss will be placed on Lane 4, Step 1 as per the "C" Schedule for 2014-2015. Carried.

Motion by M.Thompson, second by T. Cuda to approve the correction in hours for Julie Grell, Early Childhood Special Ed Paraprofessional. Ms. Grell was hired for 18.25 hours per week student contact days only. This is a correction from the April board meeting where it was listed as 33.75 hours per week. Her start date was March 27, 2015. Carried

Motion by R. Hughes, second by T. Cuda to accept the letters of resignations from:

Cheryl Arnold, Community Education Director/Early Childhood Coordinator effective June 5, 2015; and,

Kristina Monson Early Childhood Teacher effective May 29, 2015. Carried

Motion by R. Hughes, second by Z. Braund, to approve the medical leave request submitted by Edie Kaunonen, high school paraprofessional based on the Secretary/Para Contract. The start date of Ms. Kaunonen's leave was May 4 and will go through the end of the 2014-15 school year.

The following professional staff has attained tenure status: Matt Lattimore, High School Principal; JeanAnn Mattson, Elementary Ed teacher; Leah Palmer, High School Special Ed teacher; and Mariah Olson, Special Ed Teacher.

Motion by Z. Braund, second by A. Flowers to authorize Student Assurance Services, Inc., Stillwater, MN to provide district parents an opportunity to purchase insurance coverage for their children for accidents and other purposes for the 2015-2016 school year. Carried.

Motion by T. Cuda, second by R. Hughes to renew ISD #314 membership in the MSHSL in order to be eligible to participate in league-sponsored activities/events. Carried.

Motion by T. Cuda, second by M. Thompson to adopt the Resolution for the Selection of Group Health and Hospitalization Insurance Coverage from Resource Training and Solutions. Carried A copy of said resolution shall be part of the official minutes.

Motion by M. Thompson, second by R. Hughes to adopt the Resolution Canvassing Returns of Votes of School District Special Elections. Carried A copy of said resolution shall be part of the official minutes.

Motion by R. Hughes, second by A. Londgren to set a Special School Board meeting for Wednesday, May 27th at 7 p.m. in B100 for the purpose of Calling for Bonds. Carried.

Chair Eklund reminded all present that the Regular June school board meeting is set for Monday, June 15th at 7:00 pm, BAHS Community Room.

Chair Eklund adjourned the meeting at 7:45 p.m.

Zane Braund, Clerk

Attest: _____
Steve Eklund, Chair

Ind. School Dist. No. 314
Isanti, Pine, Chisago &
Kanabec Counties
Braham, MN 55006

Special School Board Meeting
Wednesday, May 27, 2015
7 P.M. - BAHS Community Room

The Special meeting was called to order by Chair Steve Eklund at 7:00 p.m.
The Pledge of Allegiance was given.

Members present: Steven Eklund, Robert Hughes, Tony Cuda, Angie Flowers, Allison Londgren,
Mike Thompson and Sup't. Gregory Winter.

Members absent: Zane Braund

Motion by A. Londgren , second by R. Hughes to adopt the agenda as printed. Carried.

Greg Crowe from Ehlers, Inc., district financial consultants, presented the Pre-Sale Report for the \$4,950,000 General Obligation School Building bonds, Series 2015A Sale. Our Standard and Poor's rating is at A+. Ehlers will receive and evaluate Proposals on June 24, 2015.

Motion by M. Thompson, second by A. Flowers to adopt the Resolution Calling for the Sale of Bonds for the Upcoming Bond Referendum Projects. A roll call vote was taken. The following board members voted in favor of the resolution: T. Cuda, A. Flowers, R. Hughes, S. Eklund, M. Thompson, A. Londgren.

The following board member voted against the resolution: NONE.

Board Member Z. Braund was absent. The Resolution was passed 6 to 0. A copy of said resolution will be part of the official minutes.

Motion by A. Londgren , second by R. Hughes to adjourn the meeting.

Chair Eklund adjourned the special school board meeting at 7:25 p.m.

Zane Braund, Clerk

Attest: _____
Steve Eklund, Chair

- b. Approve the June bills.
- c. Review and accept the June Treasurer's report.
- d. Enrollment Analysis.

Grade	Sept 8	Oct 6	Nov 4	Dec 5	Jan 7	Feb 2	Mar 2	Apr 2	May 4	Last Day
K	58	59	60	61	61	60	61	59	59	59
1	65	61	60	61	62	62	61	62	62	62
2	54	49	51	51	51	53	50	50	52	52
3	66	64	64	63	61	63	63	65	65	65
4	63	62	62	63	64	63	62	64	64	63
5	60	59	60	60	61	62	61	61	60	59
6	75	72	72	73	72	72	72	71	71	71
7	72	71	72	72	73	71	70	70	68	68
8	62	62	64	64	64	65	65	64	63	63
9	63	65	65	63	63	61	60	60	59	60
10	57	56	56	56	56	56	55	54	54	54
11	72	75	75	74	73	70	69	70	71	72
12	50	47	46	48	47	44	44	42	42	42
K - 12 Sub-Tot	817	802	807	809	808	802	793	792	790	790
EC/SE	12	12	16	15	19	21	22	21	26	26
TOTAL K - 12 plus ECSE	829	814	823	824	827	823	815	813	816	816

4. Acknowledgement of donations or contributions.

Minnesota Statute 123B.02 permits school boards to “...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof.”

Therefore, the Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No.314 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors.

Donor	Item and/or Amount	Purpose
Frandsen Bank & Trust	\$160.00	T-Shirts for DAPE students
Isanti-Kanabec Farm Bureau	\$500.00	greenhouse
M5	\$100.00	value of trailer rental for supermileage
Fire Trak	\$300.00	value of truck rental for supermileage
Fire Trak	\$200.00	cash for supermileage
Burt's Auto Body	\$100.00	cash for supermileage
Braham Motors	\$100.00	cash for super mileage

5. Open Forum.

6. Review Student Council Representative's report. - No report this month.

7. Review Elementary Principal's report.

Braham Area Elementary June Board Report

1. End of the year

- The last week of school went extremely well. Students were engaged in classes.
- Credit to the staff for finishing the year they way they started it!!!

