

Regular School Board Meeting  
Monday, July 8, 2024 - 4:00 pm - Following  
completion of regular board business, the  
School Board will move to the District Office  
Conference Room at 401 3rd Ave NW where  
School Board Member Cece Kroc will be  
joining the meeting from Eagle Bay Lodge,  
25186 US 71, Park Rapids, MN.

Austin High School Annex Recital Hall  
205 4th Street NW, Annex Door #1  
Austin, MN 55912

## **Agenda**

1. Call to order/roll call
2. Pledge of Allegiance
3. Approval of agenda (Action)  
**Speaker(s):** Chairperson Dube
4. PUBLIC HEARING
  - 4.A. Tax abatement request from Bigelow & Lennon Construction - PIN 34.468.0050  
(Action)  
**Speaker(s):** Exec Dir of Finance and Operations Todd Lechtenberg
5. Consent Agenda (Action)
  - 5.A. Regular meeting minutes of 06/10/24
  - 5.B. Special meeting minutes of 06/24/24
  - 5.C. Bills for payment
  - 5.D. Treasurer's report
6. Request approval of 2024 Truth in Taxation hearing date (Action)  
**Speaker(s):** Exec Dir of Finance and Operations Todd Lechtenberg
7. Request approval of dairy contract for 2024-25 (Action)  
**Speaker(s):** Exec Dir of Finance and Operations Todd Lechtenberg
8. Request approval of bakery contract for 2024-25 (Action)  
**Speaker(s):** Exec Dir of Finance and Operations Todd Lechtenberg
9. Request approval of donations (Action)  
**Speaker(s):** Exec Dir of Finance and Operations Todd Lechtenberg
10. Request approval of policies modified to reflect 2024 MN legislative changes (Action)  
**Speaker(s):** Superintendent Dr. Page
  - 10.A. 102 - Equal Educational Opportunity
  - 10.B. 104 - School District Mission Statement
  - 10.C. 204 - School Board Meeting Minutes
  - 10.D. 207 - Public Hearings
  - 10.E. 413 - Harassment and Violence (and form)
  - 10.F.416 - Drug, Alcohol, and Cannabis Testing (and form)
  - 10.G. 418 - Drug-Free Workplace/Drug-Free School (and form)
  - 10.H. 419 - Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction
  - 10.I. 425 - Staff Development

- 10.J. 506 - Student Discipline (and form)
- 10.K. 507 - Corporal Punishment and Prone Restraint
- 10.L. 509 - Enrollment of Nonresident Students
- 10.M. 512 - School-Sponsored Student Publications and Activities
- 10.N. 515 - Protection and Privacy of Pupil Records (and form)
- 10.O. 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
- 10.P.535 - Service Animals in Schools (with form)
- 10.Q. 601 - School District Curriculum and Instruction Goals
- 10.R. 602 - Organization of School Calendar and School Day
- 10.S.603 - Curriculum Development
- 10.T. 604 - Instructional Curriculum
- 10.U. 606.5 - Library Materials (with form)
- 10.V. 607 - Organization of Grade Levels
- 10.W. 608 - Instructional Services - Special Education
- 10.X. 609 - Religion and Religious and Cultural Observances
- 10.Y. 614 - School District Testing Plan and Procedure
- 10.Z. 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
- 10.AA. 616 - School District System Accountability
- 10.BB. 619 - Staff Development for Standards
- 10.CC. 620 - Credit for Learning
- 10.DD. 624 - Online Instruction
- 10.EE. 707 - Transportation of Public School Students
- 10.FF.708 - Transportation of Nonpublic School Students
- 10.GG. 709 - Student Transportation Safety Policy (with form)
- 10.HH. 802 - Disposition of Obsolete Equipment and Material
- 10.II. 806 - Crisis Management Policy (with form)
- 11. Summary of Superintendent's evaluation  
**Speaker(s):** Chairperson Dube
- 12. Reminder of School Board study session scheduled for 4 pm Monday, July 22, 2024 in the District Office Conference Room
- 13. SCHOOL BOARD TO MOVE MEETING TO DISTRICT OFFICE CONFERENCE ROOM LOCATED AT 401 3RD AVE NW. BOARD MEMBER CECE KROC TO JOIN MEETING VIA TEAMS FROM ADDRESS LISTED ON TOP OF AGENDA
- 14. Goal setting retreat with Dr. Sheri Allen
- 15. Adjournment  
**Speaker(s):** Chairperson Dube

# HOUSING TAX ABATEMENT APPLICATION

(Application Period 1-1-2023 through 12-31-2025)

Property Owner / Applicant: Bigelow & Lennon Construction  
 Current Address: 211 1st St SW Byron, MN 55920  
 Telephone: 507-775-7068 E-Mail: jill@bigelowlennon.com  
 Has applicant ever defaulted on property taxes?  Yes  No *If Yes, provide details on separate page(s).*  
 Are property taxes current?  Yes  No

PROJECT		(check all that apply)	
Single-Family		Multi-family Complex	
<input checked="" type="checkbox"/> New Construction ("stick build")	<input type="checkbox"/> Modular	<input type="checkbox"/> Duplex	<input type="checkbox"/> Townhomes
<input type="checkbox"/> Manufactured on permanent foundation	<input type="checkbox"/> Shouse	<input type="checkbox"/> Apartment Building	<input type="checkbox"/> Other:
Is this an application for a replacement of an existing housing unit on the same parcel? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Is this application for an existing housing unit you intend to move to this parcel? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If YES, where is the unit being relocated from?</i> <input type="checkbox"/> Outside Mower County OR <input type="checkbox"/> Within Mower County but currently unlivable			
Project Address: <u>1800 13th Place NE Austin, MN 55912</u>			
Project Legal Description: <u>Lot 5, Block 1 Nature Ridge 3rd</u>			
Parcel Number: <u>34.468.0050</u>		Estimated Project Valuation: <u>\$330,000.00</u>	

**Attach** building plans, site plan, certification from zoning entity that housing project complies with zoning regulations and there are no outstanding land use issues. (Include letter of consent from property owner if subject to purchase agreement or include a copy of the purchase agreement.)

*I / We as applicant(s) for the Housing Tax Abatement submit this application having read the policy and understand the provisions as outlined including, but not limited to, the potential of a partial abatement in year one, due to % of completion on January 2nd, there are not any non-compliance or non-conformity outstanding land use issues on the parcel, construction must commence within one year of the approval, assessors cannot be refused access to the property for assessment purposes and the abatement is awarded annually following full payment of real estate taxes due.*

Jill Bigelow 6/19/24  
 Signature of Applicant(s) Date

**FOR OFFICE USE ONLY: ELIGIBLE / APPLICABLE APPROVALS**

Mower County Date:

---

City or  Township of Date:

---

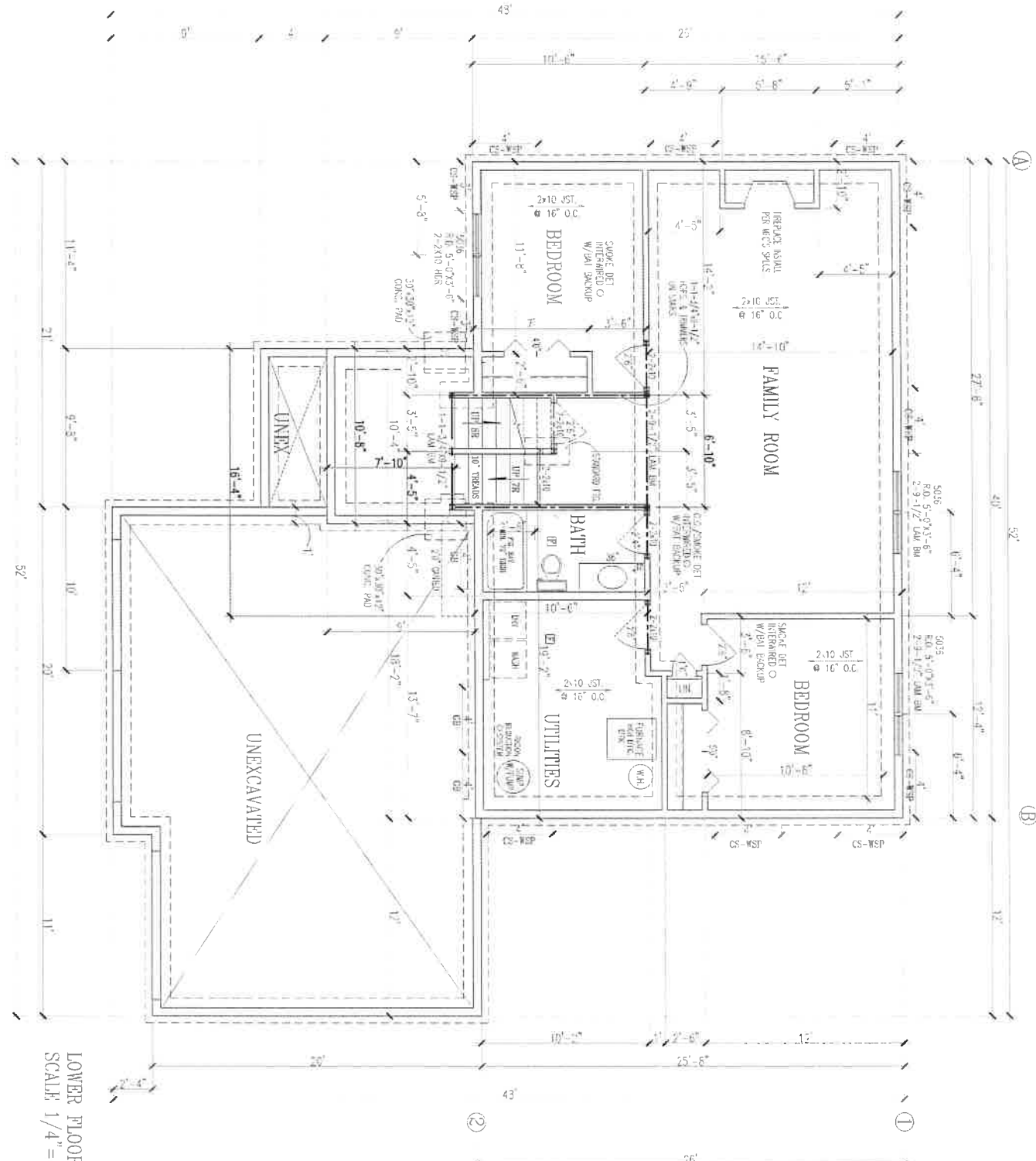
School District of Date:

**Disclaimer:** Each taxing entity makes its own decision on approval or denial of application for tax abatement. Applications must comply with all requirements of the policy/program as outlined in the policy/program guidelines and build within allotted timeframe or tax abatement offer will be automatically terminated.

Please submit completed application with attachments to: Mower County Administration  
 201 1st Street NE, Suite 9, Austin MN 55912  
 507-437-9549  
 Office Hours: M-F 8 a.m. – 4:30 p.m.  
 deniseb@co.mower.mn.us

**Notice – City of Austin Housing Projects**  
 This application must be approved prior to the building permit being issued by the City of Austin.





LOWER FLOOR PLAN  
SCALE: 1/4" = 1'-0"

VERIFY ALL WINDOW SIZES WITH MANUFACTURER WINDOW SUPPLIER

DATE	06-18-24
BY	NOTED
CHK	2414288
APP	NOTED

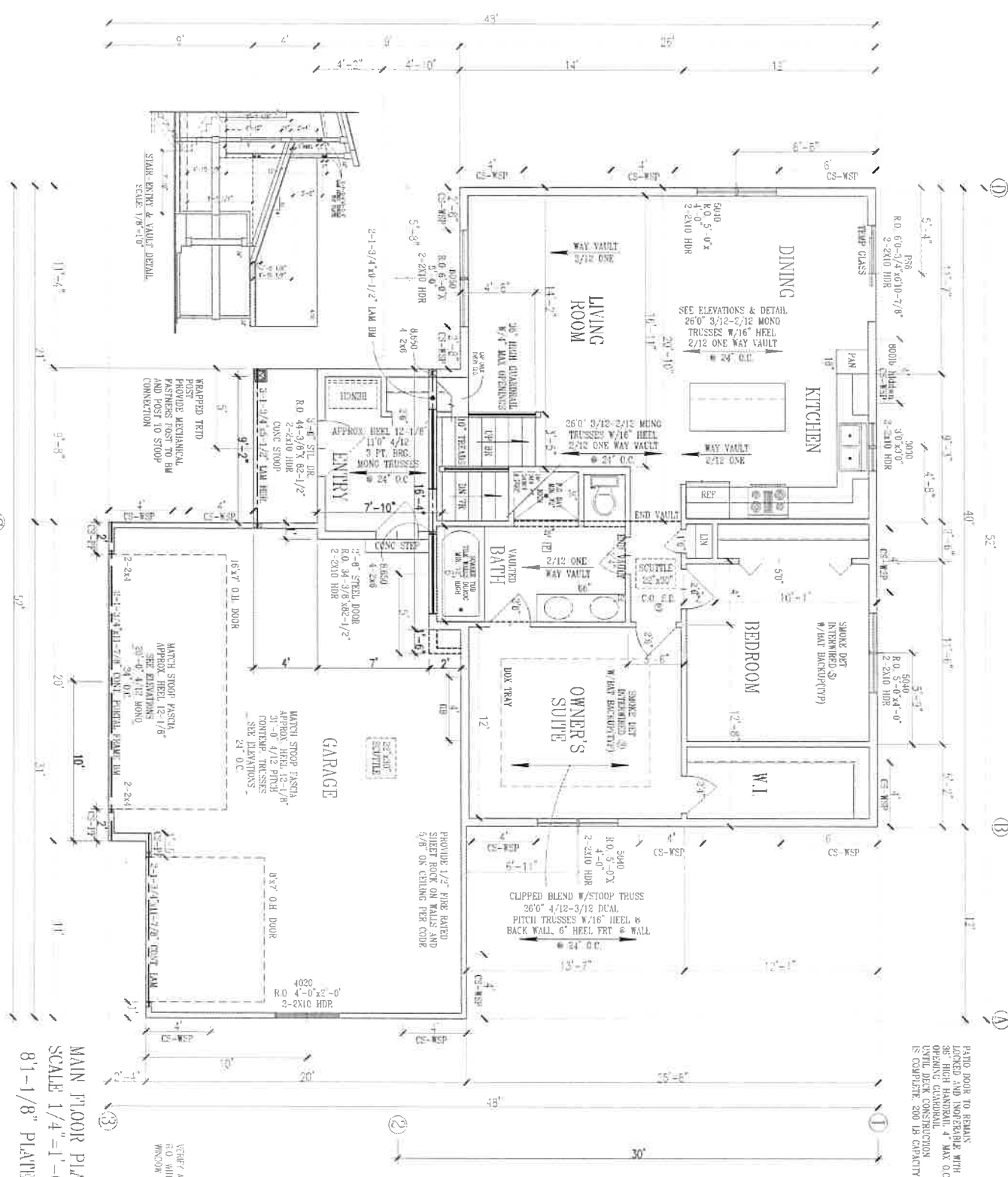
CONTRACTOR:  
**BIGELOW/LENNON**

OWNER:  
**NATURE RIDGE #5-1**

These drawings have been prepared using information provided for the customer/contractor and do not constitute a contract. The contractor is responsible for obtaining all necessary permits and approvals. The contractor shall be responsible for obtaining all necessary permits and approvals. The contractor shall be responsible for obtaining all necessary permits and approvals.

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**PROGRESSIVE PLAN DESIGN LLP**  
RESIDENTIAL ARCHITECTURE  
(507) 775-6677  
714 COUNTY RD. 3 NW BYRON MN, 55920  
progressiveplandesign@gmail.com



MAIN FLOOR PLAN  
SCALE 1/4"=1'-0"  
8 1/8" PLATE

PATIO DOOR TO REMAIN  
LOCKED AND INOPERABLE WITH  
36" HIGH HANDRAIL 4" MAX O.C.  
OPENING DIMENSION  
IS COMPLETE. 200 LB CAPACITY

DATE	06-18-24
BY	NOTED
NO.	2411286
REV.	NOTED

CONTRACTOR  
**BIGELOW/LENNON**

OWNER  
**NATURE RIDGE #5-1**

These drawings have been prepared using information provided by the customer/contractor and are not to be used for any other purpose without the express written consent of the architect. The architect is not responsible for any errors or omissions in these drawings. The architect is not responsible for any construction methods or materials used in the construction of the project. The architect is not responsible for any conditions or circumstances that may arise during the construction of the project. The architect is not responsible for any conditions or circumstances that may arise during the construction of the project.

4/24/2024 by: *[Signature]*

**PROGRESSIVE PLAN DESIGN LLP**  
RESIDENTIAL ARCHITECTURE  
(507) 775-6677  
714 COUNTY RD. 3 N W. BYRON MN, 55920  
progressiveplandesign@gmail.com

DESCRIPTION: MAIN FLOOR

BRACED PANEL LENGTH TABLE  
BASED ON WIND SPEED (<math>50\text{ mph}</math>)

BRACED PANEL LENGTH (FEET)	BRACED PANEL WIDTH (FEET)	BRACED PANEL AREA (SQ FT)	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA (MINIMUM)
1	30 FT	4.5	1.0	1.0
2	30 FT	9.5	1.0	1.0
3	30 FT	3.5	1.0	1.0

DESCRIPTION: MAIN FLOOR

BRACED PANEL LENGTH TABLE  
BASED ON WIND SPEED (<math>50\text{ mph}</math>)

BRACED PANEL LENGTH (FEET)	BRACED PANEL WIDTH (FEET)	BRACED PANEL AREA (SQ FT)	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA (MINIMUM)
A	30 FT	5.0	1.0	1.0
B	30 FT	5.8	1.0	1.0
C	30 FT	5.0	1.0	1.0
D	30 FT	5.8	1.0	1.0

DESCRIPTION: LOWER FLOOR

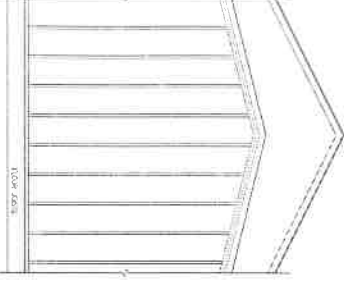
BRACED PANEL LENGTH TABLE  
BASED ON WIND SPEED (<math>50\text{ mph}</math>)

BRACED PANEL LENGTH (FEET)	BRACED PANEL WIDTH (FEET)	BRACED PANEL AREA (SQ FT)	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA (MINIMUM)
1	30 FT	6.0	1.0	1.0
2	30 FT	15.8	1.0	1.0

DESCRIPTION: LOWER FLOOR

BRACED PANEL LENGTH TABLE  
BASED ON WIND SPEED (<math>50\text{ mph}</math>)

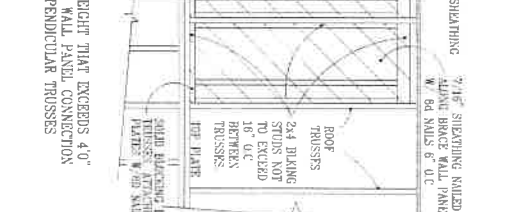
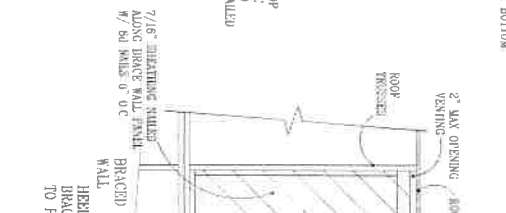
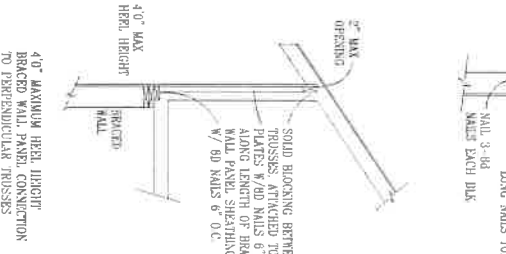
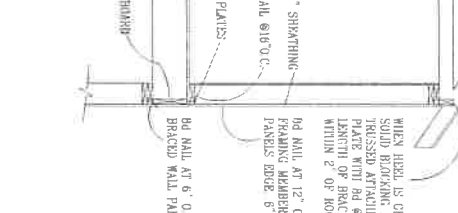
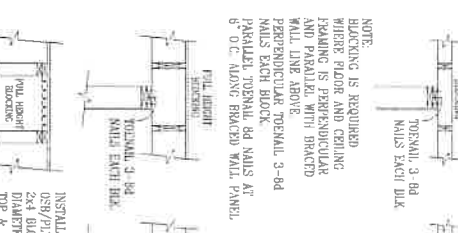
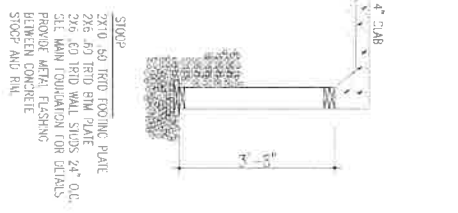
BRACED PANEL LENGTH (FEET)	BRACED PANEL WIDTH (FEET)	BRACED PANEL AREA (SQ FT)	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA	BRACED PANEL PERCENTAGE OF TOTAL WALL AREA (MINIMUM)
A	40 FT	12.0	1.0	1.0
B	40 FT	12.0	1.0	1.0



WHEN SCISSOR TRUSSES ARE USED THE GABLE END FRAME SHALL MATCH THE PROFILE OF THE SCISSOR TRUSSES ADJACENT TO IT FOR PROPER BOTTOM CHORD BRACING TO BE INSTALLED. ALL OPENING IN EXTERIOR WALL OR BALCONY FRAME SHOULD HAVE A MIN OF TWO KING STUDS ON EACH SIDE OF OPENING TO RESIST WIND LOAD.

GA INTERIOR BRACED WALL PLATE PASTED TO FLOOR W/ 3-1/4" DIA NAILS @ 16" O.C. FULL HEIGHT BLOCKING 16" O.C. 3-1/4" DIA NAILS EACH BLOCK. 7' SCREENED GRID ON ROOF.

1. ALL WALLS SHALL BE CONTINUOUSLY SHEATHED WITH 1/2" CD STRUCTURAL PANELS
2. CS-NWP OR PLANS INDICATE AREAS OF BRACED PANELS
3. BRACED PANELS SHALL BE CONSTRUCTED WITH 16" O.C. STUDS. TOP PLATE PASTED TO SOLID FRAMING WITH 6d NAILS 6" O.C.
4. BOTTOM PLATES FASTENED TO SOLID FRAMING W/ 2x4 ORS SHEATHING (2x4/6 INCHES) PASTED W/ 6d COMMON NAILS 6" O.C. ON EDGES AND 12" O.C. IN FIELD.
5. SOLID BLOCKING BETWEEN TRUSSES WITH HEEL GREATER THAN 9'-1/4" TO WITHIN 2" OF ROOF SHEATHING PASTED WITH MIN 6d NAILS 6" O.C. ALONG LENGTH OF PANEL.
6. ANY OTHER TYPE OF BRACING METHOD SHALL BE INDICATED ON PLAN AND SEPARATE DETAIL WILL BE PROVIDED.



BB-06-18-24  
NOTED  
2/11/2018  
NOTED

CONTRACTOR: BIGELOW/LENNON  
OWNER: NATURE RIDGE #5-1

These drawings have been prepared using information provided by the customer/contractor. The customer/contractor is responsible for providing accurate information. The customer/contractor is responsible for providing accurate information. The customer/contractor is responsible for providing accurate information.