2. K-4 Track & Field Day & 5th & 6th Grade Fun Day

- Huge success
- Lots of pictures on the website
- Thanks to Sue Pearson and Cassie Tomczak

4. ESY (Extended School Year)

- For our SpEd students
- Started June 9th.
- Will run through August

5. Bomber Boost

- Starts June 6th
- Approximately 53 students are enrolled
- Classes are Tuesday and Wednesday mornings.
- Math and Reading focus

6. Summer Building Updates

- Waiting on legislature for Early Childhood Funding
 - Possibility of moving computer lab, Title I, Social Worker, ECSE
 - We have become VERY efficient with our space!
 - Alan and Randy are working hard getting rooms ready for Bomber Boost, etc.
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8. Consider changes for 2015-2016 Elementary Student Handbook

(Changes in bold or crossed out)

Bus

If a student plans to ride a different bus to or from school, he/she should have written permission from a parent in advance. Please bring note to the office. **These notes must include the name, address, and bus number for student drop-off. Bus notes will not be accepted after 2:00 p.m.** If you know your child will be having many students riding their bus after school (birthday party), please contact the school. Some buses are unable to accommodate many more "new" riders.

CLASS LISTS

Class lists will be displayed on the website and on the front doors in early August. ~~Lists will also be posted on the front door of the school at 3:00 p.m. on the day the Open House is scheduled.~~

Screenings

1. Hearing and Vision: 1st, 3rd, 5th, 7th, and 10th grade (Fall)
2. ~~Scoliosis: 5th and 7th grade girls, 8th grade boys~~
3. Preschool: Children ages 3 ½ to 5 (Fall and Spring)

*Following are some rules to guide you when your child becomes infected with any one of the following diseases:

Chicken Pox	Exclude from school until pox are healed (about 7 days)
Measles	Exclude from school until 5 days after appearance of rash
German Measles	Exclude from school for 3 days after rash appears
Mumps	Isolate until fever and swelling have disappeared and temperature is normal
Impetigo	Very contagious. Exclude from school until lesions are healed.
Ringworm	Get specific treatment. Exclude from school until lesions are healed.
Scarlet Fever and Scarsdale	Advise medical care. Isolate 1 day after antibiotic therapy or until rash is clear.
Strep Throat	Exclude from school until on antibiotics for 24 hours.
Whooping Cough	Confine to home for three weeks after first symptoms.
Pinkeye (Conjunctivitis)	Exclude from school when crusting or mattering is present. May return after first dose of medication. Exclusion if there is thick white or yellow drainage and eye pain. No exclusion if eye is clear and watery with no pain.
Lice	May be in school after proper shampoo treatment.
Scabies HINI	May be in school after written permission from the doctor. Refer to district web site for instructions.

KINDERGARTEN REGISTRATION

Prior to the school year starting, parents will receive a letter identifying a scheduled day to bring their child to the Kindergarten room. Parents accompany their child for the first few hours, meeting their child’s teacher and becoming acquainted with what their child can expect during their Kindergarten experience. The orientation day begins in the morning with meeting the teachers and a collection of information. Students will then move to a scavenger hunt of the kindergarten rooms. Following the scavenger hunt, students and parents will meet the principal. Students and parents are then invited to take a short ride on a school bus. A bus driver will go over bus conduct and safety. Parents are then to have lunch with their child. After lunch, the parents are asked to leave so their child can begin to get to know their teacher and peers during the remainder of the school day. We hope by spending the first few hours in school with your child it will be a more positive and less frightening experience. ~~Regular Kindergarten class starts the second week of school.~~

KG orientation will be August 25, 26, & 27. The first day of KG will be September 8. (The first day for all students in Braham.) If you have any questions, please call the BAES Office at (320) 396-5180.

ADD:

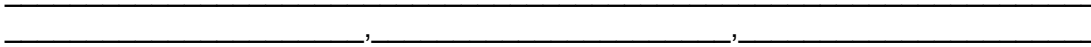
Guidelines for sending a student home:

1. Temperature of 100.0 F or greater.
2. Vomiting.
3. Headache unrelieved by rest, fluids, and/or medication administered with parent permission.
4. Uncontrolled diarrhea.
5. A rash that is increasing in size or spreading to other areas.
6. Have contracted evident contagious disease after assessment by the school nurse.
7. Uncontrolled coughing
8. Has had an injury that has been assessed by the school nurse and requires referral to a clinic or parent.

This year (2015-2016) we will have 4 sections of Kindergarten. However, because of late registrations we will not have class lists finalized until ~~KG Orientation~~ the first week of school.

Volunteers

In order to keep our students safe, all parents wishing to volunteer or chaperone during the year must get a background check. Information for these background checks can be obtained on the district website or by stopping into the office.



9. Consider changes for 2015-2016 Elementary Faculty Handbook

(Changes in bold or crossed out)

~~PARENT PORTAL UPDATES (5th & 6th Grade)~~

POWERSCHOOL

Teachers will ~~enter grades for every student on the Parent Portal~~ update PowerSchool at least once each week.

Assignment listings in PowerSchool must define in content, all assignments, projects, class work, quizzes and tests in detail with due dates and any other items in which parents will be able to access their children's current progress in all their courses and be easily understood.

Cell Phone Use

Faculty is prohibited from using their cell phones when supervising students. Cell phone use is only permitted during lunch and scheduled breaks.

Media Center

- Please check with the Media ~~Specialist~~ **Center** to see what materials are available on a particular subject before assigning supplementary work.
- The Media ~~Specialist~~ **Center** must receive all requests by April 1st in order to be considered for the following school year.
- DVD/VHS duplicating machines are located in the Media Center. Requests for duplicating must meet appropriate copyright guidelines. Please give requests to the Media ~~Specialist~~ **Center** days prior to the date needed. Larger projects should be given more time to complete.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences for grades 7-12 have been scheduled for Tuesday, November 11 and Thursday, November 13, 2014 from 3-7 PM and Thursday, March 26 and Tuesday, March 31, 2015 from 3-7 PM at BAES.

Parents/guardians are encouraged to attend to discuss their student's progress in his/her classes.

Staff are required to stay at conferences from 3-7 PM.

Retention Criteria

If the student is failing to make adequate progress, the parents must be notified early. This will allow the home and school to cooperate in helping the student achieve greater success. The Light's Retention Scale and Retention Worksheet ~~will~~ **can** be used in combination with classroom data (examples: reading and math probes and other relevant data) in determining retention as a viable option. The *Light's Retention Scale* must be completed prior to the initial teacher/principal meeting. The teacher is to discuss possible retention with the principal prior to discussion with the parent. Parent notification must be documented in writing. Exceptions (e.g., late enrolling students) must have the principal's approval.

Retention Committee

The Retention Committee will consist of the Parent(s), Teacher, and Principal.