PROGRESSIVE PLAN DESIGN LLP  
RESIDENTIAL ARCHITECTURE  
(507) 775-6677  
714 COUNTY RD. 3 NW BYRON MN, 55920  
progressiveplandesign@gmail.com



# PROGRESSIVE PLAN DESIGN LLP

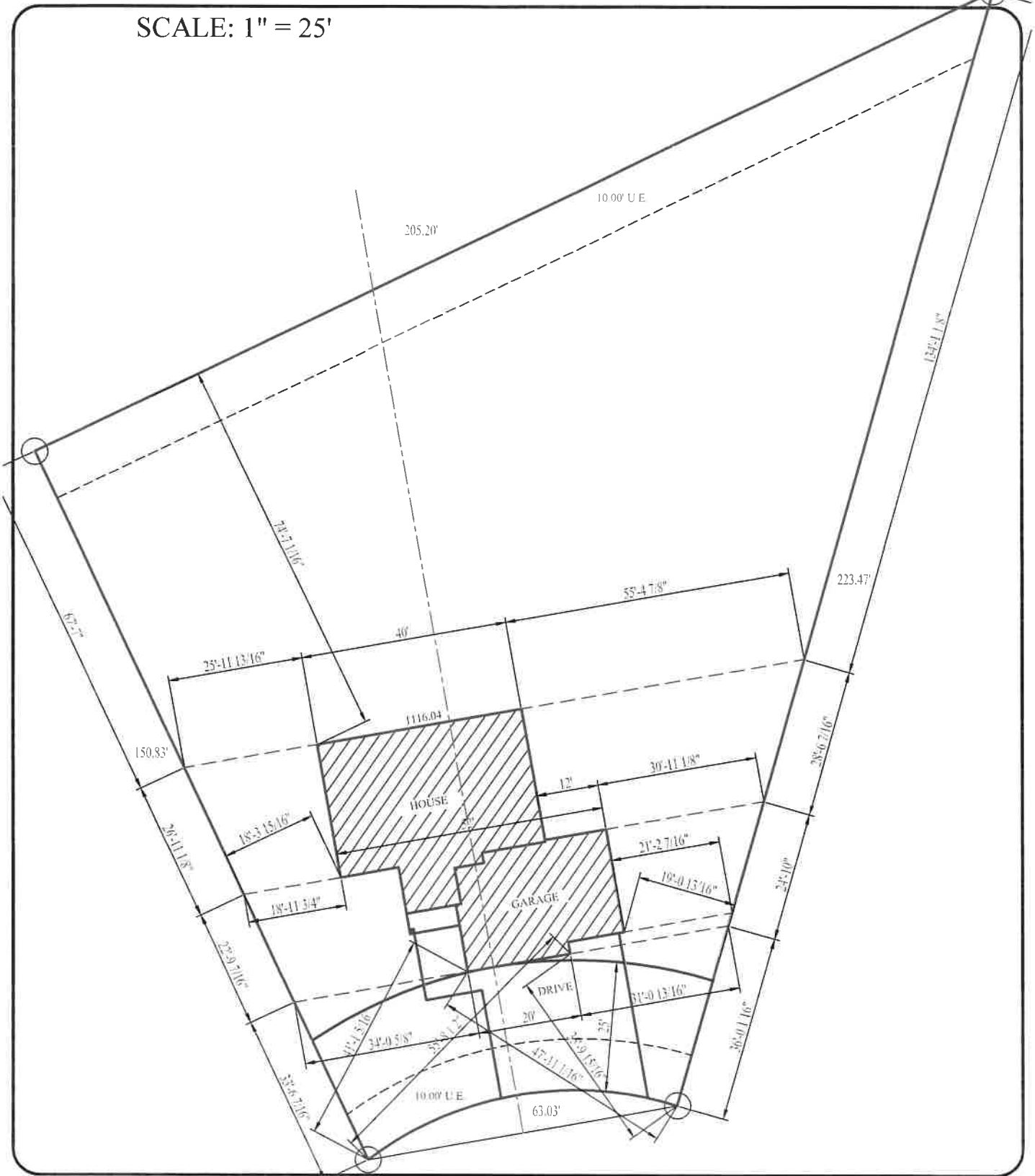
RESIDENTIAL ARCHITECTURE  
714 CO. RD. 3 N.W. Byron, MN 55920  
(507)775-8677

LOT, #5 BLK. #1  
SUBDIVISION: NATURE RIDGE THIRD  
CITY: AUSTIN STATE: MN

CONTRACTOR: BIGELOW/LENNON  
CUSTOMER: NATURE RIDGE #5-1 #2414288



SCALE: 1" = 25'



**OFFICIAL MINUTES: AUSTIN SCHOOL BOARD**

**REGULAR MEETING**

Independent School District No. 492

**Monday, June 10, 2024 5:30 pm**

Annex Recital Hall

205 4th Street NW, Austin, Minnesota

**MEMBERS PRESENT:** Carolyn Dube  
Kathy Green  
Cece Kroc  
Carol McAlister  
Evan Sorenson  
Peggy Young  
Superintendent Dr. Joey Page

**MEMBERS ABSENT:** Don Leathers

**MEETING CALLED  
TO ORDER:**

Chairperson Dube called the meeting to order at 5:30 p.m. in the Annex Recital Hall.

**AGENDA APPROVED:** A motion was made by McAlister, seconded by Kroc and carried unanimously to approve the agenda as printed.

**SUPERINTENDENT'S  
REPORT:**

Superintendent Page thanked AHS staff for their work with the graduation ceremony, noted several student recognitions and provided a goals update with highlights of 2023-24 accomplishments.

**SCHOOL BOARD  
REPORTS:**

McAlister congratulated recent graduates and thanked the AHS staff for their outstanding work on this year's graduation ceremony.

**MINUTES APPROVED:**

Green made a motion, seconded by Young and carried unanimously to approve the regular meeting minutes of 5/13/24 and special meeting minutes of 5/28/24 as printed.

(A COMPLETE COPY OF THE MINUTES IS ATTACHED IN THE OFFICIAL MINUTE BOOK AND POSTED ON THE DISTRICT WEBSITE.)

**PERSONNEL REPORT  
APPROVED:**

Green made a motion, seconded by Young and carried unanimously to approve the following personnel items.

**Certified Staff:**

Contracts for Approval – Kaila Bergstad, grade 3 teacher, effective 8/14/24; Kelly Delacruz, FACS teacher, effective 8/14/24; Gabriela Deusangeli, ECSE teacher, effective 8/14/24; Gretchen Erickson, ECFE teacher, effective 8/14/24; Kelly Fiedler, grade 2 teacher, effective 8/14/24; Valerie Jorgensen-Lowe, grade 4 teacher, effective 8/14/24; Elizabeth Tsoblewu, SPED teacher, effective 8/14/24; Sara Twedten, language arts teacher, effective 8/14/24; Brigette Rambadt, grade 1 teacher, effective 8/14/24; and Margaret Weis, grade 4 teacher, effective 8/14/24

Request for Leave – Madison Bartlett, grade 5 teacher, effective 8/28/24-11/20/24

Resignations – Tyler Amick, effective 5/29/24; Rebecca Bryson, media specialist, effective 5/29/24; Gretchen Erickson, Preschool on Wheels teacher, effective 5/29/24; Bryce Hoffa, counselor, effective 5/29/24; Kirsten Linkenmeyer, social studies teacher, effective 5/29/24; Lauren Phan, EL teacher, effective 5/29/24; Robyn Snow, grade 1 teacher,

**OFFICIAL MINUTES: AUSTIN SCHOOL BOARD****REGULAR MEETING**

effective 5/29/24; Devin Hines, grade 2 teacher, effective 5/29/24; and Joe Kroc, REACH social worker, effective 5/29/24

**Non-certified Staff:**

Contracts for Approval – Amy Blackstad, noon supervisor, 2.75 hrs/day, effective 8/26/24; Holly Henderson, SPED para, 6.5 hrs/day, effective 8/22/24; Karlee Johnson, MHP, 8 hrs/day, effective 8/14/24; Emily Levisen, SPED para, 29.5 hrs/week, effective 8/22/24; Margaret Mittelsteadt, MHP, 8 hrs/day, effective 8/14/24; and Nichole Wolfs, summer KK aide, 8 hrs/day, effective 5/28/24

Resignations – Baylee Boley, Kids Korner aide, effective 5/29/24; Michael Majerus, computer technician, effective 5/17/24; Byrah Moore, ECFE assistant, effective 5/29/24; Ehgay Poe, Success Coach, effective 5/29/24; Lauren Schmitt, SPED para, effective 5/29/24; Mike Wilcox, security para, effective 5/29/24; and Mayra Zarate Ortiz, SPED para, effective 5/29/24

Retirement – Pamela Vaughn, food service helper, effective 5/30/25

Termination – Aleks Bly Laguna, Success Coach, effective 5/29/24

**BILLS APPROVED:**

A motion was made by Green, seconded by Young and carried unanimously to approve the bills for payment as of 6/10/24.

(A COPY OF THE BILLS IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**TREASURER'S REPORT APPROVED:**

A motion was made by Green, seconded by Young and carried unanimously to approve the April, 2024 treasurer's report.

(A COPY OF THE TREASURER'S REPORT IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**REPORTS:**

Department/school updates from Superintendent Cabinet members and principals were available for review.

**NON-AFFILIATED**

**HANDBOOKS APPROVED:** Green made a motion, seconded by Young and carried unanimously to approve the non-affiliated handbooks for the exempt executive directors; exempt directors; exempt specialists, coordinators, managers, deans and supervisors; non-exempt MHP, COTA, tech; non-exempt nurse, success coach, student support, ABE navigator; and non-exempt ABE/ECFE assistants, ABE data specialist.

**2024-25 GRADING & REPORTING PARAMETERS APPROVED:**

Green made a motion, seconded by Young and carried unanimously to approve the 2024-25 grading and reporting parameters as brought forward by the PK-12 grading and reporting committee.

(A COPY OF THE PARAMETERS IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**AUDIT FIRM ENGAGEMENT:**

A motion was made Green, seconded by Young and carried unanimously to accept the engagement letter with Clifton Larson Allen (CLA) to conduct the district's audit for 2023-24.

**AHS SPRING SPORTS  
AND YEAR-END  
REVIEW:**

Track coaches Nancy Jones and Gabe Nelson provided highlights of their spring season, and Activities Director Katie Carter shared year-end information for all sports and activities.

**BOYS VOLLEYBALL  
APPROVED:**

A motion was made by Kroc, seconded by Green and carried unanimously to approve adding boys volleyball to Austin High School's list of athletic offerings effective with the 2024-25 school year.

**COOPERATIVE SPONSORSHIP**

**APPROVED:**

McAlister made a motion, seconded by Young and carried unanimously to approve the application to MSHSL for cooperative sponsorship with Lyle Public School for girls hockey effective with the 2024-25 school year.

**2024-25 EXTENDED**

**FIELD TRIPS APPROVED:**

Sorenson made a motion, seconded by Young and carried unanimously to approve the list of potential 2024-25 AHS extended field trips.

(A LIST OF THE FIELD TRIPS IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**REVISED POLICY 613**

**APPROVED:**

A motion was made by Kroc, seconded by Young and carried unanimously to approve revised policy 613 – Graduation Requirements as presented.

(THE REVISED POLICY WILL BE ATTACHED IN THE OFFICIAL MINUTE BOOK AND POSTED ON DISTRICT WEBSITE.)

**CERTIFICATION OF  
DISTRICT POPULATION  
ESTIMATE:**

A motion was made by Green, seconded by Sorenson and carried unanimously to approve the resolution certifying the population estimate for the 2024 payable 2025 levy at 30,059 as determined by the State Demographer.

(A COPY OF THE COMPLETE RESOLUTION IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**MEDICAL AND DENTAL  
INSURANCE RATES FOR  
2024-25 APPROVED:**

Green made a motion, seconded by McAlister and carried unanimously to approve the medical and dental insurance rates for 2024-25.

(A COPY OF RATE INFORMATION IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**WORKERS COMPENSATION  
RENEWAL FOR 2024-25**

**APPROVED:**

Green made a motion, seconded by McAlister and carried unanimously to approve the workers' compensation renewal rates for 2024-25.

(A COPY OF RATE INFORMATION IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**OVERVIEW OF PROPOSED**

**2024-25 BUDGET:** Executive Director of Finance and Operations Todd Lechtenberg provided an overview of the proposed 2024-25 budget. The budget will be presented for approval at the 6.24.24 school board special meeting.

**DONATIONS APPROVED:** Young made a motion, seconded by Kroc and carried unanimously to approve the donations as presented by Executive Director of Finance and Operations Todd Lechtenberg.

(A COMPLETE COPY OF DONATIONS IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**DOME UPDATE:** Todd Lechtenberg provided an overview of the 2023-24 dome operations noting a loss of \$233,280. Kroc suggested additional conversation should be had regarding the ongoing expenses of dome operations.

**LEA APPOINTMENT:** A motion was made Young, seconded by Green and carried unanimously to appoint Dr. Katie Baskin as the Local Educational Agent (LEA) for 2024-25.

**IOWA DESIGNATION:** Kroc made a motion, seconded by McAlister and carried unanimously to designate Dr. Joey Page to the role of Identified Official with Authority for 2024-25.

**GENERAL ELECTION**

**RESOLUTION APPROVED:** Young made a motion, seconded by McAlister and carried unanimously to approve the resolution calling the school district general election to be held on November 5, 2024 in conjunction with the statewide general election. The purpose of the election is to elect three school board members for terms of four years.

(A COPY OF THE COMPLETE RESOLUTION IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**FILING DATES APPROVED:**

A motion was made by Green, seconded by Sorenson and carried unanimously to approve the resolution establishing dates for filing affidavits of candidacy for election. The school board candidate filing dates will be July 30, 2024 through 5 pm on August 13, 2024.

(A COPY OF THE RESOLUTION IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**MEETING REMINDERS:** Chairperson Dube reminded School Board members of the special meeting scheduled for Monday, June 24, 2024 at 4 pm in the District Office Conference Room. Also, the July 8, 2024 meeting time has been changed to 4 pm.

**BOARD ENTERS CLOSED SESSION:**

A motion was made by Green, seconded by Young and carried unanimously to enter closed session at 6:43 pm for the purpose of conducting the superintendent's evaluation.

**BOARD ENTERS OPEN SESSION:**

A motion was made by Kroc, seconded by Sorenson and carried unanimously to enter open session at 7:38 pm.

**MEETING ADJOURNED:**

Sorenson made a motion, seconded by Young and carried unanimously to adjourn the meeting at 7:38 p.m.

---

Peggy Young, Clerk

**OFFICIAL MINUTES: AUSTIN SCHOOL BOARD**

**SPECIAL MEETING**

Independent School District No. 492

**Monday, June 24, 2024 4:00 pm**

District Administration Office Conference Room  
401 Third Avenue NW, Austin, MN

**MEMBERS PRESENT:** Carolyn Dube  
Kathy Green  
Cece Kroc  
Don Leathers (5:17 pm)

Carol McAlister  
Peggy Young  
Superintendent Dr. Joey Page

**MEMBERS ABSENT:** Evan Sorenson

**MEETING CALLED  
TO ORDER:**

Chairperson Dube called the meeting to order at 4:00 p.m. in the District Office Conference Room at Austin High School.

**AGENDA APPROVED:** A motion was made by Green, seconded by Young and carried 5-0 to approve the agenda as printed.

**FY25 ADOPTED BUDGET  
APPROVED:**

A motion was made by Kroc, seconded by Green and carried 5-0 to approve the FY25 Adopted Budget as presented by Executive Director of Finance and Operations Todd Lechtenberg. The projected fund balance with the FY25 adopted budget is 11.95%

(A COPY OF THE BUDGET IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**FY26 LTFM PLAN  
APPROVED:**

McAlister made a motion, seconded by Young and carried 5-0 to approve the FY26 Long-term Facilities Maintenance Ten-Year Plan as presented by Todd Lechtenberg.

(A COPY OF THE PLAN IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**2024-25 SRO CONTRACT  
APPROVED:**

Green made a motion, seconded by Young and carried 5-0 to approve the 2024-25 School Resource Officer (SRO) contract renewal as presented by Todd Lechtenberg.

(A COPY OF THE CONTRACT IS ATTACHED IN THE OFFICIAL MINUTE BOOK.)

**REVISED POLICY 521 AND  
521 FORM APPROVED:**

A motion was made by Kroc, seconded by McAlister and carried 5-0 to approve the revised policy 521 – Student Disability Nondiscrimination and the accompanying 521 reporting form.

(A COPY OF THE POLICY AND FORM ARE ATTACHED IN THE OFFICIAL MINUTE BOOK AND POSTED ON DISTRICT WEBSITE.)

**BOARD SELF-EVALUATION/  
GOAL SETTING**

**INSERVICE:**

Prior to the meeting, board members were asked to independently complete an online school board self-evaluation questionnaire. Minnesota School Boards Association Director of Strategic Planning and Board Leadership Gail Gillman reviewed the results of the self-evaluation with the board. Discussion followed. This information will be used at the upcoming goal setting retreat scheduled for July 8, 2024.

Mr. Leathers arrived at 5:17 pm.

**GREEN ANNOUNCES  
HER RESIGNATION:**

Kathy Green announced she is resigning from the Austin School Board effective 12.31.24. She has two years remaining on her current term.

**ADJOURNMENT:**

A motion was made by Kroc, seconded by Young and carried 6-0 to adjourn at 6:40 pm.

---

Peggy Young, Clerk

**CHECKS ISSUED: 6/24/2024 - 7/8/2024**  
**FOR APPROVAL BY THE SCHOOL BOARD ON MONDAY, JULY 8, 2024.**

CONTACT TODD LECHTENBERG WITH QUESTIONS:

TELEPHONE: (507) 460-1913

E-MAIL: TODD.LECHTENBERG@AUSTIN.K12.MN.US

Accounts Payable Overview

<i>Date</i>	<i>Batch</i>	<i>Check</i>	<i>Commerce Bank</i>	<i>Wire</i>	<i>P Card</i>	<i>Total</i>
6/3/2024	W241201			\$1,383.96		\$ 1,383.96
6/5/2024	W241202			\$3,000.00		\$ 3,000.00
6/7/2024	W241203			\$595.10		\$ 595.10
6/10/2024	W241204			\$11,093.22		\$ 11,093.22
6/20/2024	W241205			\$636.00		\$ 636.00
6/21/2024	6/21/2024 Payroll AP	\$ 46,060.17		\$759,150.84		\$ 805,211.01
6/24/2024	W241206			\$313.80		\$ 313.80
6/25/2024	CB241204, T241204, 6/25/2024 AFLAC June	\$ 594,558.91	\$ 12,078.63	\$1,313.22		\$ 607,950.76
6/26/2024	W241207			\$519.05		\$ 519.05
6/27/2024	6/27/2024 TRA PERA			\$388,198.74		\$ 388,198.74
7/2/2024	T241301, CB241301, T250101	\$ 1,086,752.20	\$ 17,310.69			\$ 1,104,062.89
					<b>TOTAL</b>	<b>\$ 2,922,964.53</b>

<i>Payroll Summary</i>	
<i>Date</i>	<i>Total</i>
6/6/2024	\$ 1,628,321.20
6/20/2024	\$ 1,675,816.28
<b>TOTAL</b>	<b>\$3,304,137.48</b>

<i>Health &amp; Dental Fees &amp; Claims</i>		
	<i>Health</i>	<i>Dental</i>
Week 1		
Week 2	\$ 212,097.71	\$ 5,070.53
Week 3	\$ 183,016.15	\$ 7,445.75
Week 4	\$ 298,026.97	\$ 15,323.63
Week 5	\$ 262,323.92	\$ 13,503.16
<b>TOTAL</b>	<b>\$955,464.75</b>	<b>\$41,343.07</b>
<b>TOTAL</b>	<b>\$996,807.82</b>	

**GRAND TOTAL      \$7,223,909.83**

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	54327	Check	A.F.S.C.M.E. COUNCIL 65	2,845.28	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
AFL.06062024.D	AFL - AFSCM EMP AFL-C for 6/6/2024 Reg PR	06/06/2024	748.34		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 01 L 215 06	711.53
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 02 L 215 06	3.47
				PAYROLL W/HOLDING-UNION DUES PAYABLE 04 L 215 06	27.78
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 05 L 215 06	5.56
AFL.06202024.D	AFL - AFSCM EMP AFL-C for 6/20/2024 Reg PR	06/20/2024	748.34		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 01 L 215 06	711.53
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 02 L 215 06	3.47
				PAYROLL W/HOLDING-UNION DUES PAYABLE 04 L 215 06	27.78
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 05 L 215 06	5.56
AFSCM FS. 06062024.D	AFSCM FS - AFSCM FS for 6/6/2024 Reg PR	06/06/2024	687.11		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 01 L 215 06	11.94
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 02 L 215 06	675.17
AFSCM FS. 06202024.D	AFSCM FS - AFSCM FS for 6/20/2024 Reg PR	06/20/2024	661.49		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 02 L 215 06	661.49
06/21/2024	54328	Check	AUSTIN EDUCATION ASSOCIATION	17,573.48	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
AEA ASF.06202024. D	AEA ASF - AEA ASF for 6/20/2024 Lump Sum	06/20/2024	40.00		
				PAYROLL W/HOLDINGS-AEA DUES 01 L 215 16	40.00
AEA ASF.06202024. D.a	AEA ASF - AEA ASF for 6/20/2024 Terming	06/20/2024	19.00		
				PAYROLL W/HOLDINGS-AEA DUES 01 L 215 16	19.00
AEA ASF.06202024. D.b	AEA ASF - AEA ASF for 6/20/2024 Reg PR	06/20/2024	194.00		
				PAYROLL W/HOLDINGS-AEA DUES 01 L 215 16	194.00
AEA.06202024.D	AEA - UNION DUES1 for 6/20/2024 Lump Sum	06/20/2024	1,288.17		
				PAYROLL W/HOLDINGS-AEA DUES 01 L 215 16	1,288.17

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	54328	Check	AUSTIN EDUCATION ASSOCIATION	17,573.48	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
AEA.06202024.D.a	AEA - UNION DUES1 for 6/20/2024 Terming	06/20/2024	1,672.51		
		PAYROLL W/HOLDINGS-AEA DUES		01 L 215 16	1,672.51
AEA.06202024.D.b	AEA - UNION DUES1 for 6/20/2024 MK Void	06/20/2024	-25.09		
		PAYROLL W/HOLDINGS-AEA DUES		01 L 215 16	-25.09
AEA.06202024.D.c	AEA - UNION DUES1 for 6/20/2024 Reg PR	06/20/2024	14,384.89		
		PAYROLL W/HOLDINGS-AEA DUES		01 L 215 16	14,196.33
		PAYROLL W/HOLDING-AEA DUES		04 L 215 16	188.56
06/21/2024	54329	Check	AUSTIN PUBLIC EDUCATION FOUNDATION	359.96	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
AEF.06062024.D	AEF - AUSTIN EDUC FOU for 6/6/2024 Reg PR	06/06/2024	169.98		
		PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS		01 L 215 11	159.98
		PAYROLL W/HOLDING-CHARITABLE CONTRIBUTIONS		04 L 215 11	10.00
AEF.06202024.D	AEF - AUSTIN EDUC FOU for 6/20/2024 Lump Sum	06/20/2024	25.00		
		PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS		01 L 215 11	25.00
AEF.06202024.D.a	AEF - AUSTIN EDUC FOU for 6/20/2024 Terming	06/20/2024	4.31		
		PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS		01 L 215 11	4.31
AEF.06202024.D.b	AEF - AUSTIN EDUC FOU for 6/20/2024 Reg PR	06/20/2024	160.67		
		PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS		01 L 215 11	150.67
		PAYROLL W/HOLDING-CHARITABLE CONTRIBUTIONS		04 L 215 11	10.00
06/21/2024	54330	Check	AUSTIN PUBLIC SCHOOLS ISD 492	20,854.11	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
DENFM.06062024.D	DENFM - FAMILY DENTAL1 for 6/6/2024 Reg PR	06/06/2024	6,442.98		
		PAYROLL W/HOLDINGS-DENTAL INS PAYABLE		01 L 215 08	6,143.83
		PAYROLL W/HOLDINGS-DENTAL INS PAYABLE		02 L 215 08	70.13
		PAYROLL W/HOLDING-DENTAL INS PAYABLE		04 L 215 08	188.16
		PAYROLL W/HOLDINGS-DENTAL INS PAYABLE		05 L 215 08	40.86
DENFM.06202024.D	DENFM - FAMILY DENTAL1 for 6/20/2024 Lump Sum	06/20/2024	2,225.60		
		PAYROLL W/HOLDINGS-DENTAL INS PAYABLE		01 L 215 08	2,225.60

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	54330	Check	AUSTIN PUBLIC SCHOOLS ISD 492	20,854.11	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
DENFM.06202024.D. a	DENFM - FAMILY DENTAL1 for 6/20/2024 Terming	06/20/2024	1,237.86		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	1,237.86
DENFM.06202024.D. b	DENFM - FAMILY DENTAL1 for 6/20/2024 MK Void	06/20/2024	-27.82		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	-27.82
DENFM.06202024.D. c	DENFM - FAMILY DENTAL1 for 6/20/2024 Reg PR	06/20/2024	5,555.52		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	5,365.25
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 02 L 215 08	70.13
				PAYROLL W/HOLDING-DENTAL INS PAYABLE 04 L 215 08	79.28
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 05 L 215 08	40.86
FDN.06062024.D	FDN - FLEX DEN PREM for 6/6/2024 Reg PR	06/06/2024	2,345.54		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	2,230.84
				PAYROLL W/HOLDING-DENTAL INS PAYABLE 04 L 215 08	114.70
FDN.06202024.D	FDN - FLEX DEN PREM for 6/20/2024 Lump Sum	06/20/2024	517.50		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	517.50
FDN.06202024.D.a	FDN - FLEX DEN PREM for 6/20/2024 Terming	06/20/2024	564.68		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	564.68
FDN.06202024.D.b	FDN - FLEX DEN PREM for 6/20/2024 Reg PR	06/20/2024	1,992.25		
				PAYROLL W/HOLDINGS-DENTAL INS PAYABLE 01 L 215 08	1,921.39
				PAYROLL W/HOLDING-DENTAL INS PAYABLE 04 L 215 08	70.86
06/21/2024	54331	Check	LOCAL 867	2,187.90	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
UAW.06062024.D	UAW - UAW L. 867 for 6/6/2024 Reg PR	06/06/2024	1,093.99		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 01 L 215 06	1,075.78
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 02 L 215 06	18.21
UAW.06202024.D	UAW - UAW L. 867 for 6/20/2024 Reg PR	06/20/2024	1,093.91		
				PAYROLL W/HOLDINGS-UNION DUES PAYABLE 01 L 215 06	1,075.70

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
06/21/2024	54331	Check	LOCAL 867	2,187.90
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
			PAYROLL W/HOLDINGS-UNION DUES PAYABLE	02 L 215 06
				18.21
06/21/2024	54332	Check	MN SCHOOL EMPLOYEES ASSN	1,875.44
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
MSEA 2%.06202024.D	MSEA 2% - MSEA 2% for 6/20/2024 Reg PR		06/20/2024	1,875.44
			PAYROLL W/HOLDINGS-UNION DUES PAYABLE	01 L 215 06
				1,875.44
06/21/2024	54333	Check	UNITED WAY OF MOWER COUNTY	364.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
UNF.06062024.D	UNF - UNITED FUND for 6/6/2024 Reg PR		06/06/2024	182.00
			PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS	01 L 215 11
			PAYROLL W/HOLDING-CHARITABLE CONTRIBUTIONS	04 L 215 11
				173.00
				9.00
UNF.06202024.D	UNF - UNITED FUND for 6/20/2024 Terming		06/20/2024	10.00
			PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS	01 L 215 11
				10.00
UNF.06202024.D.a	UNF - UNITED FUND for 6/20/2024 Reg PR		06/20/2024	172.00
			PAYROLL W/HOLDINGS-CHARITABLE CONTRIBUTIONS	01 L 215 11
			PAYROLL W/HOLDING-CHARITABLE CONTRIBUTIONS	04 L 215 11
				163.00
				9.00
06/21/2024	202003158	Wire Transfer	ALERUS	0.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
HDHSA.06062024.B	HDHSA - HSA FAMILY CONTRIBUTION for 6/6/2024 Reg PR		06/06/2024	110,505.00
			PAYROLL W/HOLDINGS-HSA PAYABLE	01 L 215 40
			PAYROLL W/HOLDINGS-HSA PAYABLE	02 L 215 40
			PAYROLL W/HOLDING-HSA PAYABLE	04 L 215 40
			PAYROLL W/HOLDINGS-HSA PAYABLE	05 L 215 40
				108,065.00
				800.00
				1,160.00
				480.00
HDHSA.06202024.B	HDHSA - HSA FAMILY CONTRIBUTION for 6/20/2024 Lump Sum		06/20/2024	-8,400.00
			PAYROLL W/HOLDINGS-HSA PAYABLE	01 L 215 40
				-8,400.00

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003158	Wire Transfer	ALERUS	0.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
HDHSA.06202024.B.a	HDHSA - HSA FAMILY CONTRIBUTION for 6/20/2024 Terming	06/20/2024	-1,600.00		
				PAYROLL W/HOLDINGS-HSA PAYABLE 01 L 215 40	-1,600.00
HDHSA.06202024.B.b	HDHSA - HSA FAMILY CONTRIBUTION for 6/20/2024 Reg PR	06/20/2024	-100,505.00		
				PAYROLL W/HOLDINGS-HSA PAYABLE 01 L 215 40	-98,065.00
				PAYROLL W/HOLDINGS-HSA PAYABLE 02 L 215 40	-800.00
				PAYROLL W/HOLDING-HSA PAYABLE 04 L 215 40	-1,160.00
				PAYROLL W/HOLDINGS-HSA PAYABLE 05 L 215 40	-480.00
06/21/2024	202003159	Wire Transfer	ALLIANCE BENEFIT GROUP	48,516.07	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
HDHSA.06202024.D	HDHSA - HIGH DEDUCTIBLE HSA for 6/20/2024 Lump Sum	06/20/2024	14,848.75		
				PAYROLL W/HOLDINGS-HSA PAYABLE 01 L 215 40	14,848.75
HDHSA.06202024.D.a	HDHSA - HIGH DEDUCTIBLE HSA for 6/20/2024 Terming	06/20/2024	717.00		
				PAYROLL W/HOLDINGS-HSA PAYABLE 01 L 215 40	717.00
HDHSA.06202024.D.b	HDHSA - HIGH DEDUCTIBLE HSA for 6/20/2024 Reg PR	06/20/2024	32,950.32		
				PAYROLL W/HOLDINGS-HSA PAYABLE 01 L 215 40	31,954.60
				PAYROLL W/HOLDINGS-HSA PAYABLE 02 L 215 40	125.00
				PAYROLL W/HOLDING-HSA PAYABLE 04 L 215 40	642.92
				PAYROLL W/HOLDINGS-HSA PAYABLE 05 L 215 40	227.80
06/21/2024	202003160	Wire Transfer	EDUCATORS BENEFIT CONSULTANTS, LLC	59,552.29	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
AIG.06202024.B	AIG - AIG RETIREMENT for 6/20/2024 Lump Sum	06/20/2024	483.00		
				PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES 01 L 215 05	483.00
AIG.06202024.B.a	AIG - AIG RETIREMENT for 6/20/2024 Reg PR	06/20/2024	287.00		
				PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES 01 L 215 05	287.00

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003160	Wire Transfer	EDUCATORS BENEFIT CONSULTANTS, LLC	59,552.29	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	02 L 215 05	0.00
AIG.06202024.D	AIG - AIG RETIREMENT for 6/20/2024 Lump Sum	06/20/2024	4,385.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	4,385.00
AIG.06202024.D.a	AIG - AIG RETIREMENT for 6/20/2024 Terming	06/20/2024	200.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	200.00
AIG.06202024.D.b	AIG - AIG RETIREMENT for 6/20/2024 Reg PR	06/20/2024	3,035.89		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	2,960.89
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	02 L 215 05	25.00
			PAYROLL W/HOLDING-TAX SHELTER ANNUITIES	04 L 215 05	50.00
HRMA.06202024.B	HRMA - HORACE MANN COMPANY for 6/20/2024 Lump Sum	06/20/2024	480.75		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	480.75
HRMA.06202024.B.a	HRMA - HORACE MANN COMPANY for 6/20/2024 Terming	06/20/2024	245.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	245.00
HRMA.06202024.B.b	HRMA - HORACE MANN COMPANY for 6/20/2024 Reg PR	06/20/2024	1,786.41		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	1,786.41
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	02 L 215 05	0.00
			PAYROLL W/HOLDING-TAX SHELTER ANNUITIES	04 L 215 05	0.00
HRMA.06202024.D	HRMA - HORACE MANN CO for 6/20/2024 Lump Sum	06/20/2024	3,480.75		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	3,480.75
HRMA.06202024.D.a	HRMA - HORACE MANN CO for 6/20/2024 Terming	06/20/2024	547.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	547.00
HRMA.06202024.D.b	HRMA - HORACE MANN CO for 6/20/2024 Reg PR	06/20/2024	7,738.85		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	7,408.85
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	02 L 215 05	150.00
			PAYROLL W/HOLDING-TAX SHELTER ANNUITIES	04 L 215 05	180.00
MNDP.06202024.D	MNDP - MN DEFERRED COMP for 6/20/2024 Lump Sum	06/20/2024	250.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	250.00

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003160	Wire Transfer	EDUCATORS BENEFIT CONSULTANTS, LLC	59,552.29	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
MNDCP.06202024.D. a	MNDCP - MN DEFFERED COMP for 6/20/2024 Reg PR	06/20/2024	1,071.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	1,071.00
ORC.06202024.D	ORC - ORCHARD TRUST for 6/20/2024 Reg PR	06/20/2024	50.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	50.00
SBG.06202024.B	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Lump Sum	06/20/2024	1,835.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	1,835.00
SBG.06202024.B.a	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Terming	06/20/2024	98.17		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	98.17
SBG.06202024.B.b	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Reg PR	06/20/2024	5,295.57		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	5,130.57
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		02 L 215 05	21.00
		PAYROLL W/HOLDING-TAX SHELTER ANNUITIES		04 L 215 05	131.00
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		05 L 215 05	13.00
SBG.06202024.D	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Lump Sum	06/20/2024	5,875.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	5,875.00
SBG.06202024.D.a	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Terming	06/20/2024	900.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	900.00
SBG.06202024.D.b	SBG - SECURITY BENEFIT GROUP for 6/20/2024 MK Void	06/20/2024	-100.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	-100.00
SBG.06202024.D.c	SBG - SECURITY BENEFIT GROUP for 6/20/2024 Reg PR	06/20/2024	16,467.24		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	15,940.24
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		02 L 215 05	396.00
		PAYROLL W/HOLDING-TAX SHELTER ANNUITIES		04 L 215 05	131.00
SBGR.06202024.D	SBGR - SECURITY BENEFIT GROUP ROTH for 6/20/2024 Lump Sum	06/20/2024	1,000.00		
		PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES		01 L 215 05	1,000.00

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003160	Wire Transfer	EDUCATORS BENEFIT CONSULTANTS, LLC	59,552.29	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
SBGR.06202024.D.a	SBGR - SECURITY BENEFIT GROUP ROTH for 6/20/2024 Terming	06/20/2024	260.00		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	260.00
SBGR.06202024.D.b	SBGR - SECURITY BENEFIT GROUP ROTH for 6/20/2024 Reg PR	06/20/2024	3,880.66		
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	01 L 215 05	3,727.20
			PAYROLL W/HOLDINGS-TAX SHELTER ANNUITIES	05 L 215 05	153.46
06/21/2024	202003161	Wire Transfer	MINNESOTA DEPT OF REVENUE	94,600.31	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
MN\$.06202024.D	MN\$ - MN ADD ON for 6/20/2024 Lump Sum	06/20/2024	450.00		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	450.00
MN\$.06202024.D.a	MN\$ - MN ADD ON for 6/20/2024 Terming	06/20/2024	25.00		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	25.00
MN\$.06202024.D.b	MN\$ - MN ADD ON for 6/20/2024 Reg PR	06/20/2024	1,540.00		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	1,285.71
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	02 L 215 02	30.00
			PAYROLL W/HOLDING-STATE WITHHOLDING	04 L 215 02	224.29
MN%.06202024.D	MN% - MN STATE TAX% for 6/20/2024 Terming	06/20/2024	1,258.09		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	1,258.09
MN%.06202024.D.a	MN% - MN STATE TAX% for 6/20/2024 Reg PR	06/20/2024	70.28		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	25.14
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	02 L 215 02	45.14
MN.06202024.D	MN - MN STATE TAX for 6/20/2024 Lump Sum	06/20/2024	14,545.38		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	14,545.38
MN.06202024.D.a	MN - MN STATE TAX for 6/20/2024 Terming	06/20/2024	18,985.78		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	18,985.78
MN.06202024.D.b	MN - MN STATE TAX for 6/20/2024 MK Void	06/20/2024	-137.16		
			PAYROLL W/HOLDINGS-STATE WITHHOLDING	01 L 215 02	-137.16

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003161	Wire Transfer	MINNESOTA DEPT OF REVENUE	94,600.31	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
MN.06202024.D.c	MN - MN STATE TAX for 6/20/2024 Reg PR	06/20/2024	57,862.94		
	PAYROLL W/HOLDINGS-STATE WITHHOLDING			01 L 215 02	55,305.18
	PAYROLL W/HOLDINGS-STATE WITHHOLDING			02 L 215 02	444.59
	PAYROLL W/HOLDING-STATE WITHHOLDING			04 L 215 02	1,599.54
	PAYROLL W/HOLDINGS-STATE WITHHOLDING			05 L 215 02	158.78
	PAYROLL W/HOLDINGS-STATE WITHHOLDING			11 L 215 02	97.20
	PAYROLL W/HOLDINGS-STATE WITHHOLDING			12 L 215 02	257.65
06/21/2024	202003162	Wire Transfer	MN CHILD SUPPORT PAYMENT CENT	779.58	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
MCS.06202024.D	MCS - MN CHILD SUPP1 for 6/20/2024 Reg PR	06/20/2024	779.58		
	PAYROLL W/HOLDINGS-MISC DED PAYABLE			01 L 215 14	779.58
06/21/2024	202003163	Wire Transfer	UNITED STATES TREASURY	555,702.59	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
FE\$.06202024.D	FE\$ - FED ADD-ON AMT for 6/20/2024 Lump Sum	06/20/2024	2,875.00		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	2,875.00
FE\$.06202024.D.a	FE\$ - FED ADD-ON AMT for 6/20/2024 Terming	06/20/2024	1,590.00		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	1,590.00
FE\$.06202024.D.b	FE\$ - FED ADD-ON AMT for 6/20/2024 Reg PR	06/20/2024	6,198.00		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	5,650.17
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	42.25
	PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS			04 L 215 01	505.58
FE%.06202024.D	FE% - FEDERAL TAX% for 6/20/2024 Terming	06/20/2024	1,615.11		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	1,615.11
FE%.06202024.D.a	FE% - FEDERAL TAX% for 6/20/2024 Reg PR	06/20/2024	285.55		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	196.74
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	88.81
FED.06202024.D	FED - FED TAX for 6/20/2024 Lump Sum	06/20/2024	28,555.78		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	28,555.78

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003163	Wire Transfer	UNITED STATES TREASURY	555,702.59	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
FED.06202024.D.a	FED - FED TAX for 6/20/2024 Terming	06/20/2024	39,596.02		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	39,596.02
FED.06202024.D.b	FED - FED TAX for 6/20/2024 MK Void	06/20/2024	-240.98		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-240.98
FED.06202024.D.c	FED - FED TAX for 6/20/2024 Reg PR	06/20/2024	107,015.93		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	103,079.71
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	681.27
	PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS			04 L 215 01	2,390.58
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			05 L 215 01	305.35
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			11 L 215 01	184.96
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			12 L 215 01	374.06
FIC.06062024.B.b	FIC - FICA for 6/6/2024 RR ach voic	06/06/2024	-214.78		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-214.78
FIC.06062024.B.c	FIC - FICA for 6/6/2024 RR void reissue	06/06/2024	214.78		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	214.78
FIC.06062024.D.b	FIC - FICA for 6/6/2024 RR ach voic	06/06/2024	-214.78		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-214.78
FIC.06062024.D.c	FIC - FICA for 6/6/2024 RR void reissue	06/06/2024	214.78		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	214.78
FIC.06202024.B	FIC - FICA for 6/20/2024 Lump Sum	06/20/2024	24,235.66		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	24,235.66
FIC.06202024.B.a	FIC - FICA for 6/20/2024 Terming	06/20/2024	29,191.38		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	29,191.38
FIC.06202024.B.b	FIC - FICA for 6/20/2024 MK Void	06/20/2024	-490.75		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-490.75
FIC.06202024.B.c	FIC - FICA for 6/20/2024 Reg PR	06/20/2024	96,273.90		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	90,657.35
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	1,769.18
	PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS			04 L 215 01	3,010.53

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003163	Wire Transfer	UNITED STATES TREASURY	555,702.59	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	05 L 215 01		223.29
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	11 L 215 01		241.55
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	12 L 215 01		372.00
FIC.06202024.D	FIC - FICA for 6/20/2024 Lump Sum	06/20/2024	24,235.66		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		24,235.66
FIC.06202024.D.a	FIC - FICA for 6/20/2024 Terming	06/20/2024	29,191.38		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		29,191.38
FIC.06202024.D.b	FIC - FICA for 6/20/2024 MK Void	06/20/2024	-490.75		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		-490.75
FIC.06202024.D.c	FIC - FICA for 6/20/2024 Reg PR	06/20/2024	96,273.90		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		90,657.35
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	02 L 215 01		1,769.18
		PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS	04 L 215 01		3,010.53
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	05 L 215 01		223.29
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	11 L 215 01		241.55
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	12 L 215 01		372.00
MED.06062024.B.b	MED - MEDICARE-1 for 6/6/2024 RR ach voic	06/06/2024	-50.23		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		-50.23
MED.06062024.B.c	MED - MEDICARE-1 for 6/6/2024 RR void reissue	06/06/2024	50.23		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		50.23
MED.06062024.D.b	MED - MEDICARE1 for 6/6/2024 RR ach voic	06/06/2024	-50.23		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		-50.23
MED.06062024.D.c	MED - MEDICARE1 for 6/6/2024 RR void reissue	06/06/2024	50.23		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		50.23
MED.06202024.B	MED - MEDICARE-1 for 6/20/2024 Lump Sum	06/20/2024	5,668.02		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		5,668.02
MED.06202024.B.a	MED - MEDICARE-1 for 6/20/2024 Terming	06/20/2024	6,827.01		
		PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS	01 L 215 01		6,827.01

## Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/21/2024	202003163	Wire Transfer	UNITED STATES TREASURY	555,702.59	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
MED.06202024.B.b	MED - MEDICARE-1 for 6/20/2024 MK Void	06/20/2024	-114.77		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-114.77
MED.06202024.B.c	MED - MEDICARE-1 for 6/20/2024 Reg PR	06/20/2024	22,515.64		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	21,202.09
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	413.78
	PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS			04 L 215 01	704.05
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			05 L 215 01	52.23
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			11 L 215 01	56.50
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			12 L 215 01	86.99
MED.06202024.D	MED - MEDICARE1 for 6/20/2024 Lump Sum	06/20/2024	5,668.02		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	5,668.02
MED.06202024.D.a	MED - MEDICARE1 for 6/20/2024 Terming	06/20/2024	6,827.01		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	6,827.01
MED.06202024.D.b	MED - MEDICARE1 for 6/20/2024 MK Void	06/20/2024	-114.77		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	-114.77
MED.06202024.D.c	MED - MEDICARE1 for 6/20/2024 Reg PR	06/20/2024	22,515.64		
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			01 L 215 01	21,202.09
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			02 L 215 01	413.78
	PAYROLL W/HOLDING-FEDERAL WITHHOLDINGS			04 L 215 01	704.05
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			05 L 215 01	52.23
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			11 L 215 01	56.50
	PAYROLL W/HOLDINGS-FEDERAL WITHHOLDINGS			12 L 215 01	86.99
<b>Total:</b>					<b>\$805,211.01</b>

# Board Packet

AP Run: 6/21/2024 Payroll AP — Post Date: 2024-06-21 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
------------	--------------	--------------	------	--------------

### 6/21/2024 Payroll AP Summary

Type	Count	Amount
Regular	7	46,060.17
ACH Checks:	0	0.00
Wire Transfers:	6	759,150.84
Epayables:	0	0.00
<b>Total:</b>	<b>13</b>	<b>\$805,211.01</b>

## Board Packet

AP Run: CB241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
06/25/2024	5000001931		CONTINENTAL CLAY CO*	984.64		
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV000196326	ELEMENTARY CLAY ORDER	06/06/2024	246.16			
				INST SUPPLIES-ART-MISC DONATIONS-	01 E 005 212 806 000 430	246.16
INV000196327	ELEMENTARY CLAY ORDER	06/06/2024	246.16			
				INST SUPPLIES-ART-MISC DONATIONS-	01 E 005 212 806 000 430	246.16
INV000196328	ELEMENTARY CLAY ORDER	06/06/2024	246.16			
				INST SUPPLIES-ART-MISC DONATIONS-	01 E 005 212 806 000 430	246.16
INV000196329	ELEMENTARY CLAY ORDER	06/06/2024	246.16			
				INST SUPPLIES-ART-MISC DONATIONS-	01 E 005 212 806 000 430	246.16
06/25/2024	5000001932		DIAMOND RIDGE PRINTING*	1,108.00		
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
52497	GRADUATION PROGRAMS	05/31/2024	1,108.00			
				GEN SUPPLIES-SEC-AHS-POP/VENDING	11 E 310 211 040 100 401	1,108.00
06/25/2024	5000001933		GAMES PEOPLE PLAY*	1,506.37		
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
39243	SOCCER NETS	06/17/2024	363.37			
				GEN SUPPLIES-BOY/GIRL-ATHLETICS-	01 E 310 292 100 000 401	363.37
6540-1	PROJECT E3 T SHIRTS	06/06/2024	848.00			
				GENERAL SUPPLIES-PUP SUP-E^3-INTEG INCENTIVE	01 E 005 790 825 318 401	848.00
6678-1	MARCHING BAND T SHIRTS	06/18/2024	295.00			
				GEN SUPPLIES-MUSIC-AHS-BAND	11 E 310 258 040 132 401	295.00
06/25/2024	5000001934		METRO SALES INC*	3,159.62		
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV2546090	AHS COPIER SN: 4021C600362 23-24	06/17/2024	358.98			
				REPAIR & MAINT SVCS-SEC--	01 E 310 211 000 000 350	33.98
				PRINCIPAL ON CAP LEASE-SEC--	01 E 310 211 000 000 580	325.00
INV2546091	WOODSON COPIER SN: 4021C900277 23-24	06/17/2024	420.90			
				REPAIR & MAINT SVCS-KINDERGARTEN--	01 E 165 201 000 000 350	84.90
				PRINCIPAL ON CAP LEASE-KINDERGARTEN--	01 E 165 201 000 000 580	336.00

## Board Packet

AP Run: CB241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	5000001934		METRO SALES INC*	3,159.62	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
INV2546092	23-24 AHS COPIER SN: 4021C600318	06/17/2024	366.28		
		REPAIR & MAINT SVCS-SEC--		01 E 310 211 000 000 350	41.28
		PRINCIPAL ON CAP LEASE-SEC--		01 E 310 211 000 000 580	325.00
INV2546093	2023-2024 ELLIS COPIER LEASE SN: 4041C900204	06/17/2024	622.37		
		REPAIR & MAINT SVCS-SEC--		01 E 210 211 000 000 350	121.37
		PRINCIPAL ON CAP LEASE-SEC--		01 E 210 211 000 000 580	501.00
INV2546094	ED SERVICES COPIER SN: 4441RB00446 23-24	06/17/2024	217.38		
		REPAIR & MAINT SVCS-ED SERVICES--		01 E 005 030 000 000 350	7.38
		PRINCIPAL ON CAP LEASE-ED SERVICES--		01 E 005 030 000 000 580	210.00
INV2546095	23-24 AHS COPIERS LEASE	06/17/2024	1,173.71		
		REPAIR & MAINT SVCS-SEC--		01 E 310 211 000 000 350	139.82
		PRINCIPAL ON CAP LEASE-SEC--		01 E 310 211 000 000 580	1,033.89
06/25/2024	5000001935		PAAPE ENERGY SERVICES*	5,260.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
113571	AHS FOOD SERVICE CAMERA ADDITIONS	05/30/2024	5,260.00		
		EQUIPMENT-FOOD SVC--NSLP		02 E 005 770 000 701 530	5,260.00
06/25/2024	5000001936		SOUTHEAST SERVICE COOPERATIVE*	60.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
INV-03056-X0S4H8	MASA REGION 1 WORKSHOP	06/05/2024	60.00		
		TRAVEL CONV & CONF-SUPERINTENDENT--		01 E 005 020 000 000 366	60.00
				<b>Total:</b>	<b>\$12,078.63</b>

# Board Packet

AP Run: CB241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
------------	--------------	--------------	------	--------------

### CB241204 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	6	12,078.63
<b>Total:</b>	<b>6</b>	<b>\$12,078.63</b>

## Board Packet

AP Run: W241201 — Post Date: 2024-06-03 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/03/2024	202003164	Wire Transfer	TUITION EXPRESS	1,383.96	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
MAY 2024	TUITION EXPRESS FEES FOR MAY PAID IN JUNE 2024	06/03/2024	1,383.96		
	FEEES FOR SERVICES-KIDS KORNER--COM ED			04 E 500 570 000 321 305	1,383.96
<b>Total:</b>					<b>\$1,383.96</b>

### W241201 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	1,383.96
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$1,383.96</b>

## Board Packet

AP Run: W241202 — Post Date: 2024-06-05 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/05/2024	202003165	Wire Transfer	AMERICAN MAILING MACHINES	3,000.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
060524	PRELOADED POSTAGE PAID IN JUNE 2024	06/05/2024	3,000.00		
				POSTAGE & EXPRESS-BUSINESS OFFICE-- 01 E 005 110 000 000 329	3,000.00
<b>Total:</b>					<b>\$3,000.00</b>

### W241202 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	3,000.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$3,000.00</b>

## Board Packet

AP Run: W241203 — Post Date: 2024-06-07 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/07/2024	202003166	Wire Transfer	VANCO	595.10	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
MAY 2024	TO RECORD REVTRAK FEES FOR MAY 2024 DEDUCTED IN JUNE 2024 - ALLOCATED BY MAY 2024 REVENUE	06/07/2024	595.10		
				BANKING FEES-BUSINESS OFFICE-- 01 E 005 110 000 000 314	291.55
				FEES FOR SERVICES-GEN COM ED--COM ED 04 E 500 505 000 321 305	303.55
<b>Total:</b>					<b>\$595.10</b>

### W241203 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	595.10
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$595.10</b>

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54334	Check	ADAM'S PEST CONTROL	4,000.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
3916699	BB MITIGATION	06/11/2024	4,000.00		
	CONSULT FEE/FEEES FOR SVCS-INST TECH-ASSIGNED TECH-			01 E 005 630 093 000 305	4,000.00
06/25/2024	54335	Check	ALBERT LEA AREA SCHOOLS DIST 241	4,633.81	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
050124	PERKINS REIM. UNION FIELD TRIP, CAREER FIELD TRIP, SERVESAFE CLASS, ALC TO RIVERLAND, BIG IDEAS TRAILER, STATE FFA CONVENTION	05/01/2024	4,633.81		
	FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS			12 E 300 399 000 428 303	4,633.81
06/25/2024	54336	Check	ALMS, SHARON A	40.20	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061324	MILEAGE REIM.	06/13/2024	40.20		
	TRAVEL CONV & CONF-SCHOOL BOARD--			01 E 005 010 000 000 366	40.20
06/25/2024	54337	Check	AMAZON BUSINESS	1,583.72	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
11DF-9T4W-9K4R	SPECIAL EVENT - SUPPLIES	06/04/2024	122.93		
	GEN SUPPLIES-FOOD SVC--ALA-CARTE			02 E 005 770 000 707 401	122.93
11PY-NVXL-CJVJ	MORE THAN PINK PROGRAM SUPPLIES	06/17/2024	101.98		
	GEN SUPPLIES-SUMMER-MORE THAN PINK-COM ED			04 E 500 540 540 321 401	101.98
14HQ-PF1W-LMCM	PLAY CENTER AND SCIENCE SUPPLIES	05/26/2024	74.95		
	INSTRUCTL SUPPLIES-KINDERGARTEN--			01 E 165 201 000 000 430	74.95
196T-T34C-TMLF	MEDIA ITEMS FOR NEW DOMINION	06/09/2024	218.90		
	MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A			01 E 450 216 636 401 470	218.90
19H6-6HL7-7FYC	SPECIAL EVENT - SUPPLIES	06/05/2024	48.25		
	GEN SUPPLIES-FOOD SVC--ALA-CARTE			02 E 005 770 000 707 401	48.25
19HM-CM4K-PRP6	MEDIA ITEMS FOR NEW DOMINION	06/08/2024	32.66		
	MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A			01 E 450 216 636 401 470	32.66
1GDD-GTT6-9GXT	SPECIAL EVENT - SUPPLIES	06/04/2024	42.99		
	GEN SUPPLIES-FOOD SVC--ALA-CARTE			02 E 005 770 000 707 401	42.99