Retention Procedure and Timelines

Prior to February	Teacher completes <i>Light's Retention Scale</i> and/or data to support recommendation.
Prior to March	Teacher discusses possible retention with parent (with Principal's knowledge and agreement)
Prior to April 30 th	Recommendation to retain is made

Teacher conference with Principal: **No later than April 1st.**

- If Principal and Teacher agree, the teacher meets with the parents. If the parent(s) agree, parent(s) sign Consent Form.
- If Principal and Teacher disagree – Regular Promotion.
- If Parent and Teacher disagree, the Retention Committee will have a meeting to review the information on retention. Parent input into this process is important, but the principal will make the final decision to make recommendation to the superintendent for final approval.

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10. Review Assistant Principal/Activities Director report.

Activities Director
School Board Report
June 15, 2015

1. Next year's Fall Musical will be Disney's Beauty and the Beast and the dates set: November 7, 13, 14 at 7:00 pm, and November 8 and 15 at 2:00pm.

2. Varsity Schedules are nearly complete for next year, just need to add a couple for softball and

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baseball. All lower level schedules are done for fall and winter.

3. I have submitted to Mrs. Gelle the Activities for the upcoming 2015-2016 school year for inclusion into the Community Calendar.
4. I have been working with our directors on a couple of changes to the Fine Arts Handbook.
5. Congratulations to Allison Anderson and Courtney Vanderport for advancing to the State Tournament in Girls Golf. They will be participating on Tuesday, June 9 and Wednesday, June 10 at Pebble Creek in Becker.
6. Congratulations to Grant Wilsey, Ryan Reising, Logan Leavey, Tom Warner and Brandon Wyganowski for advancing to the Sections of Track and Field.
7. Many kids in the school with summer workouts/training, camps, practices. Stop by to see what is going on.
8. I will be attending the UMD Football Team Camp with 21 of our high school football players on June 15, 16 and 17.

Respectfully Submitted, Shawn Kuhnke

11. Consider changes for 2015-2016 Fine Arts Handbook.

A student may earn a Varsity letter in the Fall Musical, Spring Play, or One Act Play by earning at least **6 points** in 1 year.

Ways to earn points towards a letter:

1. Attendance at rehearsals and performances
 - a. Zero unexcused absences = 5 points
 - b. 1-3 unexcused absences = 3 points
 - c. 4-6 unexcused absences = 1 point
 2. Following the guidelines set in the student contract = 1 point
 3. Student growth during the performance season = 1 point
 - a. Example: Huge improvement in acting, singing, knowledge of tech, etc...
 4. Involvement in more than one aspect of the production = 1 point
 - a. Example: Stage role and play in Pit Band **OR** Stage role and work in Tech at least one day per week **OR** Play in Pit Band and work in Tech at least one day per week, etc...
 5. Showing leadership during the performance season = 1 point
 - a. Example: **Regularly** leading warm-ups, helping others with lines/choreography, helping with costumes or makeup, etc...
 6. Participation in Strike (until everything is done) after the last show = 1 point.
 - a. Required to letter.
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12. Review High School Principal's report.

School Board Report

June 2015

Matthew Lattimore, Principal

Graduation

We had a great graduation ceremony! From the rehearsal to the ceremony, the graduates carried themselves as fine young men and women. Class speakers Thomas Johnson and Joseph Rydlund both gave excellent speeches. Thank you to the Senior Class Advisors, Board Members and Custodial Crew for helping make everything run smoothly.

8th Grade Field Trip

Thanks to East Central Electric for funding our 8th grade field trip to Target Field and Great River Energy Power Plant in Elk River. The students were taken through Target Field and shown all the ways that the stadium is energy efficient. Unfortunately it was raining so we couldn't see some of the items, but still overall was a great experience for our students. From there we took a tour of Great River's Power Plant in Elk River and the processing station. The students were educated in how the power plant burns garbage to create electricity. Great learning experience all around for our 8th graders.

End of the School Year

I cannot say enough good things about our students. We ended the school year on a positive note with little to no major issues. Students were all well behaved and staff kept them engaged in learning right up until the end.

Teacher Evaluations

Finished up the final round of teacher evaluations. We are now in the process of wrapping up the summative evaluations and will be sending them out to staff to review this summer. We will be meeting with BEA to review the teacher evaluation system after the first year.

Drills

We ran our final fire and lockdown drill of the school year. We invited Braham Fire Dept in for the fire drill and had them block off a door to make students and staff have to find an alternative exit from what they are normally use to. We also invited in Braham Police Dept to observe our final lockdown drill. Both groups were appreciative of being invited and we plan on continuing our partnership into the future.

1:1 Summer Training

Staff are being given the opportunity this summer to attend trainings offered through ECMECC to prepare them for the expansion of our 1:1 chromebook implementation for the 2015-16 school year. The staff get to choose from a variety of topics and ability levels based on what they need specifically for their curriculum.

Handbook Updates

The student handbook is updated. There will be some slight modifications to the BYOD policy and I will have that to you later this summer.

Academics Awards Night

I am working with Mr. Kuhnke this summer to revamp the Academics Awards program for the 2015-16 school year. We will have this to you later this summer.

13. Consider changes for 2015-2016 High School Student Handbook

Student Handbook Changes for 2015-16

Throughout:

Name changes are made for changes in staff

Dates corresponding to the school calendar have also been updated

P.11 ACADEMICS

Change: **Beginning with the graduation class of 2016, students must complete one of the following assessments to successfully meet Minnesota Department of Education requirements; ACT, ASVAB, WorkKeys or Compass exam.*

All students will continue to take the ACT EXPLORE (8th Grade) and ACT PLAN (10th Grade) as the Minnesota Department of Education requirements continue to change.

Once per year the Minnesota Department of Education will provide an opportunity for 11th grade students to complete the ACT, free of charge, to fulfill this requirement.

The following courses will be given a 1.0 weighted grade: College Literature, College Composition, College Spanish (ECMECC), College US History, College Statistics, College Pre-Calculus (ECMECC), Medical Terminology (ECMECC) and PSEO courses.

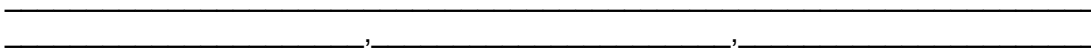
P.12 GRADUATION COMMENCEMENT CEREMONY REQUIREMENTS

Change: *6. Beginning with the graduating class of 2016, students must complete one of the following assessments to successfully meet Minnesota Department of Education requirements; ACT, ASVAB, WorkKeys or Compass exam, to receive a diploma and participate in graduation ceremonies.*

P.13 COLLEGE CREDIT CLASSES OFFERED AT BRAHAM AREA HIGH SCHOOL

Change: *Students are able to earn college credits through the following classes offered at Braham Area High School:*

- College Composition*
- College Literature*
- College US History*
- College Spanish (ECMECC)*
- College Statistics*
- College Pre-Calculus*
- College Calculus (ECMECC)*
- Medical Terminology (ECMECC)*



14. Consider changes for 2015-2016 High School Faculty Handbook.

Throughout:

Name changes are made for changes in staff

Dates corresponding to the school calendar have also been updated

Cell Phone Use

Faculty is prohibited from using their cell phones when supervising students. Cell phone use is only permitted during lunch and scheduled breaks.