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54337	Check	AMAZON BUSINESS	1,583.72	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1GV3-P119-74W4	MEDIA ITEMS FOR NEW DOMINION	06/06/2024	89.98		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	89.98
1LV4-7Q4Y-GXKT	FLOOR STANDS	06/17/2024	474.00		
				EQUIPMENT-BOY/GIRL-ATHLETICS-OPER CAP 05 E 310 292 100 302 530	474.00
1MT1-17QH-3NDJ	SPECIAL EVENT - SUPPLIES	06/03/2024	114.63		
				GEN SUPPLIES-FOOD SVC--ALA-CARTE 02 E 005 770 000 707 401	114.63
1MY6-CNV1-4TJN	MEDIA ITEMS FOR NEW DOMINION	06/05/2024	7.98		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	7.98
1MY7-NVWQ-9R4F	MEDIA ITEMS FOR NEW DOMINION	06/06/2024	8.22		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	8.22
1NMG-RH4R-7NKX	SPECIAL EVENT - SUPPLIES	06/04/2024	92.20		
				GEN SUPPLIES-FOOD SVC--ALA-CARTE 02 E 005 770 000 707 401	92.20
1PQ4-MK7K-H761	MEDIA ITEMS FOR NEW DOMINION	06/07/2024	34.86		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	34.86
1PQC-Q4WF-WC3V	MEDIA ITEMS FOR NEW DOMINION	06/14/2024	12.99		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	12.99
1TMG-LHM4-6773	MEDIA ITEMS FOR NEW DOMINION	06/10/2024	19.99		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	19.99
1VJQ-7VCK-9NHK	BOUNDARIES FOR LEADERS BOOK	06/17/2024	37.96		
				GEN SUPPLIES-SUPERINTENDENT-- 01 E 005 020 000 000 401	37.96
1WY4-JJWP-6RRQ	SPECIAL EVENT - SUPPLIES	06/05/2024	48.25		
				GEN SUPPLIES-FOOD SVC--ALA-CARTE 02 E 005 770 000 707 401	48.25
06/25/2024	54338	Check	BENCHMARK EDUCATION	701.25	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
530498	INDIGENOUS LIBRARY	06/13/2024	701.25		
				MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A 01 E 450 216 636 401 470	701.25

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
06/25/2024	54339	Check	BIRCHBARK BOOKS HERBS AND NATIVE ARTS LLC	6,234.35		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
50007866	NATIVE AMERICAN BOOK ORDER		06/04/2024	6,234.35		
			GEN SUPPLIES-OTH PUP SUP--AM INDIAN ED AID		01 E 005 790 000 320 401	6,234.35
06/25/2024	54340	Check	BROWN, DAVID C	240.31		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061224	STATE GOLF MILEAGE		06/10/2024	205.69		
			TRANS CONTRACT-GIRLS-GOLF-NON-AUTH TRAN		01 E 310 296 114 733 360	205.69
166912693	STATE TOURNAMENT RANGE BALLS		06/10/2024	34.62		
			GEN SUPPLIES-GIRLS ATHL-GOLF		66 E 310 296 114 000 401	34.62
06/25/2024	54341	Check	BSN SPORTS	136.39		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
925906488	CHAIR FRAMES		06/17/2024	136.39		
			GEN SUPPLIES-BOY/GIRL-ATHLETICS-		01 E 310 292 100 000 401	136.39
06/25/2024	54342	Check	CEDAR VALLEY SERVICES INC	1,770.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
052424	SMART RIDES MAY 2024		05/24/2024	1,770.00		
			TRANS CONTRACT-VOL PRE-KINDERG--		01 E 135 200 000 000 360	1,770.00
06/25/2024	54343	Check	CHAMPION FORCE ATHLETICS	3,506.40		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	SPRING SESSION 2/8-6/13		06/17/2024	3,506.40		
			FEES FOR SERVICES-GEN COM ED--COM ED		04 E 500 505 000 321 305	3,506.40
06/25/2024	54344	Check	CLAIRE HUGHES-LYNCH	2,500.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM		06/17/2024	2,500.00		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM		01 E 005 218 083 064 305	2,500.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
06/25/2024	54345	Check	COHENOUR, BRIDGET L	44.56		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
052924	MILEAGE REIM.		05/29/2024	44.56		
			IN-DISTRICT TRAVEL-SPED AGG--IDEA-611		01 E 005 420 000 419 367	44.56
06/25/2024	54346	Check	EO JOHNSON BUSINESS TECH	87.60		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
INV1529021	FOOD SERVICE COPIER RENTAL		04/29/2024	87.60		
			REPAIR & MAINT SVCS-FOOD SVC--NSLP		02 E 005 770 000 701 350	87.60
06/25/2024	54347	Check	ERIC CALVERT	4,250.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM		06/17/2024	4,250.00		
			FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM		01 E 005 218 083 064 305	4,250.00
06/25/2024	54348	Check	ESQUIVEL-SOTO, ELSA	76.85		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
052824	MILEAGE REIM.		05/28/2024	76.85		
			TRAVEL CONV & CONF-ECFE--ECFE		04 E 500 580 000 325 366	76.85
06/25/2024	54349	Check	FLOYD, ERINN	2,500.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM		06/17/2024	2,500.00		
			FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM		01 E 005 218 083 064 305	2,500.00
06/25/2024	54350	Check	HAUGEN, COREY	41.54		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061324	MILEAGE REIM.		06/13/2024	41.54		
			TRAVEL CONV & CONF-SUPERINTENDENT--		01 E 005 020 000 000 366	41.54
06/25/2024	54351	Check	HEARTMATH	277.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
SI15976	HARDWARE KIT AND INNER BALANCE SENSORS		06/06/2024	277.00		
			NON INST TECH DEV-TITL I-NEG/DELINQUENT-TITLE I-A		01 E 450 216 636 401 465	277.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54352	Check	I & S GROUP, INC	1,873.10	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
105543	PROJECT 22-26362 FACILITY PLANNING	05/31/2024	1,873.10		
	FEES FOR SERVICES-OPERATIONS--			01 E 005 810 000 000 305	1,873.10
06/25/2024	54353	Check	IMPERIAL DADE	1,656.41	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
4237172	CAN LINERS	05/22/2024	1,656.41		
	GEN SUPPLIES-FOOD SVC--NSLP			02 E 005 770 000 701 401	1,656.41
06/25/2024	54354	Check	KEMPS	6,759.92	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
4993300	MILK	01/16/2024	220.04		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	220.04
5006064	MILK	01/23/2024	545.44		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	545.44
5029638	MILK	02/06/2024	118.90		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	118.90
5119469	MILK	04/02/2024	512.72		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	512.72
5162544	MILK	04/26/2024	289.42		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	289.42
5162552	MILK	04/26/2024	323.72		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	323.72
5162556	MILK	04/26/2024	169.17		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	169.17
5162619	MILK	04/26/2024	409.77		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	409.77
5162675	MILK	04/26/2024	292.25		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	292.25
5167041	MILK	04/29/2024	567.05		
	MILK-FOOD SVC--NSLP			02 E 005 770 000 701 495	567.05

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54354	Check	KEMPS	6,759.92	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
5167047	MILK	04/29/2024	409.57		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	409.57
5167050	MILK	04/30/2024	412.40		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	412.40
5167072	MILK	04/29/2024	670.35		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	670.35
5167835	MILK	04/30/2024	446.80		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	446.80
5167853	MILK	04/30/2024	598.77		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	598.77
5167859	MILK	04/30/2024	343.80		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	343.80
5167865	MILK	04/30/2024	429.75		
		MILK-FOOD SVC--NSLP		02 E 005 770 000 701 495	429.75
06/25/2024	54355	Check	LENOVO UNITED STATES INC	66.46	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
6468348709	LAPTOP REPAIR	06/17/2024	66.46		
		INST TECH SUPPLIES-SEC-TECH FEES-ELL STD TECH		11 E 210 211 361 171 456	66.46
06/25/2024	54356	Check	LEROY-OSTRANDER SCHOOLS #499	3,948.98	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
020624	MAAE CONFERENCE PERKINS REIM.	02/06/2024	538.98		
		FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS		12 E 300 399 000 428 303	538.98
050124	PERKINS STATE CONVENTION TRAVEL FFA	05/01/2024	1,434.00		
		FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS		12 E 300 399 000 428 303	1,434.00
052124	PERKINS SECONDARY COORDINATOR STIPEND	05/21/2024	1,731.00		
		FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS		12 E 300 399 000 428 303	1,731.00
082523	2024 MAAE CONFERENCE DUES	06/12/2024	245.00		
		FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS		12 E 300 399 000 428 303	245.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54357	Check	LORI ANN HAMEISTER	1,030.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
9701	CAB & HOME ALONE CLASSES	06/15/2024	1,030.00		
			FEES FOR SERVICES-GEN COM ED--COM ED	04 E 500 505 000 321 305	1,030.00
06/25/2024	54358	Check	LYNETTE BREEDLOVE	2,895.84	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM	06/17/2024	2,500.00		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305	2,500.00
2622279	SPEEDWAY FUEL EXPENSE	06/13/2024	36.58		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305	36.58
780338964	ALAMO VAN RENTAL	06/17/2024	359.26		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305	359.26
06/25/2024	54359	Check	MARY LOUISE SLADE	3,580.30	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM	06/17/2024	2,750.00		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305	2,750.00
752080722	AVIS VAN RENTAL	06/17/2024	830.30		
			FEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305	830.30
06/25/2024	54360	Check	MASA	209.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
21-50058	CONFERENCE REGISTRATION KATIE BASKIN BACK TO SCHOOL CONFERENCE	06/18/2024	209.00		
			PREPAID EXPENDITURE & DEPOSITS-	01 A 131 00	209.00
06/25/2024	54361	Check	MINNESOTA INSTITUTE FOR TALENTED YOUTH	4,100.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
15210	RESIDENTIAL SECTION A A.K.	04/10/2024	2,050.00		
			PMT FOR ED PURP-GIFTED-HRML GT-MITY-HORMEL	01 E 005 218 083 063 394	2,050.00
15211	RESIDENTIAL SESSION A L.A.	04/10/2024	2,050.00		
			PMT FOR ED PURP-GIFTED-HRML GT-MITY-HORMEL	01 E 005 218 083 063 394	2,050.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54362	Check	MISSISSIPPI WELDERS SUPPLY CO INC	250.52	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1718002	OPEN PO FOR SUPPLIES	02/29/2024	34.67		
				INDIV INST SUPPLIES-TRAD/IND-WELDING-CTE 01 E 310 361 868 817 433	34.67
4254320	OPEN PO FOR SUPPLIES	02/15/2024	71.85		
				INDIV INST SUPPLIES-TRAD/IND-WELDING-CTE 01 E 310 361 868 817 433	71.85
4255934	OPEN PO FOR SUPPLIES	02/26/2024	110.00		
				INDIV INST SUPPLIES-TRAD/IND-WELDING-CTE 01 E 310 361 868 817 433	110.00
4262099	OPEN PO FOR SUPPLIES	02/26/2024	34.00		
				INDIV INST SUPPLIES-TRAD/IND-WELDING-CTE 01 E 310 361 868 817 433	34.00
06/25/2024	54363	Check	MK MUSIC REPAIR	519.37	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
31330	BASS TROMBONE REPAIR	05/20/2024	53.90		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	53.90
31423	TROMBONE REPAIR	06/14/2024	88.46		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	88.46
31424	TROMBONE REPAIR	06/14/2024	70.10		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	70.10
31425	EUPHONIUM REPAIR	06/14/2024	126.43		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	126.43
31429	TRUMPET REPAIR	06/17/2024	57.74		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	57.74
31431	TRUMPET REPAIR	06/17/2024	57.74		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	57.74
31432	FRENCH HORN REPAIR	06/17/2024	65.00		
				REPAIR & MAINT SVCS-MUSIC-- 01 E 310 258 000 000 350	65.00
06/25/2024	54364	Check	MN NCPERS GROUP LIFE INSURANCE	336.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
107200072024	MN NCPERS GROUP LIFE INSURANCE bill for June 2024	06/01/2024	336.00		
				PAYROLL W/HOLDINGS-PERA LIFE INS PAYABLE 01 L 215 20	336.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54365	Check	MN STATE HIGH SCHOOL LEAGUE	70.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
041945	ADDITIONAL DANCE WRIST BANDS	03/12/2024	70.00		
	ENTRY FEES/STDT TRVL-GIRLS ATHL-DANCE TEAM			01 E 310 296 112 000 369	70.00
06/25/2024	54366	Check	MUSIC MART	6,997.05	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
1557844	HORMEL GRANT INSTRUMENTS	06/14/2024	-360.40		
				EQUIPMENT-MUSIC-HRML MUSIC- 01 E 310 258 068 000 530	-360.40
1634203	HORMEL GRANT INSTRUMENTS	12/13/2023	-295.00		
				EQUIPMENT-MUSIC-HRML MUSIC- 01 E 310 258 068 000 530	-295.00
1684076	MUSIC	04/17/2024	40.00		
				INSTRUCTL SUPPLIES-MUSIC-- 01 E 310 258 000 000 430	40.00
1690562	HORMEL GRANT VIOLINS AND VIOLAS	05/03/2024	1,425.00		
				EQUIPMENT-MUSIC-HRML MUSIC- 01 E 310 258 068 000 530	1,425.00
1692629	SOUSAPHONE PARTS	05/09/2024	17.50		
				GEN SUPPLIES-MUSIC-AHS-BAND 11 E 310 258 040 132 401	17.50
1696177	MUSIC	05/18/2024	219.95		
				INSTRUCTL SUPPLIES-MUSIC-- 01 E 310 258 000 000 430	219.95
1708075	HORMEL GRANT VIOLINS AND VIOLAS	06/13/2024	5,950.00		
				EQUIPMENT-MUSIC-HRML MUSIC- 01 E 310 258 068 000 530	5,950.00
06/25/2024	54367	Check	NEW DOMINION SCHOOL	52,880.42	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
12678	GEN ED	06/17/2024	1,825.53		
				SPED CONTRACT SVCS FOR PUPILS-SEC-- 01 E 998 211 000 000 393	1,825.53
12682	SPED/GEN ED	05/31/2024	7,234.71		
				TUITION MN DISTRICTS-SEC--NON-SPED PLAC 01 E 998 211 000 761 390	1,825.53
				TUITION MN DISTRICTS-OHI--STATE S 01 E 998 410 000 756 390	5,409.18

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54367	Check	NEW DOMINION SCHOOL	52,880.42	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
12690	GEN ED	05/31/2024	1,825.53		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
12696	GEN ED	05/31/2024	1,825.53		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
12697	SPED/GEN ED	05/31/2024	7,234.71		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	5,409.18
12703	GEN ED	05/31/2024	1,825.53		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
12706	SPED/GEN ED	05/31/2024	6,545.69		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,651.67
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	4,894.02
12707	SPED/GEN ED	05/31/2024	4,478.63		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,130.09
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	3,348.54
12709	SPED/GEN ED	05/31/2024	7,234.71		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	5,409.18
12719	SPED/GEN ED	05/31/2024	3,789.61		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	956.23
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	2,833.38
12725	SPED/GEN ED	05/31/2024	7,234.71		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53
			TUITION MN DISTRICTS-EBD--STATE S	01 E 998 408 000 756 390	5,409.18
12729	GEN ED	05/31/2024	1,825.53		
			TUITION MN DISTRICTS-SEC--NON-SPED PLAC	01 E 998 211 000 761 390	1,825.53

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
06/25/2024	54368	Check	NEXUS-GERARD FAMILY HEALING	149.10
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
127693	INSTRUCTION	06/14/2024	149.10	
	FED SUB AWARD>25K-TITL I-NEG/DELINQUENT-TITLE I-A			01 E 450 216 636 401 304
				149.10
06/25/2024	54369	Check	NICOLE KRUGER	215.00
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
IN#0612	REPAIRS	06/12/2024	215.00	
	REPAIR & MAINT SVCS-MUSIC--			01 E 310 258 000 000 350
				215.00
06/25/2024	54370	Check	NRICH EDUCATIONAL CONSULTING INC.	2,725.00
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
061724	2024 HORMEL GT SYMPOSIUM PRESENTER FEE	06/17/2024	2,725.00	
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305
				2,725.00
06/25/2024	54371	Check	OWATONNA PUBLIC SCHOOLS	2,360.33
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
20960	PERKINS REIM. NBEA CONFERENCE, MANNEQUIN TORSOS, NATIONAL DECA, FACTS TO MAX	05/15/2024	2,360.33	
	FED CNTRCT < \$25K-CTE-GENERAL--CARL PERKINS			12 E 300 399 000 428 303
				2,360.33
06/25/2024	54372	Check	PAGE, JOEY	93.26
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
061324	MILEAGE REIM.	06/13/2024	93.26	
	TRAVEL CONV & CONF-SUPERINTENDENT--			01 E 005 020 000 000 366
				93.26
06/25/2024	54373	Check	PALMER BUS SERVICE	421,448.40
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
0004643-IN	WOODSON FIELD TRIP	04/30/2024	345.00	
	TRANS-KINDERGARTEN-ELEM FIELD TRIPS-NON AUTH TRAN			01 E 165 201 119 733 360
				345.00
0004660-IN	2023-2024 REGULAR ROUTES	05/31/2024	206,268.40	
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS			01 E 005 760 000 720 360
				206,268.40
0004661-IN	MAY SPED ROUTES	05/31/2024	179,022.88	
	TRANS CONTRACT-PUPIL TRANS--DISABLED TRANS			01 E 005 760 000 723 360
				171,532.72

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54373	Check	PALMER BUS SERVICE	421,448.40	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
0004662-IN	2023-2024 FUEL OVERAGE	05/31/2024	317.00	TRANS CONTRACT-PUPIL TRANS--IDEA SEC 611TRANS 01 E 005 760 000 728 360	7,490.16
0004663-IN	SPED AIDES MAY	05/31/2024	15,060.00	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS 01 E 005 760 000 720 360	317.00
0004664-IN	2023-2024 AIDE HOURS	05/31/2024	9,740.00	TRANS CONTRACT-PUPIL TRANS--DISABLED TRANS 01 E 005 760 000 723 360	15,060.00
0004665-IN	ADAPTIVE BOWLING MAY	05/31/2024	460.00	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS 01 E 005 760 000 720 360	9,740.00
0004666-IN	2023-2024 CLC TRANSFERS	05/31/2024	5,460.00	TRANS CONTRACT-PUPIL TRANS--DISABLED TRANS 01 E 005 760 000 723 360	460.00
0004669-IN	SUMNER FIELD TRIPS	05/31/2024	1,769.72	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS 01 E 005 760 000 720 360	5,460.00
0004681-IN	WOODSON FIELD TRIPS	05/31/2024	575.00	TRANSP CONTRACT-ELEM-ELEM FIELD TRIPS-NON AUTH TRA 01 E 155 203 119 733 360	1,769.72
0004684-IN	SOUTHGATE CANOE TRIP	05/31/2024	460.00	TRANS-KINDERGARTEN-ELEM FIELD TRIPS-NON AUTH TRAN 01 E 165 201 119 733 360	575.00
0004685-IN	SOUTHGATE FIELD TRIPS	05/31/2024	1,855.40	TRANS CONT-ELEM-ELEM FIELD TRIPS-NON AUTH TRANS 01 E 145 203 119 733 360	460.00
0004710-IN	SPED POD VISIT TO IJ HOLTON	05/31/2024	115.00	TRANS CONT-ELEM-ELEM FIELD TRIPS-NON AUTH TRANS 01 E 145 203 119 733 360	1,855.40
06/25/2024	54374	Check	RAHE OF SUNSHINE FARMS	252.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
QODRB-143730	SUPPLY CHAIN FUNDS	05/13/2024	126.00	FOOD-FOOD SVC--SUPPLY CHAIN ASSISTANCE 02 E 005 770 000 710 490	126.00
QODRB-144244	SUPPLY CHAIN FUNDS	05/21/2024	126.00	FOOD-FOOD SVC--SUPPLY CHAIN ASSISTANCE 02 E 005 770 000 710 490	126.00

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name			Check Amount
06/25/2024	54375	Check	RATWIK ROSZAK & MALONEY PA			2,308.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
76616	LEGAL SERVICES MAY 2024		06/01/2024	2,308.00		
			LEGAL SERVICES-PERSONNEL--	01 E 005 160 000 000 313		2,308.00
06/25/2024	54376	Check	ROOT RIVER HARDWOODS			4,331.52
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
24752	CLASS SUPPLIES		04/04/2024	4,331.52		
			RESALE SUP-INDUSTRIAL TECH--	01 E 310 255 000 000 621		1,312.65
			INDIV INST SUPPLIES-TRAD/IND-WOOD/ELEC.-CTE	01 E 310 361 863 817 433		3,018.87
06/25/2024	54377	Check	SACREDWRITES LLC			1,728.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
1267	YEL ROBOTICS SCOUNT BOTS		06/10/2024	1,728.00		
			FEEES FOR SERVICES-GEN COM ED--COM ED	04 E 500 505 000 321 305		1,728.00
06/25/2024	54378	Check	SCHOOLINKS INC			24,000.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
INV-1039	SCHOOLINKS ANNUAL SERVICE & SUPPORT		05/29/2024	24,000.00		
			PREPAID EXPENDITURE & DEPOSITS-	01 A 131 00		24,000.00
06/25/2024	54379	Check	SEDILLO, PAUL JAMES			3,500.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM		06/17/2024	3,500.00		
			FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM	01 E 005 218 083 064 305		3,500.00
06/25/2024	54380	Check	SORENSEN, LINDSAY R			82.72
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
112-4144317-6630610	AMAZON REIM. PROJECT E3 SUPPLIES		06/04/2024	82.72		
			INSTRUCTL SUPPLIES-PUPIL SUP-INTEG E^3-INTEG INCTV	01 E 005 790 825 318 430		82.72

## Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	54381	Check	SUPER TEACHER WORKSHEETS	375.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
5928	SINGLE SCHOOL BUILDING SITE LICENSE	06/03/2024	375.00		
	MEDIA BOOKS-TITL I-NEG/DELINQUENT-TITLE I-A			01 E 450 216 636 401 470	375.00
06/25/2024	54382	Check	TERESA ARGO BOATMAN	352.23	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
4NDM6Q	ENTERPRISE RENTAL REIM. GT SYMPOSIUM	06/17/2024	304.09		
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305	304.09
786945	HOLIDAY FUEL REIM.	06/13/2024	48.14		
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305	48.14
06/25/2024	54383	Check	TROXCLAIR, DEBRA ANN	2,500.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM PRESENTER FEES & TRAVEL EXPENSES	06/17/2024	2,500.00		
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305	2,500.00
06/25/2024	54384	Check	UPLIFT DESK	5,794.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
INV1827644	ASST. PRINCIPAL SECRETAY DESK AND STAFF CHAIRS	06/10/2024	5,794.00		
	EQUIPMENT-SEC--OPER CAP			05 E 310 211 000 302 530	5,794.00
06/25/2024	54385	Check	VOSS, MARCELLE DENYCE	2,500.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061724	2024 HORMEL GT SYMPOSIUM	06/17/2024	2,500.00		
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305	2,500.00
06/25/2024	54386	Check	WENDY BEHRENS	47.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
12635322	2024 HORMEL GT SYMPOSIUM GROUND TRANSPORATION FOR JOY DAVIS	06/12/2024	47.00		
	FEEES FOR SERVICES-GIFTED-HRML GT-SYMPOSIUM			01 E 005 218 083 064 305	47.00
<b>Total:</b>				<b>\$594,558.91</b>	

# Board Packet

AP Run: T241204 — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
------------	--------------	--------------	------	--------------

### T241204 Summary

Type	Count	Amount
Regular	53	594,558.91
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>53</b>	<b>\$594,558.91</b>

## Board Packet

AP Run: W241204 — Post Date: 2024-06-10 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/10/2024	202003167	Wire Transfer	US BANK	11,093.22	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
2569094	GENERAL OBLIGATION ALTERNATIVE FACILITY BONDS, SERIES 2010A, INVOICE #2569094	06/10/2024	11,093.22		
	BOND INTEREST-DEBT RETIREMENT-91 EL/S			- 07 E 005 910 201 000 720	11,093.22
<b>Total:</b>					<b>\$11,093.22</b>

### W241204 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	11,093.22
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$11,093.22</b>

## Board Packet

AP Run: W241205 — Post Date: 2024-06-20 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/20/2024	202003168	Wire Transfer	MINNESOTA DEPT OF REVENUE	636.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
062024	JUNE 2024 SALES TAX RETURN (MAY ACTIVITY)	06/20/2024	636.00		
	SALE OF SERV AND MAT -AHS -IND ED -	01 R 000 000 040 255 621			18.98
	SALE OF SERV AND MAT -AHS -CTE EDUC-	01 R 000 000 040 830 621			2.56
	STDT PARTICIPATION FEES-MUSIC--	01 R 000 258 000 000 050			99.35
	MISC REVENUE---HOLTON GENERAL	11 R 000 000 000 164 099			224.09
	MISC REVENUE---HOLTON STUDENT	11 R 000 000 000 165 099			11.90
	REVENUE-RESALE--BANFIELD-BANFIELD	11 R 000 000 013 131 621			37.60
	REVENUE-RESALE--SUMNER-SUMNER GEN	11 R 000 000 015 119 621			13.51
	REVENUE-RESALE--ELLIS-ELLIS GEN	11 R 000 000 030 120 621			95.44
	MISC REVENUE--ELLIS-ORCHESTRA	11 R 000 000 030 134 099			2.19
	REVENUE-RESALE--AHS-POP/VENDING	11 R 000 000 040 100 621			5.48
	SALE MAT PURCH FOR RESALE-ELEM-BULK SUPPLY ORDERS	11 R 000 203 045 000 621			58.47
	SALE OF MAT REV PROD ACT-EXT CUR-AUSTINIAN-SA	88 R 310 298 008 301 620			66.43
<b>Total:</b>					<b>\$636.00</b>