- 15. Review District Assessment Coordinator’s report. - No report this month.

- 16. Review Community Education Director’s report. - No report this month.

- 17. Superintendent’s report.

- 18. School Board members’ reports/updates.

- 19. Consider Resolutions Reducing Educational Positions.

Resolution #1:

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
Title One PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Brittany Abel

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member

_____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

_____, _____, _____

Resolution #2

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
Title One PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Sarah Anderson

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

_____, _____, _____

Resolution #3

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
1:1 SPECIAL EDUCATION PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Melissa Banks

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

_____, _____, _____

Resolution #4

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
1:1 SPECIAL EDUCATION PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Julie Grell

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

_____, _____, _____

Resolution #5

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
1:1 SPECIAL EDUCATION PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Eric Jones

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

Resolution #6

Board Member _____ introduced the following resolution and moved its adoption

**RESOLUTION RELATING TO THE RELEASE OF THE FOLLOWING
1:1 SPECIAL EDUCATION PARAPROFESSIONAL EMPLOYEE**

BE IT RESOLVED, by the School Board of Independent School District 314, that due to the financial condition of the school district the below named employee will be released at the end of the close of the 2014-2015 school year:

Echo Yerke

BE IT FURTHER RESOLVED that written notice will be sent to the employee listed above regarding her status as to recall rights.

the motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

20. Consider Resolution Discontinuing and Reducing Educational Programs and Positions.

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND POSITIONS**

WHEREAS, the School Board of Independent School District No. 314 adopted a resolution on January 26, 2015, directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendations have been received and considered by the school board,
BE IT RESOLVED, by the School Board of Independent School District No. 314, as follows:
That the following programs and positions, or portions thereof, be discontinued:

Media	.5 FTE Reduction
Title I Para	2 FTE Reduction
District Para	4 FTE Reduction
7th Gr FB Coach	1 Reduction
8th Gr FB Coach	1 Reduction

7th Gr Boys Basketball Coach	1 Reduction
7th Gr Girls Basketball Coach	1 Reduction
7th Gr Softball Coach	1 Reduction
7th Gr Baseball Coach	1 Reduction
Link Crew Advisor	1 Reduction

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: and the following voted against:

whereupon said resolution was declared duly passed and adopted.

 _____,

21. Consider Personnel items.

Contract Correction

Allison Marcus, High School Counselor

Sup't Winter is recommending the addition of two days in the fall and two days in the spring to be paid at the daily contract rate for School Counselor as per past practice effective 2014-2015 school year.

 _____,

Letters of Resignation

Ashley Hanson, Elementary Classroom Teacher

Ashley Hanson, Elementary Classroom Teacher submitted her letter of resignation effective the end of the 2014-15 school year. Ms. Hanson has been with the district since August 2007.

 _____,

Employment Recommendation

Tammi Johnson, High School Social Studies Teacher

High School Principal Matt Lattimore is recommending that Tammi Johnson be hired as 1.0 FTE High School Social Studies Teacher starting in the Fall of 2015. Ms. Johnson has previous experience teaching social studies here at Braham. Ms. Johnson will continue at MA +45 Step 11 of the Teacher's Contract.

Rebecca Swanson, High School Social Studies Teacher

High School Principal Matt Lattimore is recommending that Rebecca Swanson be hired as 0.9 FTE High School Social Studies Teacher starting in the Fall of 2015. Ms. Swanson has previous experience teaching social studies here at Braham. Ms Swanson will continue at MA Step 11 of the Teacher's Contract.

Shawn Kuhnke, Activities Director/Community Ed Director

Sup't Winter is recommending that Shawn Kuhnke's position be changed to Activities Director/Community Education Director beginning July 1, 2015.

 _____,

Summer School Employment Recommendations

Bomber Boost Teachers

Elementary Principal Jeff Eklund is recommending Roxanne Kirby, Lindsay Rasmussen, JeanAnn Mattson, Christina Moscho, and Shandell Harvey be hired as Bomber Boost teachers. Bomber Boost teachers work 3.5 hours a day for 14 scheduled days this summer. Teachers are paid curriculum pay. Bomber Boost begins June 16, 2015.

ESY (Extended School Year) SpEd Teachers

Elementary Principal Jeff Eklund is recommending Kelly Rud and Mariah Olson be hired as summer ESY SpEd teachers. ESY Teachers work 2.0 hours a day for 12 days this summer. Teachers are paid curriculum pay.

ESY (Extended School Year) Paraprofessionals

Elementary Principal Jeff Eklund is recommending Julie Grell, Chris Thielen, and Lucy Pinataro be hired as a 1:1 Special Ed. Paraprofessionals for ESY. ESY Paras work 3.5 hours a day for 12 days this summer. Paras are paid their regular rate of pay.

High Potential Coordinator

Elementary Principal Jeff Eklund is recommending Jen Lundin as the Elementary High Potential Coordinator. Mrs. Lundin will be paid a \$2,500 stipend for this position. This is for the 2014-2015 school year.

Math Corps Internal Coach

Elementary Principal Jeff Eklund is recommending Emily Ludwig as the Braham Math Corps Internal Coach (4-6). Mrs. Ludwig will be paid a \$500 stipend for this position. This is for the 2014-2015 school year.

Shawn Kuhnke, Activities Director

Sup't Winter is recommending that Shawn Kuhnke be reimbursed all cost associated with attaining his Community Ed licensure.

"C" Schedule Resignation

Tammi Johnson, LINK Crew Advisor

Tammi Johnson, LINK Crew Advisor has submitted a letter of resignation from this "C" Schedule position effective the end of the 2014-2015 school year. Mrs. Johnson has been in this position for four years.

“C” Schedule Recommendation

Jeff Eklund – Head Boys Basketball Coach

AP / AD Shawn Kuhnke is recommending Jeff Eklund to be hired as the Head Boys Basketball Coach starting winter 2015. Mr. Eklund will be placed on Lane Twelve, Step 9 as per the “C” Schedule Contract for 2014-2015.