### W241205 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	636.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$636.00</b>

## Board Packet

AP Run: 6/25/2024 AFLAC June — Post Date: 2024-06-25 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/25/2024	202003169	Wire Transfer	AFLAC	1,313.22	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
AFLAC.05092024.D	AFLAC - AFLAC for 5/9/2024 Reg PR	05/09/2024	656.61		
		PAYROLL W/HOLDINGS-AFLAC DEDUCTIONS		01 L 215 17	634.94
		PAYROLL W/HOLDING-AFLAC DEDUCTIONS		04 L 215 17	21.67
AFLAC.05232024.D	AFLAC - AFLAC for 5/23/2024 Reg PR	05/23/2024	656.61		
		PAYROLL W/HOLDINGS-AFLAC DEDUCTIONS		01 L 215 17	634.94
		PAYROLL W/HOLDING-AFLAC DEDUCTIONS		04 L 215 17	21.67
<b>Total:</b>					<b>\$1,313.22</b>

### 6/25/2024 AFLAC June Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	1,313.22
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$1,313.22</b>

## Board Packet

AP Run: 6/27/2024 TRA PERA — Post Date: 2024-06-27 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/27/2024	202003170	Wire Transfer	MN TEACHERS RETIREMENT ASSN	320,581.52	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
TRC.06202024.B	TRC - TRA COORD for 6/20/2024 Lump Sum	06/20/2024	35,783.80	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	35,783.80
TRC.06202024.B.a	TRC - TRA COORD for 6/20/2024 Terming	06/20/2024	41,391.33	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	41,391.33
TRC.06202024.B.b	TRC - TRA COORD for 6/20/2024 MK Void	06/20/2024	-696.63	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	-696.63
TRC.06202024.B.c	TRC - TRA COORD for 6/20/2024 Reg PR	06/20/2024	93,526.75	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	91,285.75
				PAYROLL W/HOLDING-TRA PAYABLE 04 L 215 04	1,538.46
				PAYROLL W/HOLDINGS-TRA PAYABLE 11 L 215 04	177.54
				PAYROLL W/HOLDINGS-TRA PAYABLE 12 L 215 04	525.00
TRC.06202024.D	TRC - TRA CORD for 6/20/2024 Lump Sum	06/20/2024	31,694.33	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	31,694.33
TRC.06202024.D.a	TRC - TRA CORD for 6/20/2024 Terming	06/20/2024	36,660.97	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	36,660.97
TRC.06202024.D.b	TRC - TRA CORD for 6/20/2024 MK Void	06/20/2024	-617.02	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	-617.02
TRC.06202024.D.c	TRC - TRA CORD for 6/20/2024 Reg PR	06/20/2024	82,837.99	PAYROLL W/HOLDINGS-TRA PAYABLE 01 L 215 04	80,853.08
				PAYROLL W/HOLDING-TRA PAYABLE 04 L 215 04	1,362.66
				PAYROLL W/HOLDINGS-TRA PAYABLE 11 L 215 04	157.25
				PAYROLL W/HOLDINGS-TRA PAYABLE 12 L 215 04	465.00
06/27/2024	202003171	Wire Transfer	PUBLIC EMPLOYEES RETIREMENT ASSN	67,617.22	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
PRC.06202024.B	PRC - PERA CORD for 6/20/2024 Reg PR	06/20/2024	36,223.54	PAYROLL W/HOLDINGS-PERA PAYABLE 01 L 215 03	31,627.51
				PAYROLL W/HOLDINGS-PERA PAYABLE 02 L 215 03	1,918.37
				PAYROLL W/HOLDING-PERA PAYABLE 04 L 215 03	2,292.10

## Board Packet

AP Run: 6/27/2024 TRA PERA — Post Date: 2024-06-27 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/27/2024	202003171	Wire Transfer	PUBLIC EMPLOYEES RETIREMENT ASSN	67,617.22	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
			PAYROLL W/HOLDINGS-PERA PAYABLE	05 L 215 03	286.78
			PAYROLL W/HOLDINGS-PERA PAYABLE	11 L 215 03	98.78
PRC.06202024.D	PRC - PERA CORD for 6/20/2024 Reg PR	06/20/2024	31,393.68		
			PAYROLL W/HOLDINGS-PERA PAYABLE	01 L 215 03	27,410.44
			PAYROLL W/HOLDINGS-PERA PAYABLE	02 L 215 03	1,662.58
			PAYROLL W/HOLDING-PERA PAYABLE	04 L 215 03	1,986.50
			PAYROLL W/HOLDINGS-PERA PAYABLE	05 L 215 03	248.55
			PAYROLL W/HOLDINGS-PERA PAYABLE	11 L 215 03	85.61
<b>Total:</b>					<b>\$388,198.74</b>

### 6/27/2024 TRA PERA Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	2	388,198.74
Epayables:	0	0.00
<b>Total:</b>	<b>2</b>	<b>\$388,198.74</b>

# Board Packet

AP Run: W241206 — Post Date: 2024-06-24 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/24/2024	202003172	Wire Transfer	BREMER BANK	313.80	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
MAY 2024	TO RECORD BREMER BANK FEES PER BANK STATEMENT MAY 2024	06/24/2024	313.80		
		BANKING FEES-BUSINESS OFFICE--		01 E 005 110 000 000 314	313.80
<b>Total:</b>					<b>\$313.80</b>

### W241206 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	313.80
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$313.80</b>

## Board Packet

AP Run: W241207 — Post Date: 2024-06-26 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
06/26/2024	202003173	Wire Transfer	ALERUS	519.05	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
98994	JUNE 2024 FSA FEES, JUNE 2024 HSA FEES & JUNE 2024 DEBIT CARD REISSUE FEE	06/26/2024	519.05		
	PAYROLL W/HOLDINGS-FLEXIBLE BENEFIT PAYABLE			01 L 215 50	5.00
	FEEES FOR SERVICES-BUSINESS OFFICE--			01 E 005 110 000 000 305	514.05
<b>Total:</b>					<b>\$519.05</b>

### W241207 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	519.05
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$519.05</b>

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54387	Check	ADAM'S PEST CONTROL	450.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
3928265	AHS	06/13/2024	100.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	100.00
3928266	IJ HOLTON	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928267	SUMNER	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928268	BANFIELD	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928269	NEVELN	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928270	ELLIS	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928271	SOUTHGATE	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
3928272	WOODSON	06/13/2024	50.00		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	50.00
07/02/2024	54388	Check	AMERICAN TIME & SIGNAL	186.90	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
879699	AHS WRESTLING ROOM	06/17/2024	186.90		
				REPAIR & MAINT SVCS-OPERATIONS-- 01 E 005 810 000 000 350	186.90
07/02/2024	54389	Check	AUSTIN BUILDERS SUPPLY INC	109.60	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
144179	MAINT. SUPPLIES	05/17/2024	58.75		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	58.75
144731	MAINT. SUPPLIES	06/18/2024	50.85		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	50.85

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54390	Check	AUTO VALUE AUSTIN	148.95	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
46475873	MAINT. SUPPLIES	06/12/2024	59.98		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	59.98
46476556	MAINT. SUPPLIES	06/20/2024	88.97		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	88.97
07/02/2024	54391	Check	BOB & ANGIE RICHARDS	1,577.17	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	1,577.17		
		TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	1,577.17
07/02/2024	54392	Check	D & G ACE HARDWARE	348.83	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
135263/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	05/17/2024	17.94		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	17.94
135271/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	05/17/2024	11.99		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	11.99
135292/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	05/20/2024	26.95		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	26.95
135567/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/05/2024	17.99		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	17.99
135647/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/10/2024	17.98		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	17.98
135650/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/10/2024	6.99		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	6.99

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54392	Check	D & G ACE HARDWARE	348.83	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
135657/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/11/2024	12.99		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	12.99
135670/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/11/2024	31.16		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	31.16
135671/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/11/2024	24.99		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	24.99
135684/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/12/2024	16.98		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	16.98
135783/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/18/2024	72.97		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	72.97
135802/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/18/2024	11.99		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	11.99
135829/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/20/2024	7.99		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	7.99
135831/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/20/2024	29.97		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	29.97
135840/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/20/2024	6.99		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	6.99
135853/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/21/2024	22.97		
				REPAIR SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 420	22.97

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
07/02/2024	54392	Check	D & G ACE HARDWARE	348.83
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
135885/1	MAINTENANCE SUPPLES 1ST BLANKET PO FY 2023-2024	06/24/2024	9.99	
	REPAIR SUPPLIES-OPERATIONS--	01 E 005 810 000 000 420		9.99
07/02/2024	54393	Check	DAKOTA SUPPLY GROUP	109.93
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
S103772605.001	ELECTRICAL AND PLUMBING SUPPLIES 1ST BLANKET PO FY 2023-2024	05/31/2024	109.93	
	REPAIR SUPPLIES-OPERATIONS--	01 E 005 810 000 000 420		109.93
07/02/2024	54394	Check	EKOUE, PRINCE & ANNETTE	516.99
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	516.99	
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS	01 E 005 760 000 720 360		516.99
07/02/2024	54395	Check	FARRELL EQUIP & SUPPLY CO.	866.99
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
138347	SUPPLIES	05/30/2024	538.99	
	INDIV INST SUPPLIES-TRAD/IND-WOOD/ELEC.-CTE	01 E 310 361 863 817 433		538.99
148319	SUPPLIES	06/30/2024	328.00	
	INDIV INST SUPPLIES-TRAD/IND-WOOD/ELEC.-CTE	01 E 310 361 863 817 433		328.00
07/02/2024	54396	Check	FETT, TYLER OR CHANNI	1,216.67
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	1,216.67	
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS	01 E 005 760 000 720 360		1,216.67
07/02/2024	54397	Check	FLYNN, TIMOTHY & ROCIO	516.99
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	516.99	
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS	01 E 005 760 000 720 360		516.99

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
07/02/2024	54398	Check	GREAT LAWN SERVICES, LLC	759.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
8910	AHS WEED CONTROL		05/19/2024	234.00		
			FEES FOR SERVICES-OPERATIONS--		01 E 005 810 000 000 305	234.00
8911	AHS BROADLEAF WEED CONTROL		05/19/2024	525.00		
			FEES FOR SERVICES-OPERATIONS--		01 E 005 810 000 000 305	525.00
07/02/2024	54399	Check	GRITZNER, SARA	516.99		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	516.99		
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	516.99
07/02/2024	54400	Check	HOERLER, CORY OR SARAH	516.99		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	516.99		
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	516.99
07/02/2024	54401	Check	IMAGERY SOUND AND LIGHT SHOWS	7,375.00		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
061824	EVENTS FEB - JUNE 2024		06/18/2024	7,375.00		
			FEES FOR SERVICES-OPERATIONS-SPECIAL EVENTS		01 E 005 810 948 000 305	7,375.00
07/02/2024	54402	Check	IMPERIAL DADE	522.63		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
4248358	CUSTODIAL SUPPLIES		06/19/2024	42.99		
			CUSTODIAL SUPPLIES-OPERATIONS--		01 E 005 810 000 000 410	42.99
4248359	CUSTODIAL SUPPLIES		06/19/2024	479.64		
			CUSTODIAL SUPPLIES-OPERATIONS--		01 E 005 810 000 000 410	479.64
07/02/2024	54403	Check	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT*	16,799.29		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
00052843	PROFESSIONAL SERVICES PROJECT 202110409		05/09/2024	3,342.75		
			FEES FOR SERVICES-LTFM--ENVIRON SAFETY		05 E 005 865 000 352 305	3,342.75

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name			Check Amount
07/02/2024	54403	Check	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT*			16,799.29
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
00052851	PROFESSIONAL SERIVCES PROJECT 202410270	05/09/2024	12,450.00			
	FEES FOR SVCS-LTFM--HAZARDOUS MATERIALS			05 E 005 865 000 349 305	12,450.00	
00053283	PROFESSIONAL SERVICES PROJECT 202110409	06/12/2024	1,006.54			
	FEES FOR SERVICES-LTFM--ENVIRON SAFETY			05 E 005 865 000 352 305	1,006.54	
07/02/2024	54404	Check	KAMRAN CULINEX LLC			197,484.54
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
CM20119	REFUND DRAIN TUBING	06/20/2024	-450.00			
	REPAIR & MAINT SVCS-FOOD SVC--NSLP			02 E 005 770 000 701 350	-450.00	
INV900883	SERVING COUNTERS	06/17/2024	197,934.54			
	EQUIPMENT-FOOD SVC--NSLP			02 E 005 770 000 701 530	197,934.54	
07/02/2024	54405	Check	KEMPS			5,589.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
5231787	SUMMER MILK	06/07/2024	897.00			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	897.00	
5231791	SUMMER MILK	06/07/2024	672.75			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	672.75	
5232128	SUMMER MILK	06/07/2024	1,035.00			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	1,035.00	
5243072	SUMMER MILK	06/14/2024	672.75			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	672.75	
5243076	SUMMER MILK	06/14/2024	379.50			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	379.50	
5243104	SUMMER MILK	06/14/2024	276.00			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	276.00	
5250127	SUMMER MILK	06/21/2024	862.50			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	862.50	
5250133	SUMMER MILK	06/21/2024	431.25			
	MILK-FOOD SVC--SUM FD PGR			02 E 005 770 000 709 495	431.25	

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54405	Check	KEMPS	5,589.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
5250137	SUMMER MILK	06/21/2024	362.25		
		MILK-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 495	362.25
07/02/2024	54406	Check	LAWSON PRODUCTS, INC	881.39	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
9311591574	MAINTENANCE SUPPLIES 2ND BLANKET PO FY 23-24	06/04/2024	552.55		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	552.55
9311609865	MAINTENANCE SUPPLIES 2ND BLANKET PO FY 23-24	06/11/2024	72.41		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	72.41
9311617464	MAINTENANCE SUPPLIES 2ND BLANKET PO FY 23-24	06/13/2024	211.40		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	211.40
9311628098	MAINTENANCE SUPPLIES 2ND BLANKET PO FY 23-24	06/18/2024	45.03		
		REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	45.03
07/02/2024	54407	Check	LUKE & JILL RYE	516.99	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	516.99		
		TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	516.99
07/02/2024	54408	Check	MARTIN BROS DISTRIBUTING CO	35,208.40	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
1496766	FOOD & SUPPLIES	04/25/2024	118.10		
		FOOD-FOOD SVC--NSLP		02 E 005 770 000 701 490	118.10
1549004	SUMMER FOOD AND SUPPLIES	05/30/2024	6,379.57		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	6,379.57
1549005	SUMMER FOOD AND SUPPLIES	05/30/2024	450.00		
		GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	450.00
1549006	SUMMER FOOD AND SUPPLIES	05/30/2024	281.82		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	281.82
1549007	SUMMER FOOD AND SUPPLIES	05/30/2024	1,282.50		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,282.50

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54408	Check	MARTIN BROS DISTRIBUTING CO	35,208.40	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1549009	SUMMER FOOD AND SUPPLIES	05/30/2024	1,246.13		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,246.13
1549010	SUMMER FOOD AND SUPPLIES	05/30/2024	1,688.15		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,688.15
1549011	SUMMER FOOD AND SUPPLIES	05/30/2024	104.43		
		GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	73.30
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	31.13
1549012	SUMMER FOOD AND SUPPLIES	05/30/2024	384.62		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	384.62
1554877	SUMMER FOOD AND SUPPLIES	06/04/2024	104.52		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	104.52
1554880	SUMMER FOOD AND SUPPLIES	06/04/2024	4,748.35		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	4,748.35
1554881	SUMMER FOOD AND SUPPLIES	06/05/2024	183.79		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	183.79
1554883	SUMMER FOOD AND SUPPLIES	06/04/2024	29.57		
		GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	29.57
1554884	SUMMER FOOD AND SUPPLIES	06/04/2024	1,948.07		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,948.07
1554885	SUMMER FOOD AND SUPPLIES	06/04/2024	210.67		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	210.67
1558200	FOOD & SUPPLIES	06/06/2024	59.17		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	59.17
1558201	FOOD & SUPPLIES	06/06/2024	55.95		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	55.95
1558202	FOOD & SUPPLIES	06/06/2024	473.55		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	473.55
1558203	FOOD & SUPPLIES	06/06/2024	1,768.00		
		FOOD-FOOD SVC--NSLP		02 E 005 770 000 701 490	1,768.00

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54408	Check	MARTIN BROS DISTRIBUTING CO	35,208.40	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1558204	SUMMER FOOD AND SUPPLIES	06/06/2024	1,221.38		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,221.38
1558205	FOOD & SUPPLIES	06/06/2024	70.05		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	70.05
1558206	FOOD & SUPPLIES	06/06/2024	92.92		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	92.92
1558207	SUMMER FOOD AND SUPPLIES	06/06/2024	32.86		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	32.86
1558211	FOOD & SUPPLIES	06/06/2024	76.50		
		FOOD-FOOD SVC--NSLP		02 E 005 770 000 701 490	76.50
1558212	SUMMER FOOD AND SUPPLIES	06/06/2024	1,292.70		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,292.70
1558213	FOOD & SUPPLIES	06/06/2024	177.10		
		FOOD-FOOD SVC--NSLP		02 E 005 770 000 701 490	177.10
1558214	SUMMER FOOD AND SUPPLIES	06/06/2024	16.68		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	16.68
1558215	SUMMER FOOD AND SUPPLIES	06/06/2024	213.11		
		GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	213.11
1558216	SUMMER FOOD AND SUPPLIES	06/06/2024	239.29		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	239.29
1558217	FOOD & SUPPLIES	06/06/2024	70.30		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	70.30
1558218	SUMMER FOOD AND SUPPLIES	06/06/2024	118.07		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	118.07
1564550	FOOD & SUPPLIES	06/11/2024	230.50		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	230.50
1564551	FOOD & SUPPLIES	06/11/2024	88.08		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	88.08

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54408	Check	MARTIN BROS DISTRIBUTING CO	35,208.40	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1564552	FOOD & SUPPLIES	06/11/2024	81.74		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	81.74
1564553	SUMMER FOOD AND SUPPLIES	06/11/2024	3,587.62		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	3,587.62
1564554	FOOD & SUPPLIES	06/11/2024	118.24		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	118.24
1564556	SUMMER FOOD AND SUPPLIES	06/11/2024	1,489.18		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,489.18
1567960	FOOD & SUPPLIES	06/13/2024	68.29		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	68.29
1567961	SUMMER FOOD AND SUPPLIES	06/13/2024	120.14		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	120.14
1567962	FOOD & SUPPLIES	06/13/2024	90.50		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	90.50
1573968	SUMMER FOOD AND SUPPLIES	06/18/2024	388.89		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	388.89
1573970	SUMMER FOOD AND SUPPLIES	06/18/2024	1,692.59		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,692.59
1573971	SUMMER FOOD AND SUPPLIES	06/18/2024	155.05		
		GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	155.05
1577185	SUMMER FOOD AND SUPPLIES	06/20/2024	127.80		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	127.80
1577186	SUMMER FOOD AND SUPPLIES	06/20/2024	90.92		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	90.92
1577187	FOOD & SUPPLIES	06/20/2024	616.23		
		FOOD-FOOD SVC--ALA-CARTE		02 E 005 770 000 707 490	616.23
1582732	SUMMER FOOD AND SUPPLIES	06/25/2024	1,004.02		
		FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	1,004.02

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54408	Check	MARTIN BROS DISTRIBUTING CO	35,208.40	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
1582733	SUMMER FOOD AND SUPPLIES	06/25/2024	120.69		
	GEN SUPPLIES-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 401	120.69	
07/02/2024	54409	Check	MEI TOTAL ELVATOR SOLUTIONS	37,202.68	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
1078377	DISTRICT ELEVATOR CELLULAR DEVICES AND 1 YEAR SERVICE	04/01/2024	5,472.00		
	REPAIR/MAINTENANCE-LTFM--PHYSICAL HAZARDS		05 E 005 865 000 347 350	5,472.00	
1078532	SUMNER ELEMENTARY SCHOOL	06/21/2024	31,730.68		
	BLDG ACQ/CONSTRUCTION-LTFM--BLDG HDW/EQUIP		05 E 005 865 000 369 520	31,730.68	
07/02/2024	54410	Check	METRO FIBERNET, LLC	287.83	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
JUNE 2024	JUNE SERVICE	06/16/2024	287.83		
	TELEPHONE-GEN ADM--		01 E 005 105 000 000 320	129.90	
	TELEPHONE-OPERATIONS--		01 E 005 810 000 000 320	-271.72	
	TELEPHONE-OPERATIONS--		01 E 105 810 000 000 320	14.98	
	TELEPHONE-OPERATIONS--		01 E 125 810 000 000 320	14.98	
	TELEPHONE-OPERATIONS--		01 E 145 810 000 000 320	14.98	
	TELEPHONE-OPERATIONS--		01 E 155 810 000 000 320	14.98	
	TELEPHONE-OPERATIONS--		01 E 185 810 000 000 320	29.95	
	TELEPHONE-OPERATIONS--		01 E 310 810 000 000 320	339.78	
07/02/2024	54411	Check	MIKE OR SARAH CLAUSMAN	516.99	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	516.99		
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	516.99	

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
07/02/2024	54412	Check	OSGOOD, HEATHER M	718.10		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
051424	MILEAGE REIM.		05/14/2024	154.97		
			TRAVEL CONV & CONF-DEAF-HA-SHARED COST-		01 E 005 405 700 000 366	154.97
051524	MILEAGE REIM.		05/15/2024	125.96		
			TRAVEL CONV & CONF-DEAF-HA-SHARED COST-		01 E 005 405 700 000 366	125.96
051724	MILEAGE REIM.		05/17/2024	69.68		
			TRAVEL CONV & CONF-DEAF-HA-SHARED COST-		01 E 005 405 700 000 366	69.68
052924	MILEAGE REIM.		05/29/2024	107.20		
			TRAVEL CONV & CONF-DEAF-HA-SHARED COST-		01 E 005 405 700 000 366	107.20
053024	MILEGAE REIM.		05/30/2024	240.26		
			TRAVEL CONV & CONF-DEAF-HA-SHARED COST-		01 E 005 405 700 000 366	240.26
053124	MILEAGE REIM.		05/31/2024	20.03		
			IN-DISTRICT TRAVEL-DEAF-HA--IDEA-611		01 E 005 405 000 419 367	20.03
07/02/2024	54413	Check	OTICON	2,507.99		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
INV10561623	HEARING SYSTEM		03/01/2024	2,507.99		
			SPED EQUIPMENT-DEAF-HA--STATE SPED		01 E 005 405 000 740 533	2,507.99
07/02/2024	54414	Check	PALMER BUS SERVICE	16,726.71		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
0004673-IN	AHS SOFTBALL		05/31/2024	1,092.84		
			TRANS CONTRACT-GIRLS-SOFTBALL-NON-AUTH TRAN		01 E 310 296 115 733 360	1,092.84
0004674-IN	AHS BASEBALL		05/31/2024	2,687.65		
			TRANS CNTRCT-BOYS-BASEBALL-NON-AUTH TRAN		01 E 310 294 101 733 360	2,687.65
0004676-IN	AHS BOYS TENNIS		05/31/2024	1,132.20		
			TRANS CONTRACT-BOYS-TENNIS-NON-AUTH TRAN		01 E 310 294 109 733 360	1,132.20
0004678-IN	AHS GIRLS TRACK		05/31/2024	2,647.96		
			TRANS CONTRACT-GIRLS-TRACK-NON-AUTH TRAN		01 E 310 296 110 733 360	2,647.96
0004679-IN	AHS BOYS TRACK		05/31/2024	2,503.64		
			TRANS CONTRACT-BOYS-TRACK-NON-AUTH TRAN		01 E 310 294 110 733 360	2,503.64

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	54414	Check	PALMER BUS SERVICE	16,726.71	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
0004683-IN	AHS BIG 9	05/31/2024	2,826.98		
				TRANS CONTRACT-MUSIC--NON-AUTH TRAN 01 E 310 258 000 733 360	2,826.98
0004688-IN	AHS STAND	05/31/2024	115.00		
				TRANSPORTATION-EXT CUR-STAND AHS-SA 88 E 310 298 027 301 360	115.00
0004691-IN	AHS BAND	05/31/2024	560.00		
				TRANS CONTRACT-MUSIC--NON-AUTH TRAN 01 E 310 258 000 733 360	560.00
0004694-IN	AHS BOYS GOLF	05/31/2024	587.32		
				TRANS CONTRACT-BOYS-GOLF-NON-AUTH TRAN 01 E 310 294 114 733 360	587.32
0004702-IN	AHS CEO BUS	05/31/2024	219.96		
				TRANS CONTRACT-SEC-CEO PROGRAM- 01 E 310 211 206 000 360	219.96
0004704-IN	AHS CHOIR	05/31/2024	285.56		
				TRANS CONTRACT-MUSIC--NON-AUTH TRAN 01 E 310 258 000 733 360	285.56
0004705-IN	AHS STUDENT COUNCIL	05/31/2024	115.00		
				TRANSPORTATION CNTRCT-EXT CUR-STD CNCL-AHS-SA 88 E 310 298 053 301 360	115.00
0004706-IN	AHS STUDENT LEADERSHIP	05/31/2024	390.52		
				TRAVEL CONV & CONF-EXT CUR-- 01 E 310 298 000 000 366	390.52
0004712-IN	PEER POWER	05/31/2024	439.92		
				TRANS CONTRACT-PUPIL TRANS--DISABLED TRANS 01 E 005 760 000 723 360	439.92
0004724-IN	AHS GIRLS GOLF	05/31/2024	1,122.16		
				TRANS CONTRACT-GIRLS-GOLF-NON-AUTH TRAN 01 E 310 296 114 733 360	1,122.16
07/02/2024	54415	Check	PAN-O-GOLD BAKING CO	1,326.96	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
10007224155005	SUMMER BREAD	06/03/2024	32.94		
				FOOD-FOOD SVC--SUM FD PGR 02 E 005 770 000 709 490	32.94
10007224155006	SUMMER BREAD	06/03/2024	142.74		
				FOOD-FOOD SVC--SUM FD PGR 02 E 005 770 000 709 490	142.74
10007224155007	SUMMER BREAD	06/03/2024	65.88		
				FOOD-FOOD SVC--SUM FD PGR 02 E 005 770 000 709 490	65.88

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
07/02/2024	54415	Check	PAN-O-GOLD BAKING CO	1,326.96		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
10007224158003	SUMMER BREAD		06/06/2024	98.82		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	98.82
10007224162004	SUMMER BREAD		06/10/2024	107.70		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	107.70
10007224162005	SUMMER BREAD		06/10/2024	142.74		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	142.74
10007224162006	SUMMER BREAD		06/10/2024	250.56		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	250.56
10007224169005	SUMMER BREAD		06/17/2024	76.86		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	76.86
10007224169006	SUMMER BREAD		06/17/2024	250.56		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	250.56
10007224176002	SUMMER BREAD		06/24/2024	158.16		
			FOOD-FOOD SVC--SUM FD PGR		02 E 005 770 000 709 490	158.16
07/02/2024	54416	Check	PARK SUPPLY OF AMERICA	56.13		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
299111	HVAC SUPPLIES		05/28/2024	56.13		
			REPAIR SUPPLIES-OPERATIONS--		01 E 005 810 000 000 420	56.13
07/02/2024	54417	Check	PARKS, JOSH & SARAH	1,554.64		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	1,554.64		
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	1,554.64
07/02/2024	54418	Check	PHILIP PLEH & PRAY SHARPOEBYAR	516.99		
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	516.99		
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS		01 E 005 760 000 720 360	516.99

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
07/02/2024	54419	Check	REGENCY HOME HEALTHCARE SERVICES LLC	1,463.14
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
6328-11	CONTRACTED NURSING FOR EGG	06/26/2024	1,463.14	
	PMTS FOR ED PURP OTH AG-SEV MULT IMP--STATE SPED			01 E 310 416 000 740 394
				1,463.14
07/02/2024	54420	Check	RUNNINGS SUPPLY INC.	98.47
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
3559040	MAINTENANCE SUPPLIES BLANKET PO FY 2023-2024	06/11/2024	98.47	
	REPAIR SUPPLIES-OPERATIONS--			01 E 005 810 000 000 420
				98.47
07/02/2024	54421	Check	SHERWIN WILLIAMS CO	738.17
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
1268-6	DISTRICT PAINT SUPPLIES 2nd BLANKET PO FY 2023-2024	06/14/2024	441.10	
	GENERAL SUPPLIES-LTFM--INTERIOR SURFACES			05 E 005 865 000 379 401
				441.10
1606-7	DISTRICT PAINT SUPPLIES 2nd BLANKET PO FY 2023-2024	06/24/2024	99.00	
	GENERAL SUPPLIES-LTFM--INTERIOR SURFACES			05 E 005 865 000 379 401
				99.00
4676-2	DISTRICT PAINT SUPPLIES 2nd BLANKET PO FY 2023-2024	04/18/2024	198.07	
	GENERAL SUPPLIES-LTFM--INTERIOR SURFACES			05 E 005 865 000 379 401
				198.07
07/02/2024	54422	Check	SOUTHWEST STRINGS	1,512.00
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
1501451-IN	HORMEL GRANT INSTRUMENT BOOKS	05/08/2024	1,512.00	
	EQUIPMENT-MUSIC-HRML MUSIC-			01 E 310 258 068 000 530
				1,512.00
07/02/2024	54423	Check	STEELE, JENNY A	1,550.97
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>
062624	STUDENT TRANSPORTATION REIM.	06/26/2024	1,550.97	
	TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS			01 E 005 760 000 720 360
				1,550.97

## Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
07/02/2024	54424	Check	THE SIGN PRODUCERS INC	14,635.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
19076	CARTS		06/10/2024	14,635.00
			EQUIPMENT-FOOD SVC--NSLP	02 E 005 770 000 701 530
				14,635.00
07/02/2024	54425	Check	TIMM, RYAN J	1,033.98
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	1,033.98
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS	01 E 005 760 000 720 360
				1,033.98
07/02/2024	54426	Check	UNIVERSITY OF NORTH DAKOTA	375.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
062424	RED CROSS SCHOLARSHIP AVERY WEMPNER ID #1527108		06/24/2024	375.00
			SCHOLARSHIPS-MISC--SCHOLARSHIPS	01 E 005 971 000 340 898
				375.00
07/02/2024	54427	Check	UNIVERSITY OF NORTHERN IOWA	375.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
062424	RED CROSS SCHOLARSHIP AVA DENZER ID #770363		06/24/2024	375.00
			SCHOLARSHIPS-MISC--SCHOLARSHIPS	01 E 005 971 000 340 898
				375.00
07/02/2024	54428	Check	WOOD, BRAEDEN & CAITLYN	516.99
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
062624	STUDENT TRANSPORTATION REIM.		06/26/2024	516.99
			TRANS CONTRACT-PUPIL TRANS--REGULAR TRANS	01 E 005 760 000 720 360
				516.99
			<b>Total:</b>	<b>\$355,932.98</b>

# Board Packet

AP Run: T241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
------------	--------------	--------------	------	--------------

### T241301 Summary

Type	Count	Amount
Regular	42	355,932.98
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>42</b>	<b>\$355,932.98</b>

## Board Packet

AP Run: CB241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
07/02/2024	5000001937		FOLLETT SCHOOL SOLUTIONS, LLC*	2,141.78
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
379140	IMC BOOKS		04/11/2024            1,239.40	
			LIBRARY BOOKS-MEDIA CENTER--OPER CAP 05 E 310 620 000 302 470	1,239.40
379140A	IMC BOOKS		05/01/2024            523.74	
			LIBRARY BOOKS-MEDIA CENTER--OPER CAP 05 E 310 620 000 302 470	523.74
379140F	IMC BOOKS		06/14/2024            378.64	
			LIBRARY BOOKS-MEDIA CENTER--OPER CAP 05 E 310 620 000 302 470	378.64
07/02/2024	5000001938		GAMES PEOPLE PLAY*	702.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
6701-2	T SHIRTS AUSTIN CHEER		06/21/2024            702.00	
			SUPPLIES & MATERIALS-EXT CUR-CHEERADERS-SA 88 E 310 298 013 301 401	702.00
07/02/2024	5000001939		HILLYARD/HUTCHINSON*	12,009.98
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
605449229	CUSTODIAL SUPPLIES		04/12/2024            2,301.57	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	2,301.57
605449230	CUSTODIAL SUPPLIES		04/12/2024            1,050.41	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	1,050.41
605449231	CUSTODIAL SUPPLIES		04/12/2024            401.13	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	401.13
605449232	CUSTODIAL SUPPLIES		04/12/2024            360.27	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	360.27
605449233	CUSTODIAL SUPPLIES		04/12/2024            69.68	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	69.68
605449234	CUSTODIAL SUPPLIES		04/12/2024            850.86	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	850.86
605484102	CUSTODIAL SUPPLIES		05/17/2024            1,265.47	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	1,265.47
605484103	CUSTODIAL SUPPLIES		05/17/2024            108.48	
			CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	108.48

## Board Packet

AP Run: CB241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	5000001939		HILLYARD/HUTCHINSON*	12,009.98	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
605484104	CUSTODIAL SUPPLIES	05/17/2024	49.40		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	49.40
605484105	CUSTODIAL SUPPLIES	05/17/2024	1,158.66		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	1,158.66
605484106	CUSTODIAL SUPPLIES	05/17/2024	129.48		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	129.48
605484107	CUSTODIAL SUPPLIES	05/17/2024	247.00		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	247.00
605484108	CUSTODIAL SUPPLIES	05/17/2024	685.68		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	685.68
605503349	CUSTODIAL SUPPLIES	06/07/2024	62.88		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	62.88
605503350	CUSTODIAL SUPPLIES	06/07/2024	133.92		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	133.92
605509785	CUSTODIAL SUPPLIES	06/14/2024	120.48		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	120.48
605509786	CUSTODIAL SUPPLIES	06/14/2024	1,973.86		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	1,973.86
605509787	CUSTODIAL SUPPLIES	06/14/2024	466.84		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	466.84
605515980	CUSTODIAL SUPPLIES	06/21/2024	152.40		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	152.40
605515981	CUSTODIAL SUPPLIES	06/21/2024	403.42		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	403.42
605515982	CUSTODIAL SUPPLIES	06/21/2024	45.88		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	45.88
700592868	CUSTODIAL SUPPLIES	06/05/2024	101.69		
				CUSTODIAL SUPPLIES-OPERATIONS-- 01 E 005 810 000 000 410	101.69

## Board Packet

AP Run: CB241301 — Post Date: 2024-06-30 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount	
07/02/2024	5000001939		HILLYARD/HUTCHINSON*	12,009.98	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
800690856	CUSTODIAL SUPPLIES	06/19/2024	-129.48		
			CUSTODIAL SUPPLIES-OPERATIONS--	01 E 005 810 000 000 410	-129.48
07/02/2024	5000001940		HORIZON COMMERCIAL POOL SUPPLY*	962.26	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
INV73775	ELLIS POOL CHEMICALS-FY 23-24	06/11/2024	962.26		
			REPAIR SUPPLIES-OPERATIONS--	01 E 005 810 000 000 420	962.26
07/02/2024	5000001941		W W GRAINGER INC*	73.67	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
9146469987	3RD BLANKET PO FY 2023-2024	06/11/2024	27.74		
			REPAIR SUPPLIES-OPERATIONS--	01 E 005 810 000 000 420	27.74
9148280291	3RD BLANKET PO FY 2023-2024	06/12/2024	45.93		
			REPAIR SUPPLIES-OPERATIONS--	01 E 005 810 000 000 420	45.93
07/02/2024	5000001942		WENGER CORPORATION*	1,421.00	
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
874056	CELLO RACK	06/13/2024	1,421.00		
			EQUIPMENT-MUSIC--OPER CAP	05 E 210 258 000 302 530	1,421.00
<b>Total:</b>					<b>\$17,310.69</b>

### CB241301 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	6	17,310.69
<b>Total:</b>	<b>6</b>	<b>\$17,310.69</b>

## Board Packet

AP Run: T250101 — Post Date: 2024-07-02 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount
07/02/2024	54429	Check	BEAUJOUR, CASSIDY D	100.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
062124	PARADE FEE REIM.		07/01/2024	100.00
	ENTRY FEES/STDT TRVL ALLOW-EXT CUR-CHEERLEADING-SA		88 E 310 298 013 301 369	100.00
07/02/2024	54430	Check	BROOKES PUBLISHING CO	3,300.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
1290315	TRAINING REGISTRATION		07/01/2024	3,300.00
	TRAVEL CONV & CONF-ECSE-PRO DEV-IDEA SEC 619		01 E 120 412 640 420 366	3,300.00
07/02/2024	54431	Check	FRONTLINE TECHNOLOGIES, INC	26,032.43
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
INVUS200196	AESOP 24-25		07/01/2024	26,032.43
	NON-INST SOFTWARE LIC-PERSONNEL--		01 E 005 160 000 000 405	26,032.43
07/02/2024	54432	Check	ISCORP	11,314.08
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
0739849	SKYWARD HOSTING SERVICES JULY 2024-JUNE 2025		07/01/2024	11,314.08
	NON-INST SOFTWARE LIC-BUSINESS OFFICE--		01 E 005 110 000 000 405	11,314.08
07/02/2024	54433	Check	KIKER BROS INC	20,974.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
070224	AHS ANNEX SOUTH GARAGE		07/01/2024	20,974.00
	BLDG ACQ/CONSTRUCTION-LTFM--ROOFING SYS		05 E 005 865 000 383 520	20,974.00
07/02/2024	54434	Check	MINNESOTA INSURANCE SCHOLASTIC TRUST	538,709.71
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
070124	PROPERTY LIABILITY INSURANCE FOR FY 24-25		07/01/2024	538,709.71
	PROPERTY & INSURANCENSURANCE-INSURANCE		-- 01 E 005 940 000 000 340	538,709.71
07/02/2024	54435	Check	NEW AGE PROPERTIES LLC	6,054.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>
17	PAES LAB RENT 24-25		07/01/2024	6,054.00
	PRINCIPAL ON LT BLDG LEASE-CAP FAC--LEASE LEVY		01 E 005 850 000 389 570	6,054.00

## Board Packet

AP Run: T250101 — Post Date: 2024-07-02 — AP Run Type: R

Austin Public Schools ISD 492

Check Date	Check Number	Payment Type	Name	Check Amount		
07/02/2024	54436	Check	SHI	122,035.00		
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>	
B18380397	FORTIVOICE HARDWARE	07/01/2024	1.00			
				NON-INST TECH EQUIP-INST TECH-ASSIGNED TECH-	01 E 005 630 093 000 555	1.00
B18385677	FORTIVOICE HARDWARE	07/01/2024	122,034.00			
				NON-INST TECH EQUIP-INST TECH-ASSIGNED TECH-	01 E 005 630 093 000 555	122,034.00
07/02/2024	54437	Check	USI INSURANCE SERVICES LLC	1,100.00		
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>	
5066422	INJURY MANAGEMENT INSURANCE	07/01/2024	1,100.00			
				WORKERS COMP-EMP BENEFITS--	01 E 005 930 000 000 270	1,100.00
07/02/2024	54438	Check	VITAMINK12, LLC	1,200.00		
<b>Invoice Number</b>	<b>Description</b>	<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>	
MSJ-0038	POSTING IMPORT SITE	07/01/2024	1,200.00			
				NON-INST SOFTWARE LIC-PERSONNEL--	01 E 005 160 000 000 405	1,200.00
				<b>Total:</b>	<b>\$730,819.22</b>	

### T250101 Summary

Type	Count	Amount
Regular	10	730,819.22
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>10</b>	<b>\$730,819.22</b>

# Board Packet

---

## Summary by Fund

Austin Public Schools ISD 492

---

<b>Fund</b>	<b>Total</b>
01 - GENERAL FUND	2,496,721.57
02 - FOOD SERVICE FUND	280,245.29
04 - COMMUNITY SERVICE	29,372.99
05 - CAPITAL EXPENDITURES	87,582.52
07 - DEBT SERVICE FUND	11,093.22
11 - SITE & CO-CURRICULAR	3,333.08
12 - AUSTIN AREA CONSORTIUM	13,482.81
66 - ATHLETICS	34.62
88 - STUDENT ACTIVITY	1,098.43
	<hr/>
	<b>\$2,922,964.53</b>

INDEPENDENT SCHOOL DISTRICT NO. 492 - AUSTIN  
MAY 2024 TREASURER'S REPORT

TREASURER'S BOOKS	BALANCE BEGINNING OF MONTH	DEBITS	CREDITS	BALANCE END OF MONTH
<b>CASH</b>				
01 GENERAL FUND	1,215,498.54	11,902,686.07	8,278,383.95	4,839,800.66
05 CAPITAL OUTLAY	1,218,724.85	551,218.91	93,668.51	1,676,275.25
11 SITE AND COCURRICULAR	638,232.23	36,516.32	24,423.56	650,324.99
12 AUSTIN AREA CONSORTIUM	(58,108.11)	0.00	9,917.11	(68,025.22)
66 ATHLETICS	112,892.99	11,849.19	10,803.40	113,938.78
88 ACTIVITY FUND	218,520.62	7,617.43	17,088.64	209,049.41
02 FOOD SERVICE	1,491,461.86	375,771.32	268,827.14	1,598,406.04
04 COMMUNITY SERVICE	1,145,315.76	260,457.63	236,169.11	1,169,604.28
06 CONSTRUCTION FUNDS	94,568.03	137.04	0.00	94,705.07
07 DEBT SERVICE	684,598.38	34,645.21	0.00	719,243.59
08 TRUST FUND	47,560.12	0.00	0.00	47,560.12
18 CUSTODIAL FUNDS	0.00	61,250.00	61,250.00	0.00
20 INTERNAL SERVICE FUND	2,139,818.47	1,042,463.06	1,730,675.56	1,451,605.97
<b>TOTAL CASH</b>	<b>8,949,083.74</b>	<b>14,284,612.18</b>	<b>10,731,206.98</b>	<b>12,502,488.94</b>
01 CASHIER'S OFFICE PETTY CASH	3,000.00	0.00	0.00	3,000.00
05 CERTIFICATES OF PURCHASE - US BANK	1,461.53	5.72	0.00	1,467.25
<b>INVESTMENTS</b>				
01 OPERATING INVESTMENTS - MN TRUST	13,142,929.81	1,010,271.42	0.00	14,153,201.23
01 SCHOLARSHIP INVESTMENTS	10,672.51	2.27	0.00	10,674.78
08 SCHOLARSHIP TRUST INVESTMENTS	61,830.45	6.66	0.00	61,837.11
45 OPEB TRUST INVESTMENTS	79,614.16	356.54	0.00	79,970.70
88 ACTIVITY FUND	20,002.03	0.00	0.00	20,002.03
<b>TOTAL INVESTMENTS</b>	<b>13,315,048.96</b>	<b>1,010,636.89</b>	<b>0.00</b>	<b>14,325,685.85</b>
<b>GRAND TOTAL PER TREASURER'S BOOKS</b>	<b>22,268,594.23</b>	<b>15,295,254.79</b>	<b>10,731,206.98</b>	<b>26,832,642.04</b>

BANK ACCOUNTS	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	DEPOSITS NOT SHOWN ON BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
BREMER - SAVINGS	10,043.49	0.00	0.00	0.00	10,043.49
BREMER - ICS CASH SWEEP	441,028.46	0.00	0.00	0.00	441,028.46
BREMER - MAIN	1,006,849.53	(327,412.91)	13,093.08	3,781.04	696,310.74
MSDLAF+ Liquid Class	0.00	0.00	0.00	0.00	0.00
MSDLAF+ MAX Class	8,608,307.54	0.00	0.00	0.00	8,608,307.54
MN TRUST OPERATING ACCOUNT	2,715,683.03	0.00	0.00	0.00	2,715,683.03
MN TRUST CAPITAL FACILITY BONDS 2018A	31,115.68	0.00	0.00	0.00	31,115.68
CASHIER'S OFFICE PETTY CASH	3,000.00	0.00	0.00	0.00	3,000.00
CERTIFICATES OF PURCHASE - US BANK	1,467.25	0.00	0.00	0.00	1,467.25
OPERATING INVESTMENTS - MN TRUST	14,153,201.23	0.00	0.00	0.00	14,153,201.23
SCHOLARSHIP INVESTMENTS	10,674.78	0.00	0.00	0.00	10,674.78
SCHOLARSHIP TRUST INVESTMENTS	61,837.11	0.00	0.00	0.00	61,837.11
OPEB TRUST INVESTMENTS	79,970.70	0.00	0.00	0.00	79,970.70
ACTIVITY FUND	20,002.03	0.00	0.00	0.00	20,002.03
<b>BALANCE</b>	<b>27,143,180.83</b>	<b>(327,412.91)</b>	<b>13,093.08</b>	<b>3,781.04</b>	<b>26,832,642.04</b>

RECONCILIATION OF TREASURER'S BALANCE WITH BANK

0.00

**DATE:** July 8, 2024

**TITLE:** Establishing Date for Truth in Taxation Hearing

**TYPE:** Action

**PRESENTER:** Todd Lechtenberg, Executive Director of Finance & Operations

**Background:**

Minnesota Statute 275.065, subdivision 3, requires school districts to discuss their Payable 2025 levy and 2024/2025 budget at a regularly scheduled School Board meeting and allow the public to speak. The meeting must take place at 6:00 pm or later, and the district may adopt the final levy at the same meeting.

**Rationale:**

Monday, December 9, 2024, is the date for the regularly scheduled School Board meeting in December. As part of that meeting, the School Board could hold their Truth in Taxation hearing, as well as approve the Payable 2025 levy.

**Recommendation:**

It is recommended that the school board approve Monday, December 9, 2024, as the date to hold the annual Truth in Taxation hearing at 6:00 pm or later in the Austin High School Annex Recital Hall, 205 4<sup>th</sup> Street NW, as part of their regular School Board meeting.



**DATE:** July 8, 2024

**TITLE:** Dairy Contract for 2024-2025 School Year

**TYPE:** Action

**PRESENTER:** Todd Lechtenberg, Executive Director of Finance and Operations

**BACKGROUND:** Bids for dairy products for the 2024-2025 school year were taken at the District Offices no later than 2:00 p.m., Monday, June 24, 2024. Two bids were received from Kemps and Diversified Foods, Inc.

**RATIONALE:** The bids were reviewed, and I recommend the Board accept the bid for dairy products for 2024-2025 from Kemps of Rochester, Minnesota. This bid was the lowest for the Eco Half-Pint sizes.

**RECOMMENDATION:** It is requested that the Board award a contract for dairy products for the 2024-2025 school year to Kemps of Rochester, Minnesota.



**DATE:** July 8, 2024

**TITLE:** Bakery Contract for 2024-2025 School Year

**TYPE:** Action

**PRESENTER:** Todd Lechtenberg, Executive Director of Finance and Operations

**BACKGROUND:** Bids for bakery products for the 2024-2025 school year were taken at the District Offices no later than 2:00 p.m., Monday, June 24, 2024. Bid was received from Bimbo Baking Company USA (formerly Sara Lee Baking Group). Pan O'Gold's bid was received after the deadline and was not accepted.

**RATIONALE:** Bid was reviewed, and I recommend the Board accept the bid for bakery products for 2024-2025 from Bimbo Baking Company. This pricing reflects a slight increase in bakery prices over the last year.

**RECOMMENDATION:** It is requested the Board award a contract for bakery products for the 2024-2025 school year to Bimbo Baking Company.

**DATE:** July 8, 2024

**TITLE:** Donations

**TYPE:** Action

**PRESENTER:** Todd Lechtenberg, Executive Director of Finance & Operations

**Background:**

School districts receive donations from private individuals, public entities, and trusts on a regular basis. The district implemented School Board Policy 706 – Acceptance of Gifts to ensure compliance with statutory guidance.

**Rationale:**

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

**Recommendation:**

It is recommended that the following donations be accepted by the school board for the benefit of Austin Public School students.

<b>DONOR</b>	<b>AMOUNT</b>	<b>RECIPIENT(S)</b>	<b>PURPOSE</b>
First United Methodist Church	500.00	Community Education	More than Pink program
Westminster Presbyterian Church	1000.00	Community Education	More than Pink program
VFW Post 1216	750.00	AHS Marching Band	Equipment/Busing

**EQUAL EDUCATIONAL OPPORTUNITY**

102

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not **unlawfully** discriminate on the basis of **one or more of the following**: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races

and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

***Legal References:*** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

***Cross References:*** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Policy Adopted: 01.12.04  
Policy Updated: 03.13.17  
Policy Updated: 12.09.19  
Policy Revised: 10.10.22  
Policy Revised: 07.10.23

## SCHOOL DISTRICT MISSION STATEMENT

104

### I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

### II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### III. REVIEW

The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every three years.

**Legal Reference:** [Minn. Stat. § 120B.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readinessthe World's Best Workforce\)](#)

~~Minn. Rule Parts 3501.0010-3501.0180~~

• ~~Minn. Rule Parts 3501.0200-3501.0270~~

• ~~Minn. Stat § 123.972 (School District Policy)~~

Policy Adopted: 10/24/05  
Policy Reviewed: 5/10/10  
Policy Reviewed: 6/10/13  
Policy Reviewed: 11/10/14  
Policy Reviewed: 3/13/17  
Policy Revised 12/11/17  
Policy Updated: 12/9/19  
Policy Reviewed: 2/13/23

**SCHOOL BOARD MEETING MINUTES**

**204**

*[Note: The provisions of this policy are required by statute.]*

**I. PURPOSE**

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

**III. MAINTENANCE OF MINUTES AND RECORDS**

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
  - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
  - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
  - c. Meetings closed to discuss the purchase or sale of property shall be

- preserved for at least eight (8) years after the date of the meeting.
- d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
  - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
    - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
    - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
    - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
  4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
  5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
    - a. The date of the closed meeting;
    - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
    - c. The classification of the data.
  6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an

event reclassifying that data as set forth in Section III.B.3. above.

#### IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

**[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.**

**Under Chapter 115 (2024), the Minnesota legislature enacted the following:**

(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

**[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]**

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is

available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

**Legal References:** Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)  
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)  
)  
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)  
Minn. Stat. § 331A.01 (Definition)  
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)  
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)  
Op. Atty. Gen. 161-a-20 (Dec. 17, 1970)  
*Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428 (1956)

**Cross References:** MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)  
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Policy Adopted: 07/08/02  
Revised Policy Adopted: 2/9/09  
Policy Reviewed: 6/10/13  
Policy Reviewed: 12/8/14  
Policy Reviewed: 08/14/17  
Policy Reviewed: 01/13/20  
Policy Updated: 03/27/23

## **PUBLIC HEARINGS**

**207**

### **I. PURPOSE**

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

### **II. GENERAL STATEMENT OF POLICY**

For the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy are established.

### **III. PROCEDURES**

#### **A. Public Hearings**

Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minnesota Statutes section 123B.51), education district establishment (Minnesota Statutes section 123A.15), and agreements for secondary education (Minnesota Statutes section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion.

#### **B. Notice of Public Hearings**

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

#### **C. Public Participation**

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. **Format of Request:** If required by the school board, a written request of an individual or a group to address the school board shall contain the name **and address** of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief

statement of the subject to be covered or the issue to be addressed.

**[NOTE: The word 'address' is removed here to align this provision with the removal of 'address' from Model Policy 206.]**

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.
3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determines.
4. Privilege to Speak: A school board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary to provide an orderly, efficient, and fair opportunity to be heard.