22. Consider approval of the employment of School Board Member.

Mike Thompson has been employed as an on-call substitute teacher and test monitor in ISD #314 since April 2009. Based on M.S. 123B.195, a School Board member may continue to be employed by the School District if there is a reasonable expectation that the amount to be earned under that employment relationship will not exceed \$8,000.00 in that fiscal year. Your action to approve Mike Thompson’s continuation as a substitute teacher/test monitor for the 2015-2016 school year, within the statute of limitations, is recommended.

23. Consider approval of continuing contract for Chemical Health Professional.

Consider approval to continue the Collaborative Contract in partnership with Isanti County and the Cambridge-Isanti School District for Charity Allen as the Chemical Health Professional. A copy of the contract is in the signature file for review and signature

24. Consider increase of Pre K-12 Breakfast and Pre K-4 Lunch meal prices.

Donna Bryant, Food Service Director, is recommending an increase in the Pre K-12 Breakfast price from the \$1.00 current price to \$1.25 for 2015-16 to cover the increase brought about by the federal guidelines increasing food in the breakfast meal pattern. She is also recommending an increase in the Pre K-4 Lunch price from \$2.30 to \$2.40 for 2015-16. There is no price increase necessary for 5-12 lunch prices. The current price for \$2.45 for grades 5 - 12 will stay the same.

25. Consider Joint Powers agreement with RRSEC.

This is an annual agreement signed by all member districts of the Rum River Special Education Cooperative. The purpose of the agreement is to provide, by cooperative effort, comprehensive education programs that can be efficiently and effectively operated by the members districts: Braham, Cambridge, Isle, Milaca, Mora, Ogilvie, and Princeton.

Joint Powers Agreement for Rum River Special Education Cooperative

This Agreement entered into this first day of July 2015 by and between Independent School Districts: Braham I.S.D. #314
Cambridge-Isanti I.S.D. #911

Isle I.S.D. #473
Milaca I.S.D. #912
Mora I.S.D. #332
Ogilvie I.S.D. #333
Princeton I.S.D. #477

hereinafter referred to as Member Districts witness:

WHEREAS, each Member District has determined that required special education services can best be delivered through cooperative efforts; the undersigned school districts hereby agree:

1. ESTABLISHMENT OF JOINT POWERS COOPERATIVE. That hereby there is established a Joint Powers Special Education Cooperative to be known as the Rum River Special Education Cooperative as approved by majority vote of each school board of the participating districts.
2. PURPOSE OF AGREEMENT. The purpose of this Agreement shall be to provide by cooperative effort, comprehensive education programs as can be efficiently and effectively operated by this group of districts. This Agreement amends and supersedes the previous Agreement between “members” is effective starting July 1, 2015.
3. ACCOMPLISHMENT OF PURPOSE. The purpose of this Agreement shall be the creation of a Joint Powers Governing Board (herein referred to as the “Governing Board”) and the Joint Powers Executive Council (herein referred to as the “Executive Council”), who shall, on behalf of the Member Districts, apply for, receive and administer educational funding, including state special education reimbursements and money received through federal and other sources. The Governing Board and Executive Council shall administer these funds and exercise its authority in such a way as to accomplish the purpose of this Agreement as set forth in Paragraph 2. The establishment of the Rum River Special Education Cooperative shall facilitate the delivery of services provided by State and Federal law and regulations, the Commissioner of Education and the Member Districts. The care, management and control of the Rum River Special Education Cooperative shall be vested in the Cooperative’s Joint Powers Board.

WHEREAS, methods to accomplish improved educational opportunities for the member districts shall include:

ARTICLE I

Governance

- A. Rum River Special Education Cooperative Joint Powers Governing Board of Directors
 1. The Governing Board shall consist of one appointed school board member from each member school district. The Director of Special Education of the Rum River Special Education Cooperative and the superintendents of all member districts shall serve as ex officio, non voting members of the Governing Board.
 2. Each Representative shall be appointed for a two year term, may be reappointed and shall continue to serve until their successors are appointed. Each Member District shall be entitled to only one vote, which must be made in person and not in proxy.
 3. A Board vacancy shall be filled for the unexpired term by appointment of the governing body of the Member District whose seat is vacant, within 30 days of the vacancy.
 4. Each member District staff appoints an alternate delegate to represent that Member

District when its delegate is unavailable.

5. The elected officers of the Governing Board shall be a Chairperson, a Vice-Chairperson and a Clerk. The Secretary of the Governing Board shall be the Director of Special Education and, as such, shall serve in the capacity of an Executive Secretary. The Executive Secretary shall have no vote and no authority as a Board member.
6. The election of the Governing Board officers is by majority vote of the members of the Governing Board at its first meeting of each fiscal year. A term of an officer is for one year and such term shall expire at the meeting at which the new officer is elected.
7. At any meeting at which a quorum is not present, the delegates in attendance have the power to set the time and place for the next meeting. A quorum shall consist of a majority of all the voting members of the Governing Board.

B. Board Officer Responsibilities

The Governing Board, in addition to the authority found elsewhere in the Agreement, is empowered generally to act in the interest of the Member Districts. Board officers shall have the parliamentary duties usually ascribed to such offices as well as those specifically assigned:

1. The Chairperson conducts the meetings, executes undertakings offered as directed by the Board and is the official representative of the Board in all matters relating to the Special Education Cooperative.
2. The Vice-Chairperson acts in the absence of the Chairperson and has all the powers of the Chairperson during the latter's absence.
3. The Clerk shall be responsible for ordering and signing of all contracts, at the direction of the Board.

C. Governing Board Responsibilities

The responsibilities of the Governing Board shall be to:

1. Provide a thorough and continuing system of reporting to and communication with the Board of Education of each Member District.
2. Employ a Director of Special Education who shall be responsible to the Governing Board for the administration of the Special Education Cooperative's services.
3. Provide or procure necessary facilities, equipment and property to purchase, lease, grant or through other lawful means, for its use with the scope of this Agreement and to dispose of same in accordance with law and this Agreement when the need for it has ended or when the Agreement is terminated.
4. Enter into contracts, as it deems appropriate, by law, regulation, or order for the manner of use and for the supervision and disposition of property assigned to, held by or managed by it.
5. Employ professional and other skilled or unskilled personnel as and when the need arises either on the basis of permanent employment through contractual agreements or the purchase of

services through a member district, or in a temporary or consultative capacity, but only to the extent that funds have been made available to it for that purpose.

6. Govern the affairs of the Joint Powers Cooperative under the policies, guidelines and directives of the Governing Board within the law.
7. Prior to July 1 of each year, the Governing Board will approve and adopt its revenue and expenditure budget for the next fiscal year. Budget revisions shall be presented to the Governing Board for approval during the current year if adjustments become necessary. Proposed budget, adjustments shall be recommended by the Executive Board prior to consideration by the Governing Board.
8. Annually review the Joint Powers Agreement and report to Member District Boards and the Commissioner of Education about the activities of the Joint Powers Cooperative.
9. Establish and maintain a schedule of time and place of its meetings and give notice of regular and special meetings as required under the Minnesota Open Meeting law as amended (Minnesota Statutes, Chapter 13D). The Board shall also comply with state law requirements applicable to school boards.
10. Establish, review regularly and amend as necessary, by-laws specifying the duties and powers of its officers and the meeting dates of the Board, as well as such other provisions as may be usual and necessary for the efficient conduct of the business of the Governing Board.
11. Establish special educational programs for Member Districts.
12. Adopt fiscal, personnel and other policies to govern the administration and operation of its services as well as those services and staff shared by member Districts and/or other agencies.
13. Do what is reasonably necessary to achieve the purpose of this Agreement to the extent that such action is within the intent and purpose of this Agreement and complies with all state and federal statutory provisions, which are applicable to the Member Districts.
14. Contract with a Member District to act as the fiscal host to the Joint Powers Cooperative to provide the functions essential and necessary for the management of fiscal affairs related to the operations of the Cooperative programs, acting in the name of the Cooperative's Governing Board, with the Cooperative Governing Board approval to include payroll, bills, receipt of funds, maintenance of fiscal records, and disbursement of funds.

ARTICLE II

Administration

A. Rum River Special Education Cooperative Joint Powers Executive Council

1. Executive Council Meetings

The superintendents of the member school districts shall constitute the Executive Board to Rum River Special Education Cooperative.

- a. The Executive Council shall meet at least eight times per year at times and places determined by the Executive Council. The Council will establish

and maintain a schedule of time and place of its meetings and give notice of regular and special meetings as required under the Minnesota Open Meeting Law.

- b. A majority of the members shall constitute a quorum for the purpose of conducting business. A quorum once established at a meeting shall not thereafter be lost at that meeting by the withdrawal of members. At any meeting at which a quorum is not present, the members in attendance shall have the power to set the time and place for the next meeting.

2. Executive Council Responsibilities

The Executive Council shall:

- a. Act as the administering council of Rum River Special Education Cooperative and in addition to such other authority as may be granted to it in this agreement, shall be generally empowered to:
 - 1) Administer the affairs of Rum River Special Education Cooperative under direction of the Governing Board;
 - 2) Review, revise and recommend an annual budget to the Governing Board prior to June 30 of each year and approve all disbursements of funds;
 - 3) Make recommendations to the Governing Board in the matter of policy, programs and such other matters as would enhance the function of Rum River Special Education Cooperative.
- b. Have all the functions essential and necessary to the administration of Rum River Special Education Cooperative; including the recruitment, supervision, assignment of all personnel, and the recommendation to the Governing Board for employment and termination of licensed personnel.
- c. Be responsible for the management of the fiscal affairs related to the operation of Rum River Special Education Cooperative and in such capacity shall authorize the payment of all bills and payroll checks and receive all monies for Rum River Special Education Cooperative.
- d. Make application for, receive and administer Federal and State aids, grants and reimbursements for programs carried out by the Cooperative and for which the Cooperative is entitled.
- e. Bill each of the member districts regularly for its proportionate share of the costs of operations of the Rum River Special Education Cooperative.

B. Joint Powers Director of Special Education

The Director of Special Education shall be employed and supervised by the Executive Council. The Director of Special Education shall be the chief administrative officer of the Rum River Special Education Cooperative.

1. Duties

- a. The Director is responsible to recruit, interview and recommend the employment of prospective employees to the Joint Powers Cooperative.

- b. The Director may indicate a recommendation for employment to the candidate, but shall also inform the candidate that an approval of the employment may come only from the Governing Board.
- c. The Director is responsible for the assignment, supervision and evaluation of all personnel employed by the Joint Powers Cooperative.
- d. The Director shall submit to the Executive Council for review proposed policies for the Joint Powers Cooperative and guidelines for the operation of each program or service offered by the Joint Powers Cooperative. The Executive Council shall recommend for approval by the Governing Board policies and program guidelines for the Joint Powers Cooperative.
- e. The Director shall prepare an annual budget, which shall be presented to the Executive Council in March of the year preceding the school year in which the budget is to take effect.
- f. The Director shall make all necessary reports and file all claims for reimbursement and aids to which the Joint Powers Cooperative is entitled.
- g. The Director shall prepare advisory reports to the Superintendents and/or the Boards of Education.

ARTICLE III

Finance

The costs of the operation of the Rum River Special Education Cooperative, including such things as salaries, travel, supplies and equipment, shall be borne by the districts served by the Cooperative. Service costs shall be shared on a per capita basis. Costs for programs paid with local and state funds shall be shared based on the school districts' general populations. Federal programs expenditures shall be based on the December child count (number of students with disabilities) from the prior year. Member districts will be billed monthly for their proportionate share of the costs of the operation of the Joint Powers Cooperative. Final billing to each member district will take place at the end of the fiscal year. A certified audit and financial report shall be prepared at the close of each fiscal year by a certified public accountant that has been approved by the Joint Governing Board.

Each member district will be responsible for their own costs incurred in due process options, including, but not limited to, complaints, hearings and mediation.

A. **FINANCIAL OPERATIONS OF THE JOINT POWERS COOPERATIVE:** The Joint Powers Cooperative will contract for financial services with a Member District for the management of the fiscal affairs related to the operation of the Cooperative. Contracted services will include:

- 1. Maintenance of records, disbursement of funds, and acceptance of receipts in accordance with the budget as approved by the Joint Powers Board.
- 2. Make application for, receive and administer Federal and State aids grants and reimbursements for programs carried out by the Cooperative.
- 3. Make payments to and require payment from Member Districts as necessary and

appropriate under the law and as described by the By-Laws of the Joint Powers Cooperative.

4. Pay all bills, issue all payroll checks and receive all funds and bill Member Districts for the proportionate share of the costs of operations of the Cooperative.
5. Make necessary reports to State and other agencies and file all claims for reimbursement and State and Federal aids for which the Cooperative is entitled.
6. Establish and maintain financial records from which an annual audit report may be derived.
7. If requested, provide an annual audit report to each of the Member Districts.

B. SEPARATE BENEFITS FOR MEMBER DISTRICTS.

Nothing herein shall prevent any Member District from applying separately for any benefits to which it may itself be entitled.

ARTICLE IV

Programs and Services

The Joint Powers Cooperative is vested with providing effective and efficient programs and services for all of its member districts.