***Legal References:*** Minn. Stat. § 123A.15 (Establishing Education Districts)  
Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123B.51 (School Closings)

***Cross References:*** MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Policy Adopted: 7/8/02  
Policy Reviewed: 6/10/13  
Policy Reviewed: 12/8/14  
Policy Reviewed: 08/14/17  
Policy Reviewed: 01/13/20  
Policy Updated: 03/27/23



**HARASSMENT AND VIOLENCE**

**413**

***[Note: ~~State law (Minnesota Statutes, section 121A.03)~~ requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, chapter 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]***

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

**III. DEFINITIONS**

- A. "Assault" is:
  - 1. an act done with intent to cause fear in another of immediate bodily harm or

death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

***[Note: In 2023, the Minnesota legislature amended the definition of "sexual orientation" in the Minnesota Human Rights Act as reflected in subpart 6 below. A school board may choose whether to retain the phrase "including gender identity or expression" in light of the legislative amendment.]***

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual who
  - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors **having legal status or custody with being domiciled** with:

- a. the minor's ~~their~~ parent or parents or the minor's legal guardian **or guardians**; or
- b. ~~the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.~~

~~the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against~~

harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

**[NOTE: The 2024 Minnesota legislature revised the definition of "familial status"].**

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. "Sexual orientation" means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

***[Note: In 2023, the Minnesota legislature revised the definition of 'sexual orientation' in the Minnesota Human Rights Act to read as provided here.]***

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
  - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
  - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;
  - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
  - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
  - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
  - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
  - a. touching, patting, grabbing, or pinching another person's intimate parts
  - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
  - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
  - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

**IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may

constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates Human Resources Director as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s),

including mailing addresses and telephone numbers.

- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

**V. INVESTIGATION**

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the

behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **VI. SCHOOL DISTRICT ACTION**

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

## **VII. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation

includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

**VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

**IX. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

**X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)  
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Policy Adopted: 10/13/03  
Policy Revised: 08/09/04  
Policy Revised: 10/11/08  
Policy Revised: 07/25/11  
Policy Reviewed: 09/09/13  
Policy Revised: 06/08/15  
Policy Revised: 01/08/18  
Policy Revised: 12/14/20  
Policy Revised: 12/12/22  
Policy Revised: 12/11/23

**INDEPENDENT SCHOOL DISTRICT NO. \_\_\_\_\_ 492**  
**HARASSMENT AND VIOLENCE REPORT FORM**

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. \_\_\_\_\_, 492 maintains a firm policy prohibiting all forms of discrimination. This policy strictly prohibits harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class). All persons are to be treated with respect and dignity. Harassment or violence on the basis of Protected Class by any pupil, teacher, administrator, or other school personnel, that create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

**Complainant** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Work Address** \_\_\_\_\_

**Home/Cell Phone** \_\_\_\_\_ **Work Phone** \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person you believe harassed or was violent toward you or another person or group.  
\_\_\_\_\_

If the alleged harassment or violence was toward another person or group, identify that person or group.  
\_\_\_\_\_  
\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where and when did the incident(s) occur? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses who were present \_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
**Complainant Signature**

\_\_\_\_\_  
**Date**

**Received by** \_\_\_\_\_

\_\_\_\_\_  
**Date**

**DRUG, ALCOHOL, AND CANNABIS TESTING**

**416**

***[Note: Drug, alcohol, and cannabis testing of school bus drivers and driver applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Drug and alcohol testing of other employees or drug and alcohol testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, is adopted. Cannabis testing of school employees and school bus drivers shall conform to federal and Minnesota law. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo cannabis testing or drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]***

**I. PURPOSE**

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

**II. GENERAL STATEMENT OF POLICY**

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
  - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
  - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
  - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by [Minnesota Statutes](#), section 181.952; or
  - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

### **III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

#### **A. General Statement of Policy**

All persons subject to commercial driver's license requirements shall be tested for alcohol, cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

#### **B. Definitions**

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a

medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

***[Note: Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 Code of Federal Regulations, section 382.601. Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of Section C.]***

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title

49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

***[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she received a copy of these materials. 49 Code of Federal Regulations, section 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]***

D. Alcohol and Controlled Substances Testing Program Manager

***[Note: School districts are required by federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations, section 382.601(b)(1).]***

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

***[Note: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations, sections 382.201-382.215.]***

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive

functions.

4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

***[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 Code of Federal Regulations, section 382.505.]***

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV.

Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

**[Note: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]**

1. Pre-Employment Testing

**[Note: 49 Code of Federal Regulations, section 382.301 details the requirements for pre-employment testing.]**

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

**[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]**

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

**[Note: Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations, section 382.413, and 49 Code of Federal Regulations, section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was**

**performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]**

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

**[Note: 49 Code of Federal Regulations, section 382.303, governs post-accident testing of drivers.]**

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances

test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

***[Note: 49 Code of Federal Regulations, section 382.305 governs random testing of drivers.]***

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

***[Note: The Federal Highway Administration (FHWA) set the random alcohol selection and testing rate at 10% of the average number of driver positions and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]***

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

***[Note: 49 Code of Federal Regulations, section 382.307 governs reasonable suspicion testing of drivers.]***

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in

accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

***[Note: 49 Code of Federal Regulations, sections 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]***

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

***[Note: 49 Code of Federal Regulations, sections 382.311, 40.307, and 40.309 govern follow-up testing.]***

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences

***[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations, sections 40.191, 40.261, and 382.211. They are more***

**specifically addressed in 49 Code of Federal Regulations, sections 382.501-382.507 and in 49 United States Code, section 521(b).]**

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

***[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 Code of Federal Regulations, section 40.45.]***

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
  - (1) The donor expressly declines the opportunity to discuss the test results;
  - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
  - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

***[Note: The DOT Alcohol Testing Form (ATF) must be used for every***

**DOT alcohol test. 49 Code of Federal Regulations, section 40.225.]**

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

***[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minnesota Statutes section 221.031, subdivision 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]***

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test

after completion of the program.

- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [***name, address, telephone number***], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

- 1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

***[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations, 49 Code of Federal Regulations, sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]***

- 2. The required records shall be retained for the following minimum periods:

Basic records	5 years
---------------	---------

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
  - i. Any on-duty alcohol use;
  - ii. Any pre-duty alcohol use;
  - iii. Any alcohol use following an accident; and
  - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment
  - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

***[Note: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations, section 40.289.]***

- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

***[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:***

***b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]***

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers

may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

***[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes, sections 181.950-181.957. See Minnesota Statutes, section 221.031, subdivision 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]***

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.
2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of

each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

#### **IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

##### **A. Definitions**

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test\_which

uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
  - a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
  - b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

**[NOTE: The 2024 Minnesota legislature added oral fluid tests.]**

9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. "Random Selection Basis" means a mechanism for selection of employees that:
  - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
  - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a. The school district ~~will~~ **may** not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and **either (1)** is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; **or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.**

**[NOTE: The 2024 Minnesota legislature amended this provision.]**

- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not

withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the

workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

5. Random Testing

The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of cannabis, drugs, or alcohol;
- b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks’ written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of

the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test

result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments F and G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
  - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee

was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

**V. POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

**Cross-References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Policy Approved: 08/22/05

Policy Revised: 08/22/22

Policy Revised: 12/11/23

Policy Revised: 02/12/24

## ATTACHMENTS TO DRUG, ALCOHOL, AND CANNABIS TESTING POLICY

Attachments A through C are to be used in conjunction with the drug and alcohol testing of school bus drivers and driver applicants.

- Attachment A is a "**Driver Acknowledgment–Drug and Alcohol Testing Policy Materials**" form that should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III., Section C., Paragraph 4. of the policy.
- Attachment B is a "**Bus Driver or Driver Applicant–Authorization to Release Information**" form. It is referred to in Article III., Section H., Paragraph 1. of the policy
- Attachment C is a "**Consent to Clearinghouse Full Query**" form. It is referred to in Article III, Section H, Paragraph e of the policy.
- Attachment D is a "**Bus Driver or Driver Applicant–Refusal to Submit to Testing**" form. It is referred to in Article III., Section H., Paragraph 8. of the policy.

Attachments E through H are to be used in conjunction with drug, cannabis, and alcohol testing of non-bus drivers and applicants.

- Attachment E is a "**Pretest Notice**" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV., Section E., Paragraph 1. of the policy.
- Attachment F is a "**Notice of Test Results and Various Rights**" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV., Section E., Paragraph 6. of the policy.
- Attachment G is an "**Explanation of Positive Test Result**" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article IV., Section E., Paragraph 4. of the policy.
- Finally, the District may wish to use Attachment H, entitled "**Acknowledgment–Drug Alcohol, and Cannabis Testing Policy**," to document that written notice of the policy was given to all affected employees. It is referred to in Article IV., Section J. of the policy.

ATTACHMENT A

( D R A F T )

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— DRIVER ACKNOWLEDGMENT —  
**DRUG AND ALCOHOL TESTING POLICY AND MATERIALS**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. \_\_\_\_\_, \_\_\_\_\_, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Federally Mandated Drug and Alcohol Testing for School Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

- Upon adoption of the policy (employee).
- Upon my hire (job applicant/new employee).
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is \_\_\_\_\_ and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

\_\_\_\_\_  
*Typed or Printed Name*

ATTACHMENT B

( D R A F T )

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— BUS DRIVER OR DRIVER APPLICANT —  
AUTHORIZATION TO RELEASE INFORMATION

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: \_\_\_\_\_

Employee SS or ID Number: \_\_\_\_\_

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulations;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section I-A.

School District Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Designated Employer Representative: \_\_\_\_\_

Section I-B.

Previous Employer Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Designated Employer Representative (if known): \_\_\_\_\_

Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A. In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES \_\_\_\_ NO \_\_\_\_
2. Did the employee have verified positive drug tests? YES \_\_\_\_ NO \_\_\_\_
3. Did the employee refuse to be tested? YES \_\_\_\_ NO \_\_\_\_
4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES \_\_\_\_ NO \_\_\_\_
5. Did a previous employer report a drug and alcohol rule violation to you? YES \_\_\_\_ NO \_\_\_\_
6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process? N/A \_\_\_\_ YES \_\_\_\_ NO \_\_\_\_

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II-B.

Name of person providing information in Section II-A: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTACHMENT C**

**( D R A F T )**

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

**— BUS DRIVER OR DRIVER APPLICANT —  
CONSENT TO SCHOOL DISTRICT CONDUCT  
OF CLEARINGHOUSE FULL QUERY**

Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver’s License (CDL) Drug and Alcohol Clearinghouse (“Clearinghouse”) to obtain information about whether the driver

- (1) has a verified positive, adulterated, or substituted controlled substances test result;
- (2) has an alcohol confirmation test with a concentration of 0.04 or higher;
- (3) has refused to submit to a test in violation of federal law; or
- (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law.

The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

I consent to the school district’s conduct of a Clearinghouse full query.

Dated: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Typed or Printed Name*

# ATTACHMENT D

**( D R A F T )**

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

**— BUS DRIVER OR DRIVER APPLICANT —  
REFUSAL TO SUBMIT TO TESTING**

I hereby refuse to submit to drug/alcohol testing by doing the following:

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

Supervisor: \_\_\_\_\_

\_\_\_\_\_  
*Supervisor's Signature*

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee refusal to sign

*Supervisor's Initials:* \_\_\_\_\_

**ATTACHMENT E**

**( D R A F T )**

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

**— PRETEST NOTICE —**

I, the undersigned employee/job applicant of Independent School District No. \_\_\_\_\_, \_\_\_\_\_, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug, Alcohol, and Cannabis Testing Policy.

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Job Applicant*

\_\_\_\_\_  
*Typed or Printed Name*

ATTACHMENT F

( D R A F T )

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

[Employee Name]  
[Employee Address]

**RE: Drug, Alcohol, and/or Cannabis Test**  
**[Date of Testing]**

**NOTICE OF TEST RESULTS AND VARIOUS RIGHTS**

Test Results:

Independent School District No. \_\_\_\_\_, Minnesota has received the test result report from the testing laboratory:

- G Your initial screening test result was negative.
- G Your confirmatory test result was negative.
- G Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test or cannabis test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as

used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
  - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

## B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug, alcohol, and/or cannabis testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

**ATTACHMENT G**

**( D R A F T )**

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

**EXPLANATION OF POSITIVE TEST RESULT**

I, the undersigned employee/job applicant of Independent School District No. \_\_\_\_\_, \_\_\_\_\_, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

- no over-the-counter or prescription medications; or
- the following over-the-counter or prescription medications:

---

---

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

---

---

---

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Job Applicant*

\_\_\_\_\_  
*Typed or Printed Name*

**ATTACHMENT H**

**( D R A F T )**

**[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]**

**— ACKNOWLEDGMENT —**

**DRUG, ALCOHOL, AND CANNABIS TESTING POLICY**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. \_\_\_\_\_, \_\_\_\_\_, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- Upon adoption of the policy (employee)
- Upon my hire (job applicant/new employee)
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug, alcohol, and cannabis testing as applicable. (job applicant)

Dated: \_\_\_\_\_

\_\_\_\_\_

*Signature of Employee/Applicant*

\_\_\_\_\_

*Typed or Printed Name*

**DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

418

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

**III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

#### **IV. EXCEPTIONS**

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

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

**[NOTE: The 2024 Minnesota legislature amended this law to add this protection.]**

## V. PROCEDURES

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

*[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]*

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free

Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

***[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]***

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VI. ENFORCEMENT**

### **A. Students**

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

### **B. Employees**

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

state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

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

***Legal References:*** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

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

Policy Adopted: 09/15/03  
Policy Revised: 08/22/22  
Policy Revised: 07/10/23



# AUSTIN PUBLIC SCHOOLS

INSPIRE • EMPOWER • ACCELERATE

— ACKNOWLEDGMENT —

## DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY

I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No. 492, Austin, Minnesota.

Dated:

Signature of Employee/Applicant:

Typed or Printed Name:

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

*[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

### **III. DEFINITIONS**

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.
- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

#### **VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## **VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
**Minn. Stat. § 121A.08 (Smudging Permitted)**  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)

Policy Adopted: 10/13/03  
Policy Revised: 11/10/08  
Policy Revised: 11/14/11  
Policy Updated: 10/14/13  
Policy Revised: 08/10/15  
Policy Reviewed: 02/12/18  
Policy Revised: 02/08/21  
Policy Updated: 04/24/23  
Policy Revised: 07/10/23

**STAFF DEVELOPMENT AND MENTORING**

425

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

**I. PURPOSE**

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

**II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

- A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.
1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
  2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.
- B. The school board will establish the Site Professional Development Teams.
1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
  2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

---

\* This time period may be changed to accommodate individual school district needs.

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

- A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.\*
- B. The Staff Development Plan must contain the following elements:
  - 1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

*[Note: The board-determined education outcomes for your district could be inserted here.]*

- 2. The means to achieve the Staff Development outcomes;
  - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
  - 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
    - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
    - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
    - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
    - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
    - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict
-

resolution;

- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e. Align with state and local academic standards;

- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]***

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis\* the extent to which staff at the site have met the outcomes of the Staff Development Plan.

---

\* This time period may be changed to accommodate individual school district needs.

- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.\*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The

school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

## **VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On a yearly\* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

---

\* This time period may be changed to accommodate individual school district needs.

1. additional stipends as incentives to mentors of color or who are American Indian;
2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

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

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. **The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.**
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may

also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

**[NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]**

## **VIII. REPORTING**

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
  - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
  - 2. The report will provide a breakdown of expenditures for:
    - a. Curriculum development and curriculum training programs;
    - b. Staff development training models, workshops, and conferences; and
    - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

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

- 3. The report will be signed by the superintendent and staff development

chair.

- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

***Cross References:*** None.

Policy Adopted: 06/12/06  
Policy Revised: 08/08/22  
Policy Revised: 07/10/23

**STUDENT DISCIPLINE**

506

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

**I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

**II. GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

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

**III. DEFINITIONS**

A. "Nonexclusionary disciplinary policies and practices" means policies and

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

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

#### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

**V. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by

the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. **A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
  - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is

barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and

- N. To recognize and respect the rights of others.

### **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  2. The use of profanity or obscene language, or the possession of obscene materials;
  3. Gambling, including, but not limited to, playing a game of chance for stakes;
  4. Violation of the school district's Hazing Prohibition Policy;
  5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  6. Violation of the school district's Student Attendance Policy;
  7. Opposition to authority using physical force or violence;
  8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety

Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language,

whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  - 1. a student causes or is likely to cause serious physical harm to other students or staff;
  - 2. the student's parent or guardian specifically consents to the use of recess detention; or
  - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

**X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by

the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;

- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

**XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be

removed from class.

- C. Procedures for Removal of a Student from a Class.
  - 1. See Student Rights and Responsibilities
- D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)
  - 1. See Student Rights and Responsibilities
- E. Responsibility for and Custody of a Student Removed from Class.
  - 1. See Student Rights and Responsibilities
- F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.
  - 1. See Student Rights and Responsibilities
- G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
  - 1. See Student Rights and Responsibilities
- H. Students with a Disability; Special Provisions.
  - 1. See Student Rights and Responsibilities .
- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
  - 1. See Student Rights and Responsibilities
- J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.
  - 1. See Student Rights and Responsibilities

**K. Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

**[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]**

## XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

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

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

- b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a

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

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the

suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district’s intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student’s own choosing, including legal counsel at the hearing; (2) examine the student’s records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student’s own choosing, including legal counsel, at the student’s sole expense. The school district shall advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an

attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board

may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

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

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This

report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

## **XV. STUDENT DISCIPLINE RECORDS**

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

## **XVI. STUDENTS WITH DISABILITIES**

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

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

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

## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided

appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## **XIX. DISTRIBUTION OF POLICY**

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

## **XX. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; **Vaping Awareness and Prevention Instruction**)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety)

Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Policy Adopted: 06/14/04

Policy Reviewed: 11/13/13

Policy Reviewed: 6/11/18

Policy Reviewed: 03/08/21

Policy Revised: 07/10/23

Policy Revised: 12/11/23

Policy Revised: 02/12/24

## **Discipline Complaint Procedure**

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

The discipline complaint process is initiated when a Complainant completes and submits a Discipline Complaint Form to the school district superintendent or the superintendent's designee.

**A Discipline Complaint Form is available on the school district website and in administrative offices.**

Investigation of the complaint will commence within three school days of receipt of the complaint. The superintendent will direct the investigation and will designate and identify the school district personnel who will manage the investigation and who are responsible for keeping and regulating access to any resulting record. The school district may use outside counsel as it sees fit.

Upon completion of the investigation, a Written Determination addressing each allegation and containing findings and conclusions will be issued to the Complainant in a manner consistent with the Minnesota Government Data Practices Act.

If the investigation finds the requirements of the Minnesota Pupil Fair Dismissal Act (Minnesota Statutes, sections 121A.40 to 121A.61), including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant school district staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future, the superintendent or the superintendent's designee will take necessary measures.

Reprisal or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. The school district will take appropriate action consistent with Minnesota law and school district policies in the event that an individual or individuals are found to have engaged in reprisal or retaliation.

**Austin Public Schools - ISD 492**  
**Discipline Complaint Form**

Date of Complaint: \_\_\_\_\_

Name of Person Completing Form: \_\_\_\_\_

Email Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

***Applicable Governing Discipline Documents***

- Minnesota Pupil Fair Dismissal Act
- School District Student Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school district student discipline policy or how the procedures in these two documents are being discriminately applied.

Provide additional information you request the school district to consider:

Involved persons may submit additional information related to this complaint.

A Complainant may appeal the school district's Written Decision by submitting a written notice of appeal to the superintendent or the superintendent's designee within three (3) school days of the date that the Written Decision is provide to the Complainant. The notice shall set forth the grounds upon which the Complainant appeals the Written Decision.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Administrative Use (Notes):**

Date Received: \_\_\_\_\_

Assignment of Investigator: \_\_\_\_\_

Date Investigation Complete: \_\_\_\_\_

Written Decision Sent to Complainant: \_\_\_\_\_

Corrective Action Required: \_\_\_\_\_

Corrective Action Taken: \_\_\_\_\_

Notice of Right to Appeal: \_\_\_\_\_

Matter Closed: \_\_\_\_\_

Data Practices Act Compliance Conducted: \_\_\_\_\_

**CORPORAL PUNISHMENT AND PRONE RESTRAINT**

507

**[NOTE: The provisions of this policy substantially reflect statutory requirements. The revisions in this model policy incorporate legislative changes enacted throughout the 2024 Minnesota legislative session. School boards may have adopted some revisions in the spring, when the first set of laws were enacted.]**

**I. PURPOSE**

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

**II. GENERAL STATEMENT OF POLICY**

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student except as provided below.

**III. DEFINITIONS**

1. “Corporal punishment” means conduct involving:
  - a. hitting or spanking a person with or without an object; or
  - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. “Employee or agent of the district” does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).
3. “Prone restraint” means placing a child in a face-down position.

**IV. PROHIBITIONS**

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of the school district shall not use prone restraint.
3. An employee or agent of a district, ~~including a school resource officer, security personnel, or police officer contracted with a district,~~ shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the

conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582. **The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.**

## **V. REASONABLE FORCE**

1. Reasonable force may be used upon or toward the person of another without the other's consent when the following circumstance exists or the actor reasonably believes it to exist:
  - a. when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.
2. Reasonable force may be used upon or toward the person of a child without the child's consent when the following circumstance exists or the actor reasonably believes it to exist:
  - a. when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff of a public school upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil. Nothing in Minnesota Statutes, section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.
3. A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

**[NOTE: These revisions reflect 2024 legislative changes and are reformatted to enhance readability.]**

## ~~V. EXCEPTIONS~~

~~A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).~~

## **V. VIOLATION**

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the

employee.

- Legal References:** Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)  
~~Minn. Stat. § 125A.0941 (Definitions)~~  
~~Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)~~  
Minn. Stat. § 609.06 ~~Subd. 1 (6)(7)~~ (Authorized Use of Force)  
~~Minn. Stat. § 609.379 (Permitted Actions)~~  
~~Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)~~  
~~Minn. Stat. § 645,241 (Punishment for Prohibited Acts)~~  
~~Op. Atty. Gen. 169f (August 22, 2023) School Pupils: Discipline)~~  
~~Op. Atty. Gen. 169f Supp. (September 20, 2023) School Pupils: Discipline)~~
- Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 506 (Student Discipline)  
~~MSBA/MASA Model Policy 507.5 (School Resource Officers)~~

Policy Adopted: 1/12/04  
Policy Reviewed 12/9/13  
Policy Reviewed: 9/14/15  
Policy Reviewed: 8/13/18  
Policy Reviewed: 3/8/21  
Policy Updated: 04/24/23  
Policy Revised: 07/10/23  
Policy Revised: 12/11/23

**ENROLLMENT OF NONRESIDENT STUDENTS**

**509**

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

**I. PURPOSE**

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 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**

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

**III. OPEN ENROLLMENT PROCESS**

- A. Open Enrollment applications 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 Minnesota Statutes, section 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

**[NOTE: MDE states: “There is no standard set for how parents must demonstrate enrollment in a community preschool or childcare setting. We recommend a written policy for this process.” A district may choose to insert applicable local provisions here.]**

- D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

**[NOTE: MDE offers the following recommendation: “the non-resident district may elect to allow the child’s enrollment status to continue without completing another application. We recommend that districts create policies around this election which must be non-discriminatory and in writing.” A district may choose to insert applicable local provisions here.]**

#### **IV. BASIS FOR DECISIONS**

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, 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 and inflicting substantial bodily harm.

B. 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 this policy.

C. Application

The student and parent or guardian must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) ~~or School Readiness Plus (SRP)~~ Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9~~, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or ~~Laws 2017, First Special Session chapter 5, article 8, section 9~~, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. 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. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district’s staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student’s resident district does not operate a school building;

2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. 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.

F. Termination of Enrollment

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

subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 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 Minnesota Statutes, section 120A.22, subdivision 8.

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.