- A. Programs for students with disabilities will be coordinated and staff utilized as agreed by Member Districts.
- B. Low incidence services will be coordinated and staff utilized as agreed by Member Districts.
- C. Research, evaluation, planning and program and/or staff development will be carried out as agreed by Member Districts.
- D. Summer Extended School Year (ESY) programs will be carried out as agreed by Member Districts.
- E. Assistive technology for educational programs will be managed and implemented as agreed by Member Districts.
- F. Three separate site educational programs for students with emotional/behavioral disorders will be managed and implemented as agreed by Member Districts.
- G. A separate site program for students with challenging behaviors and communication disorders will be managed and implemented as agreed by Member Districts.
- H. Assistance with improvement initiatives such as Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) will be provided as agreed by Member Districts.
- I. Improved learning will be an ongoing goal and function of the Joint Powers Cooperative.
- J. Special Education practices and procedures will be developed and administered in a manner that is

in compliance with current law.

- K. Comprehensive planning will be an ongoing function and goal of the Joint Powers Cooperative.
- L. The Joint Powers Cooperative will monitor compliance with State and Federal Laws.

ARTICLE V

Membership

- A. Addition of Member Districts:
Any school district, whether or not an original signatory, may become a member upon application to the Cooperative Joint Powers Board, with majority consent of the current Member Districts and subscription to this Agreement. Such applicants shall also agree to apply to the Cooperative, a prorata cost for the real and personal property owned by the Cooperative. This amount shall be determined by the Cooperative's Joint Powers Board from the records it has maintained. Before any district is accepted to the Rum River Special Education Cooperative, the cost and fiscal responsibility shall be presented in writing to the district requesting membership. Membership shall become effective on the date of subscription to the Agreement.
- B. Withdrawal of Member Districts:
 - 1. All members of this Cooperative shall be bound by the terms of this Agreement during any fiscal year in which it is a member. Any Member District may withdraw from the Cooperative by giving to the other Member Districts before July 1, written notice of its intention to withdraw. Such withdrawal, however, shall become effective only on June 30 of the following fiscal period. The withdrawing member is encouraged to submit comment as to why they are withdrawing.
 - 2. In the event a Member District consolidates with another Member District and thereby creates another new school district, the new district continues as a member and assumes responsibility for the debt and assets of the 2 consolidated districts.
 - 3. Upon termination of membership in this Agreement, the terminating Member District shall be refunded their proportionate share of current depreciated value of any real or personal property they helped purchase. The amount refunded shall not exceed the proportionate share originally paid by the terminating district for said property.
 - 4. The withdrawal shall affect employment matters of a Member District as described under Minn. Stat. 123A33, as amended, when the withdrawal has occurred in order for the withdrawing district to provide the same educational services or programs by other means.

ARTICLE VI

Dissolution of the Joint Powers Cooperative

- A. Dissolution
 - 1. This Agreement may be terminated by a two-thirds vote of the Cooperative Joint Powers Board. Such determination, however, shall become effective only on June 30 of the following fiscal period in which the vote occurred.
 - 2. Upon termination of the Cooperative, all funds remaining after payment of all outstanding debt and obligations and all property owned by it shall be distributed to Member Districts in the same proportion as those Member Districts contributed to the Cooperative when they joined.

B. Liability Limitations

In keeping with Minnesota Statutes, and specifically Minn. Stat. 136D.83 as amended, no participating school district shall have individual liability for the debts and obligations of the Joint Powers Board, except as described herein; nor shall any individual serving as a member of the Board have such liability.

ARTICLE VII

Review and Amendment

A. The Joint Powers Board shall review this Agreement annually. Necessary amendments shall be identified and proposed to each of the school boards of the Member Districts. The amendments must be adopted by majority vote of the full membership of each Member District School Board. No Amendment shall become effective until after it is so approved by all Member District School Boards. Should any provisions be found unlawful, the Agreement shall be amended so that the Agreement is lawful.

IN WITNESS WHEREOF, this Agreement is entered into by the action of the governing body of each original signatory, and in attestation thereof this instrument is signed in their respective names; by direction of their Boards of Education by their respective clerks in Independent School District #314 of Braham, Independent School District #911 of Cambridge-Isanti, Independent School District #473 of Isle, Independent School District #912 of Milaca, Independent School District #332 of Mora, Independent School District #333 of Ogilvie, Independent School District #477 of Princeton.

INDEPENDENT SCHOOL DISTRICT #314
BRAHAM, MINNESOTA

INDEPENDENT SCHOOL DISTRICT #332
MORA, MINNESOTA

Clerk

Clerk

Date

Date

INDEPENDENT SCHOOL DISTRICT #911
CAMBRIDGE, MINNESOTA

INDEPENDENT SCHOOL DISTRICT #333
OGILVIE, MINNESOTA

Clerk

Clerk

Date

Date

INDEPENDENT SCHOOL DISTRICT #473
ISLE, MINNESOTA

INDEPENDENT SCHOOL DISTRICT #477
PRINCETON, MINNESOTA

Clerk

Clerk

Date

Date

INDEPENDENT SCHOOL DISTRICT #912
MILACA, MINNESOTA

Clerk

Date

26. Consider Resolution Establishing Dates for Filing Affidavits of Candidacy for the School Board Member General Election.

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED, by the School Board of Independent School District No. 314, State of Minnesota, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 314 shall begin on July 28, 2015, and shall close on August 11, 2015. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 ** o'clock p.m. on August, 11, 2015.
2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district at least two (2) weeks prior to the first day to the affidavits of candidacy.
3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.
4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 314
(BRAHAM), STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period of filing affidavits of candidacy for the office of school board member of Independent School District No. 314 shall begin on July 28, 2015, and shall close at 5:00 o'clock p.m. on August 11, 2015.

The general election shall be held on Tuesday, November 3, 2015. At that election, four (4) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, Braham Area Schools, District Office, 531 Elmhurst Ave S, Braham, MN. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00** o'clock p.m. on August 11, 2015.

Dated: June 15, 2015

BY ORDER OF THE SCHOOL BOARD

/s/

School District Clerk
Ind. School District No. 314, (Braham)
State of Minnesota

**the Secretary of State's office takes the position that the office is to be open until 5:00 p.m. to receive filings on the last day for filing.

27. Consider Superintendent's semi-annual performance review schedule.

Does the school board wish, at this time, to set a special school board meeting for July or August to conduct the semi-annual performance review of the superintendent of schools? The most recent performance review was held on January 5, 2015. The summer performance review usually includes review of the School Board-Administrative Goals and the presentation/review of the superintendent's goals.

28. Consider Proposed Final FY16 Budget.

The FY16 budget is being presented for consideration for adoption.

BRAHAM ISD# 314; FY16 PROPOSED BUDGET

FUND	REVENUE	EXPENDITURES
<i>GENERAL FUND:</i>		
General -01	\$7,183,388	\$7,045,155
Transportation -03	509,161	574,370
Capital -05	453,847	335,496
Capital Reserve -05	0	0
Activities -10	<u>56,570</u>	<u>302,840</u>
TOTAL GENERAL FUND:	\$8,202,966	\$8,257,861
<i>FOOD SERVICE -02</i>	<i>\$444,153</i>	<i>\$469,559</i>
<i>COMMUNITY ED -04</i>	<i>\$215,170</i>	<i>\$213,907</i>
<i>BUILDING CONSTRUCTION -06</i>	<i>\$0</i>	<i>\$0</i>
<i>DEBT REDEMPTION -07</i>	<i>\$768,046</i>	<i>\$770,780</i>
<i>TRUST (Scholarships) -08</i>	<i>\$13,000</i>	<i>\$22,100</i>
<i>POST-EMPLOY IRREVOCABLE TRUST- 45</i>	<i>\$8,000</i>	<i>\$199,065</i>
<i>OPEB DEBT SERVICE -47</i>	<i>\$154,410</i>	<i>\$154,020</i>
TOTAL FY16 PROPOSED BUDGET	\$9,805,745	\$10,087,292

29. Consider Resolution Relating to the Financing of a Proposed Project.

Consider adopting the Resolution Relating to the Financing of a Proposed Project to be undertaken by the School District; Establishing compliance with reimbursement bond regulations under the Internal Revenue Code as recommended by Greg Crowe, Ehlers Representative, and District Legal Counsel from Ratwik, Roczak and Maloney, PA.

Member _____ introduced the following Resolution and moved for its adoption:

RESOLUTION RELATING TO THE FINANCING OF A PROPOSED PROJECT TO BE UNDERTAKEN BY THE SCHOOL DISTRICT; ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE

BE IT RESOLVED by the School Board of Independent School District No. 314, Braham Area Schools, Minnesota as follows:

1. Recitals.

- a. The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the Regulations) dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the School District for project expenditures made by the School District prior to the date of issuance (the Reimbursement Obligations).
- b. The Regulations generally require that the School District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Regulations), and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- c. The School District desires to comply with requirements of the Regulations with respect to the project hereinafter identified.

2. Official Intent Declaration.

- a. The School District proposes to undertake the following project and to make original expenditures with respect thereto prior to the issuance of Reimbursement Obligations, and as of the date hereof reasonably expects to issue Reimbursement Obligations for such project in the maximum principal amounts shown below:

Maximum Amount of Obligations Expected to be Issued for Project: \$4,950,000

Project: acquisition and betterment of school facilities, including improvements to athletic fields and facilities, a new sidewalk/trail, redesigning industrial arts rooms, multi-purpose room renovations, wrestling room renovations, entry modifications, and elementary bathrooms

- b. other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Regulations, the School District will not seek reimbursement for any original expenditures with respect to the foregoing Project paid more than 60 days prior to the date of adoption of this resolution. All original expenditures for which reimbursement is sought will be capital expenditures (as defined in Section 1.150-1(b) of the Regulations) or costs of issuance of the Reimbursement Obligations.

3. Budgetary Matters. As of the date hereof, there are no School District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures related to the Project other than pursuant to the issuance of the Reimbursement Obligations. Consequently, it is not expected that the issuance of the Reimbursement Obligations will result in the creation of any replacement proceeds.

4. Reimbursement Allocations. The School District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Reimbursement Obligations to reimburse the source of temporary financing used by the School District to make payment of the original expenditures relating to the Project. Each

reimbursement allocation shall be made not later than (i) eighteen (18) months after the date of the original expenditure or (ii) eighteen (18) months after the date the Project are placed in service or abandoned (but in no event later than three (3) years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the School District maintained for the Reimbursement Obligations and shall specifically identify the original expenditures being reimbursed.

The motion for the adoption of the foregoing Resolution was duly seconded by _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against the same:

whereupon said Resolution was declared duly passed and adopted.

30. Consider first reading of MSBA or District Policies for update and revision.

These policies are being presented for the **first reading**: #410 - Family and Medical Leave Policy; #509 - Non-resident Student Enrollment; #616 - School District System Accountability; and #806 - Crisis Management Policy. These policies are being updated to meet the most current MN State requirements.

Adopted: MSBA/MASA Model Policy 410
Orig. 1995
Revised: Rev. 2014

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) 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 servicemember" 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 servicemember with a serious injury or illness.

E. "Next of kin of a covered servicemember" 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 servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember 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 servicemember, 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 servicemember, 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 servicemember 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. "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:

- (i) 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 servicemember unable to perform the duties of the service member's office, grade, rank, or rating; or

- (ii) 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

- (iii) 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

(iv) 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 servicemember 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 Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. 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 servicemember 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 servicemember 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 servicemember 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 servicemember 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)

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)

Adopted: MSBA/MASA Model Policy 509

Orig. 1995

Revised: Rev.2014

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding

special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another student or staff member and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).

E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students and applications related to an approved integration and achievement plan must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district,

may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

I. Students that are open enrolling from another state while the parent continues to reside in that state may be charged tuition and other fees related to non-academic activities. If any state has or attains reciprocity with the state of Minnesota, all tuition and fees will be waived.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted: MSBA/MASA Model Policy 616
Orig. 1997
Revised: Rev. 2013

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "Profile of Learning" means content standards formerly required for a high school diploma.

D. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).

2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are

administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October 1st of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal

- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. School District Test Administrator (if different from "a." above)

5. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

F. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

G. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
 Minn. Stat. § 120B.35 (Student Achievement Levels)
 Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.04 (Site Decision Making Agreement)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)
 Minn. Rules Parts 3501.0640-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

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 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: MSBA/MASA Model Policy 806
Orig. 1999
Revised: Rev. 2014

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to

this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles

and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. PROCEDURES TO BE INCLUDED IN THE SCHOOL DISTRICT'S PLAN

The following various hazards/emergency procedures are to be part of the school district's adopted Crisis Management Plan:

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

- Legal References:** Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

- Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

31. Set a special school board meeting.

Greg Crowe with Ehlers will present the bond sale information at a special meeting tentatively set for June 24, 2015 at 7 p.m. at the high school in the Community Room (B100).

32. Reminder of the July school board meeting.

The July Regular School Board meeting is set for Monday, July 20, 7:00 pm, B100 – Community Room.

33. Adjourn.