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.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
**Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)**  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
**Minn. Stat. § 125A.13 (School of Parents' Choice)**  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Definitions)  
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)  
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)

Policy Adopted: 1/12/04  
Policy Revised: 4/9/07  
Policy Revised: 2/10/14  
Policy Reviewed: 05/14/18  
Policy Reviewed 8/13/18  
Policy Updated: 3/8/21  
Policy Updated: 04/24/23  
Policy Revised: 07/10/23

**SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES**

512

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

*[Note: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]*

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

### III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- B. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.

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

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

- C. “Minor” means any person under the age of eighteen (18).
- D. “Obscene to minors” means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
  - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~E. “Material and substantial disruption” of a normal school activity means:~~

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

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

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

~~G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.~~

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

F. “School-sponsored media” means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

**[NOTE: The 2024 Minnesota legislature enacted the new definitions above and the new language in Article IV. below.]**

#### **~~IV. GUIDELINES~~**

~~A. Expression in an official school publication or school-sponsored activity is prohibited when the material:~~

- ~~1. is obscene to minors;~~
- ~~2. is libelous or slanderous;~~
- ~~3. advertises or promotes any product or service not permitted for minors by law;~~
- ~~4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
- ~~5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;~~
- ~~6. is distributed or displayed in violation of time, place, and manner regulations.~~

~~B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:~~

- ~~1. assuring that participants learn whatever lessons the activity is designed to teach;~~
- ~~2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;~~
- ~~3. assuring that the views of the individual speaker are not erroneously attributed to the school;~~
- ~~4. assuring that the school is not associated with any position other than~~

~~neutrality on matters of political controversy;~~

- ~~5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;~~
- ~~6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.~~

~~C. Time, Place, and Manner of Distribution~~

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

~~1. Time~~

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

~~2. Place~~

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

~~3. Manner~~

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

#### IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

~~B Student expression in an official school publicationschool-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:~~

- ~~1. is obscene to minors;~~
- ~~2. is libelous or slanderous;~~
- ~~2. is defamatory;~~
- ~~3. is profane, harassing, threatening, or intimidating;~~

4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
- ~~4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~9. expresses or ad
10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

~~Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These professional standards may include, but are not limited to, the following:~~

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place, and Manner of Distribution

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

1. Time

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

2. Place

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

3. Manner

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

## V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

**[NOTE: This model policy is crafted to fulfill the obligation stated above.]**

### ***Legal References:***

U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
*Morse v. Frederick*, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

### ***Cross References:***

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School

District Property by Nonschool Persons)

Policy Approved: 8/22/05  
Policy Reviewed: 04/09/12  
Policy Reviewed: 12/9/13  
Policy Reviewed: 9/14/15  
Policy Reviewed: 8/13/18  
Policy Updated: 4/12/21

**PROTECTION AND PRIVACY OF PUPIL RECORDS**

**515**

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

**I. PURPOSE**

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

**II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

**III. DEFINITIONS**

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. “Directory information,” under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student’s parent(s). Directory information does not include:
  - a. a student’s social security number;
  - b. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
  - c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
  - d. personally identifiable data which references religion, race, color, social position, or nationality; or
  - e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

**[NOTE: Under the federal Family Educational Rights and Privacy Act (FERPA), the federal definition of “directory information” identifies the types of information that may be specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.]**

2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

~~*[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.]*~~

~~*The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory information.*~~

~~*A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]*~~

~~*Minnesota law prohibits schools from designating student contact information as "directory information" despite the FERPA definition. Minnesota schools should comply with Minnesota law and should not include student contact information in their definition of "directory information."*~~

~~*This June 2024 revision to the "directory information" section seeks to clarify the law; no substantive change is presented in this revision.]*~~

~~*[NOTE: A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to*~~

**specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]**

**[NOTE: The 2024 Minnesota legislature enacted Minnesota Statutes, section 480.40, which includes a law limiting disclosure of personal information concerning "judicial officials." The new law includes a definition of "judicial official" that school districts can review. "Personal information" about a judicial official includes "the name of any child" and the name of any school that such a child attends if combined with an assertion that the child attends the school. School districts may not "knowingly publicly post, display, publish, sell, or otherwise make available on the Internet the personal information of any judicial official," including in response to requests for directory information.]**

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
  - a. Records of instructional personnel that are:
    - (1) kept in the sole possession of the maker of the record;
    - (2) used only as a personal memory aid;
    - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
    - (4) destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;

- (2) maintained solely for law enforcement purposes; and
  - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
- (1) are made and maintained in the normal course of business;
  - (2) relate exclusively to the individual in that individual's capacity as an employee; and
  - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
- (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
  - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
  - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the

contrary.

K. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number or student number or biometric record; (e) other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

“Responsible authority” means *[designate title and actual name of individual]*.

N. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

*[Note: School districts may wish to reference police liaison officers in the definition of a “school official.” Depending on the circumstances of the*

*relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered “school officials” only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district’s legal counsel is recommended.]*

P. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

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

**IV. GENERAL CLASSIFICATION**

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

**V. STATEMENT OF RIGHTS**

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

**B. Eligible Students**

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

**C. Students with a Disability**

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

**VI. DISCLOSURE OF EDUCATION RECORDS**

**A. Consent Required for Disclosure**

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and

- e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
- a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
- a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
  - d. specific as to the nature of the information the subject is authorizing to be disclosed;
  - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
  - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
  - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the

policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which the school district would otherwise use employees;
  - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United

States Code, section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as

provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the

existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 **United States Code, section 2331**, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
  
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to

protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.
23. When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

**VII. RELEASE OF DIRECTORY INFORMATION**

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
  - a. Minnesota Statutes, section 13.32, subdivision 5; and
  - b. 20United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.
3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

*[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under*

***Minnesota Statutes, section 13.32, subdivision 5].***

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual’s attendance as a student (e.g., a student’s activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

***[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and***

***identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]***

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
  - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
  - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without

the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
  - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
  - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to

the civil legal action.

5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

**X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq.*

**XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS**

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
  1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military;
  2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
  3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses

provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority [*designate title of individual, i.e., building principal*] in writing by [*date*] each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## **XII. LIMITS ON REDISCLOSURE**

### **A. Redislosure**

Consistent with the requirements herein, the school district may only disclose

personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redislosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
  - a. The disclosures meet the requirements of Section VI. of this policy; and
  - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redislosure is made based upon a court order or lawfully issued subpoena.

***[Note: 42 United States Code, section 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]***

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures

to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

### **XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

#### **A. Responsible Authority**

The responsible authority shall be responsible for the maintenance and security of student records.

#### **B. Record Security**

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

#### **C. Plan for Securing Student Records**

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

#### **D. Review of Written Plan for Securing Student Records**

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be

attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
  
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
  
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury

or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

*[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]*

4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the

student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of

only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information

contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

**B. Right to a Hearing**

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

- b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

**XVI. PROBLEMS ACCESSING DATA**

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means *[designate title and actual name of individual]*.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

**XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

## **XVIII. WAIVER**

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

## **XIX. ANNUAL NOTIFICATION OF RIGHTS**

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing

education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

## **XX. DESTRUCTION AND RETENTION OF RECORDS**

Destruction and retention of records by the school district shall be controlled by state and federal law.

## **XXI. COPIES OF POLICY**

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.32, Subd. 5 (Directory Information)  
Minn. Stat. § 13.393 (Attorneys)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)  
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)  
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)  
Minn. Stat. Ch. 256L (MinnesotaCare)  
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 363A.42 (Public Records; Accessibility)  
**Minn. Stat. § 480.40 (Personal Information, Dissemination)**  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)

10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
18 U.S.C. § 2331 (Definitions)  
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7908 (Armed Forces Recruiting Information)  
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)  
25 U.S.C. § 5304 (Definitions – Tribal Organization)  
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)  
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)  
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)  
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
*Gonzaga University v. Doe*, 536 U.S. 273 309 (2002)  
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

***Cross References:*** MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 520 (Student Surveys)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 722 (Public Data Requests)  
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

Policy Adopted: 2/14/05  
Policy Revised: 4/4/06  
Policy Revised: 5/10/10  
Policy Revised: 2/10/14  
Policy Revised: 5/11/15  
Policy Updated: 10/8/18  
Policy Revised: 10/10/22  
Policy Revised: 07/10/23

## PUBLIC NOTICE

Independent School District No. 492 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:
  - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the school district. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
  - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
  - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
  - d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare and the ability to respond to a request for educational data;

- e. That the school district forwards education records on request to a school or post-secondary educational institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. § 7917, part of the federal Every Student Succeeds Act [*insert the following bracketed phrase if the school district has a policy regarding Staff Notification of Violent Behavior by Students*] [and data regarding a student's history of violent behavior,] and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
- f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g and the rules promulgated thereunder. The name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202-8520

- g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records; and
  - h. That copies of the school district's policy regarding the protection and privacy of school records are located at 401 3<sup>rd</sup> Ave NW, Austin, MN 55912.
2. Independent School District No. 492 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
- a. It classifies records as public, private, or confidential.
  - b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
  - c. It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights.
  - d. It establishes procedures and regulations for access to and disclosure of education records.
  - e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Superintendent.
4. Pursuant to applicable law, Independent School District No. 492 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; the most recent educational agency or institution attended by the student. "Directory information" also includes the name, address, and telephone number of the student's parent(s). "Directory information" does not include a student's social security number or a student's identification number (ID) if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality.

***[Note: The definition of directory information is found on page 2 of Model Policy 515. This definition includes all of the types of information specifically referenced by state and federal law as directory information. A school district may choose not to include some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality.]***

***Minnesota Statutes 13.32, subdivision 5(c) states that a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."***

***A school district also may specify in this section that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]***

- a. **THE INFORMATION LISTED ABOVE SHALL BE PUBLIC INFORMATION WHICH THE SCHOOL DISTRICT MAY DISCLOSE FROM THE EDUCATION RECORDS OF A STUDENT OR INFORMATION REGARDING A PARENT.**
- b. **SHOULD THE PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN**

**CONSENT EXCEPT TO SCHOOL OFFICIALS AS PROVIDED UNDER FEDERAL LAW.**

- c. IN ORDER TO MAKE ANY OR ALL OF THE DIRECTORY INFORMATION LISTED ABOVE "PRIVATE" (I.E., SUBJECT TO CONSENT PRIOR TO DISCLOSURE), THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE BUILDING PRINCIPAL WITHIN THIRTY (30) DAYS AFTER THE DATE OF THE LAST PUBLICATION OF THIS NOTICE. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:**

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;**
- (2) HOME ADDRESS;**
- (3) SCHOOL PRESENTLY ATTENDED BY STUDENT;**
- (4) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;**
- (5) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH IS NOT TO BE MADE PUBLIC WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT.**

5. Pursuant to applicable law, Independent School District No. 492 hereby gives notice to parents of students and eligible students in grades 11 and 12 of their rights regarding release of information to military recruiting officers and post-secondary educational institutions. The school district must release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiters only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

**SHOULD THE PARENT OF A STUDENT OR THE ELIGIBLE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHOUT PRIOR CONSENT.**

**IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION WITHOUT PRIOR CONSENT, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY, [DESIGNATE TITLE OF INDIVIDUAL, I.E., BUILDING PRINCIPAL], BY [INSERT DATE] EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:**

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;**
- (2) HOME ADDRESS;**
- (3) STUDENT'S GRADE LEVEL;**

- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH ARE NOT TO BE RELEASED TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHOUT PRIOR CONSENT;
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS.

***Notice: Refusal to release the above information to military recruiting officers and post-secondary educational institutions alone does not affect the school district's release of directory information to the public, including military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers or post-secondary educational institutions, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers and post-secondary educational institutions.***

INDEPENDENT SCHOOL DISTRICT NO. \_\_\_\_\_  
\_\_\_\_\_, MINNESOTA

Dated: \_\_\_\_\_

\_\_\_\_\_  
Chair

**[Note: The use of this form requesting information about specific activities or behavior is mandated by statute. In addition, the school district is required to maintain such requests and a record of any release in the student's file.]**

**JUVENILE JUSTICE SYSTEM  
REQUEST FOR INFORMATION**

Family Educational Rights and Privacy Act  
Minnesota Government Data Practices Act, Minn. Stat. § 13.32, Subds. 3(i) and 8(b)

**DATE/TIME OF REQUEST:** \_\_\_\_\_

**TO:** \_\_\_\_\_  
(Superintendent of school district or chief administrative officer of school)

**FROM:** \_\_\_\_\_  
(Requester's name/agency)

**STUDENT:** \_\_\_\_\_

**BASIS FOR REQUEST:**

- \_\_\_\_\_ Juvenile delinquency investigation/prosecution
- \_\_\_\_\_ Child protection assessment/investigation
- \_\_\_\_\_ Investigation/filing of CHIPS or delinquency petition

**REASON FOR REQUEST:** (Requester must describe why information regarding existence of the data marked below is necessary to effectively serve the student)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RESPONSE TO REQUEST:**

The school must indicate whether it has data on the student that document any activity or behavior marked by the requester.

**INFORMATION REQUESTED:** (mark all that apply)    **RESPONSE PROVIDED:** (yes / no)

Indicate whether you have data that document the student's:

\_\_\_\_\_ Use of a controlled substance, alcohol, or tobacco \_\_\_\_\_

_____	Assaultive or threatening conduct as defined in Minn. Stat. § 13.32, Subd. 8	_____
_____	Possession or use of weapons or look-alike weapons	_____
_____	Theft	_____
_____	Vandalism and damage to property	_____

**CERTIFICATION:** The undersigned certifies that he or she is a member of the juvenile justice system. The requested data are needed by the juvenile justice system so it may effectively serve, prior to adjudication, the student whose records are released. The undersigned will not disclose the information received to any other party, except as provided under state law, without prior written consent as required by Code of Federal Regulations, title 34, section 99.38(b). The undersigned further certifies that he or she understands that, by signing this request, he or she is subject to the penalties in Minn. Stat. § 13.09.

\_\_\_\_\_  
Signature/Title

***[Note: A principal or chief administrative officer of a school who receives such a request to disclose information about a student to the juvenile justice system shall, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information before disclosing the information. If the student's parent or guardian notifies the principal or chief administrative officer within ten (10) days of receiving the certified notice that the parent or guardian objects to the disclosure, the principal or chief administrative officer must not disclose the information. The principal or chief administrative officer must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the principal or chief administrative officer must respond to the data request.]***

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

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

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

**III. DEFINITIONS**

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

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection

of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- ~~D. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.~~
- ~~E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.~~
- ~~F. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIP).~~
- ~~G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.~~

- D. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.

**[NOTE: This definition is added to provide clarity for discussion of physical holds later in this policy and in light of recent Minnesota legislative action.]**

- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

**[NOTE: The 2024 Minnesota legislature enacted this definition of “school resource officer.” MSBA deleted the definition of “police liaison officer” as part of this change. School districts should use the term that reflects their local circumstances.]**

- G. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIP).

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

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

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

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the ~~police liaison~~ school resource officer or a peace officer.

##### B. Removal By ~~Police Liaison~~ School Resource Officer or Peace Officer

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

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

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

***[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]***

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the ~~police liaison~~ school resource officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another
2. In removing a student with an IEP from school grounds, ~~police liaison~~ school resource officers and school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
  - b.. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
  - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
  - f. Physical holding (as defined in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

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

D. Parental Notification

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

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

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

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

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

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

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October

15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
**Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)**  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment **and Prone Restraint**)  
**MSBA/MASA Model Policy 507.5 (School Resource Officers)**  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Policy Adopted: 05/23/05  
Revised Policy Adopted: 04/09/07  
Policy Reviewed: 02/10/14  
Policy Updated: 01/11/16  
Policy Revised: 01/14/19  
Policy Updated: 06/14/21  
Policy Updated: 02/14/22  
Policy Revised: 07/10/23

## **SERVICE ANIMALS IN SCHOOLS**

**535**

### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

### **II. GENERAL STATEMENT OF POLICY**

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

### **III. DEFINITIONS**

#### **A. Service Animal**

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

#### **B. Handler**

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

#### **C. Work or Tasks**

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

**IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.

C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.

**[NOTE: The 2024 Minnesota legislature revised Minn. Stat. 3631.19, as reflected in Paragraphs B. and C.]**

D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and
2. What work or tasks is the service animal trained to perform.

E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

**V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

A. The service animal must be required for the individual with a disability.

B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use

of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

#### **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

#### **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a

service, program or activity; or

4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

#### **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

#### **IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

#### **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

#### **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

**XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

**Legal References:** Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations)  
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**Cross References:** MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Policy Adopted: 08/09/21

## APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the Director of Student Services (Students)  
or the Director of Human Resources (Employees)

Student/Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): \_\_\_\_\_  
\_\_\_\_\_

Building: \_\_\_\_\_

Type of service animal: \_\_\_\_\_

Name of service animal: \_\_\_\_\_ Name of handler: \_\_\_\_\_

Is the service animal required because of a disability: \_\_\_\_\_  
\_\_\_\_\_

What work or tasks is the service animal trained to perform: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Checklist for Completion of Form

Attached is documentation that the service animal is:

- Properly licensed
- Properly and currently vaccinated

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

**SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

601

*[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with ~~creating the world's best workforce~~ comprehensive achievement and civic readiness.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is ~~to establish the "world's best workforce"~~ to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

**III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; 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; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for

providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

- G** “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H.** “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I.** "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J.** “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K.** “Performance measures” are measures to determine school district and school site progress in striving ~~to create the world’s best workforce for comprehensive achievement and civic readiness~~ and must include at least the following:
  - 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

**[Note: Definitions B, E, G, and I were added to Minnesota Statutes, section 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement and Civic Readiness law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]**

- ~~K. “World’s best workforce” means striving to: meet school readiness goals; 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.~~

~~*[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.*~~

~~*Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]*~~

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with ~~creating the world’s best workforce~~ **striving for comprehensive achievement and civic readiness** and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);

~~*[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*~~

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

~~*[Note: MSBA/MASA Model Policy 618 addresses this requirement.]*~~

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota

Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
  - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
  - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education

services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Policy Adopted: 6/12/06  
Revised Policy Approved: 4/14/14  
Policy Reviewed: 1/11/16  
Policy Updated: 12/10/18  
Policy Updated: 7/12/21  
Policy Revised: 7/10/23  
Policy Updated: 7/14/23

**ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

602

**I. PURPOSE**

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

**II. GENERAL STATEMENT OF POLICY**

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

**III. CALENDAR RESPONSIBILITY**

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

*[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student ~~without a disability~~, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the **Minnesota** Commissioner of the **Minnesota Department of Education** under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]*

*[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]*

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year

before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
  3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

**~~[NOTE: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]~~**

**[The statutory April 1 requirement was repealed many years ago.]**

#### IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

#### V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.

- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

***Legal References:*** Minn. Stat. § 10.55 (Juneteenth)  
Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)  
Minn. Stat. § 120A.414 (E-Learning Days)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123A.32 (Interdistrict Cooperation)  
Minn. Stat. § 123A.35 (Cooperation and Combination)  
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)  
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)  
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)  
Minn. Stat. § 645.44 (Words and Phrases Defined)

***Cross References:*** MSBA/MASA Model Policy 425 (Staff Development)

Policy Adopted: -3/08/04  
Policy Revised: 04/04/06  
Policy Revised: 10/8/12  
Policy Reviewed: 2/10/14  
Policy Reviewed: 11/11/16  
Policy Revised: 2/11/19  
Policy Reviewed: 7/12/21  
Policy Revised: 7/10/23

**CURRICULUM DEVELOPMENT**

603

*[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

**II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

**III. RESPONSIBILITY**

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

**IV. DISTRICT ADVISORY COMMITTEE**

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022, subdivisions 1a and 1b; and 120B.35;
  2. district assessments;
  3. means to improve students' equitable access to effective and more diverse teachers;
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## **V. SCHOOL SITE TEAM**

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## **VI. CURRICULUM DEVELOPMENT PROCESS**

**[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]**

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.

- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
  
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals; Striving for the ~~World's Best Workforce- Comprehensive Achievement and Civic Readiness~~the World's Best Workforce)**)  
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)  
~~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 Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy Adopted: 02/08/04

Policy Revised: 09/12/22

Policy Revised: 07/10/23

## INSTRUCTIONAL CURRICULUM

604

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship ~~that includes civics (see H.I.);~~
4. health and physical education;

*[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]*

5. the arts;
6. career and technical education; and
7. world languages.

*[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes, section 120B.022.]*

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district ~~or charter school~~ may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### **III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five

arts areas: media arts, dance, music, theater, and visual arts.

**[NOTE: Line 6. regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be finalized. Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.]**

## **PARENTAL CURRICULUM REVIEW**

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

## **IV. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

## V. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
  3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.101 (Curriculum)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.20 (Parental Curriculum Review)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks ~~Implement, Supplement Statewide  
Academic Standards~~)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic  
External Defibrillator Instruction)

***Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

Policy Adopted: 03/04/08  
Policy Revised: 09/12/22  
Policy Revised: 07/10/23  
Policy Updated: 07/14/23

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 606.5

Orig. 2023

Revised: \_\_\_\_\_

Rev. 2024

## **606.5 LIBRARY MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

### **II. GENERAL STATEMENT OF PURPOSE**

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

**[NOTE: The school board may choose to revise the General Statement of Purpose.]**

### **III. DEFINITIONS**

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

**[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as "The school district's libraries are commonly referred to as \_\_\_\_\_.]**

- B. "Library collection" consists of the library materials made available to students.
- C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

**[NOTE: The specific titles of the school district's library staff should be used for this definition and substituted for "library media specialist" throughout this model policy. Please note the new 2024 law in Article IV regarding administration of selection and reconsideration procedures.]**

#### **IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS**

- A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
  - 1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
  - 2. an individual with a master's degree in library science or library and information science; or
  - 3. a professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
  - 1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
  - 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and

discipline of the school; or

3. compliance with state or federal law.

**[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51--that includes the new provisions above.]**

#### **IV. SELECTION OF LIBRARY MATERIALS**

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
  1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
  2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
  3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
  4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
  5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
    - a. Artistic quality and/or literary style;
    - b. Authenticity;
    - c. Critical thinking;
    - d. Educational significance;
    - e. Factual content;
    - f. High interest for intended audience; and
    - g. Readability.
  6. The selection of library materials shall conform to the constraints of the school district budget.

**[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]**

**[NOTE: A school board may choose to adopt similar selection criteria for**

**classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]**

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

**[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]**

- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

#### **V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL**

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

#### **VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL**

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

**[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]**

- C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
  - a. One member of the school district administration
  - b. One principal
  - c. Two teachers
  - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
  - e. Two members of the school district community with no direct connection with the request for reconsideration
  - f. Two student representatives (as appropriate to the specific request).

**[NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]**

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.

4. The Review Committee
  - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
  - b. shall examine the specific library material as a whole;
  - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
  - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
  
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

**[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]**

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

**[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]**

## **VII. CHALLENGE REPORT**

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;

- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

**[NOTE: This article was enacted in 2024 by the Minnesota legislature.]**

#### **VIII. PROHIBITION ON RETALIATION**

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

**[NOTE: This article was enacted in 2024 by the Minnesota legislature.]**

- Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (School Board Responsibilities)  
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)  
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)  
Minn. Rules Part 8710.4550 (Library Media Specialists)  
*Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853 (1982)  
*Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)
- Cross References:** MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

**Sample Form: Formal Request for Reconsideration of Specific Library Collection Material**

The \_\_\_\_\_(name of district)\_\_\_\_\_ school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selection and evaluation of library materials to school district staff. This policy establishes procedures for formal reconsideration of specific library collection material.

A \_\_\_\_(name of district)\_\_ school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

A requestor has the option to request Formal Reconsideration if the informal process set forth in Policy 606.5 has not resolved the matter.

The first step in the Formal Reconsideration process is submission of a fully completed Formal Request for Reconsideration form. A separate form must be completed in full for each library material item for which formal reconsideration is requested.

If you wish to request formal reconsideration of specific library collection material, please return a completed form to:

\_\_\_\_\_(name of school district employee)\_\_\_\_\_

\_\_\_\_\_(location/email address/other)\_\_\_\_\_

-----

\_\_\_\_\_ **Date**

\_\_\_\_\_ **Name of Requestor**

\_\_\_\_\_ **Address**

\_\_\_\_\_

\_\_\_\_\_ **Phone** **Email**

**Type of Library Material** (please check)

Book (e-book)	
Movie	
Magazine	
Database	
Newspaper	

Audio Recording	
Digital Resource	
App	
Streaming Media	
Other	

**Title:** \_\_\_\_\_

**Author/Producer:** \_\_\_\_\_

**Please explain the concern you have concerning this Library Material.**

---

---

**Please explain the circumstances that brought this Library Material to your attention.**

---

---

**Have you examined the entire Library Material? If not, please identify the sections you reviewed.**

---

---

**Please identify resources that may provide additional information and/or other viewpoints regarding this Library Material.**

---

---

**Please set forth the ways in which you believe this Library Material does not comply with the selection objectives and criteria set forth in Policy 606.5**

---

---

**Please set forth the resolution that you seek.**

---

---

***[Note: Minnesota school districts and charter schools may revise this sample form as they deem appropriate.]***

Adopted: MSBA/MASA Model Policy 607

Orig. 1995

Revised: Rev. 2020

**607 ORGANIZATION OF GRADE LEVELS 607**

**I. PURPOSE**

The purpose of this policy is to address the grade level organization of schools within the school district.

**II. GENERAL STATEMENT OF POLICY**

A. The policy of the school district is to address the groupings of grade levels as recognized in Minnesota Statute section 120A.05, as follows:

*[Note: Each school district should identify within the groupings as defined in Minnesota Statutes section 120A.05, how grade levels shall be organized within the school ~~district~~ district from the options listed below:*

<i>Elementary:</i>	<i>Grades prekindergarten through <u>64</u></i>
<i>Middle:</i>	<i><del>Minimum of two consecutive grades above 4th but below 10th</del> <u>Grades 5 - 8</u></i>
<i>Secondary:</i>	<i><del>(Grades 7 through 12)</del></i>
<i>Junior High</i>	<i>Grades <u>    </u> through <u>    </u></i>
<i>Senior High</i>	<i>Grades <u>    </u> through <u>    </u></i>
<i>Vocational</i>	<i><del>Grades 7 through 12</del> <u>Secondary: Grades 9 - 12</u></i>

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school’s minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician’s certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

**III. DEFINITIONS**

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

**[NOTE: School districts with a voluntary prekindergarten program may choose to add a provision in line with Minnesota Statutes, section 124D.1, which was updated in 2024. The statute states that a school district may establish a voluntary prekindergarten program *for eligible four-year-old children* (the italicized language is new.)]**

***Legal References:*** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Definitions)  
Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

***Cross References:*** None

Policy Adopted: 03/08/04

Policy Reviewed: 2/8/16

Policy Reviewed: 1/14/19

Policy Updated: 8/9/21

Policy Updated: 2/14/22

Policy Updated: 05/22/23

**INSTRUCTIONAL SERVICES – SPECIAL EDUCATION**

608

*[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]*

**I. PURPOSE**

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

**II. GENERAL STATEMENT OF POLICY**

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

**III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS**

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

**[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]**

#### IV. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for ~~disabled~~ children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children with a disability are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

**[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]**

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Child with a Disability Defined)  
Minn. Stat. § 125A.027 (Rulemaking), 125A.03 Special Instruction for Children with a Disability), 125A.08 (Individualized Education Plans), 125A.15 (Placement in Another District; Responsibility), 125A.29 (Responsibilities of County Boards & School Boards)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Policy Adopted: 12/13/04  
Policy Reviewed: 08/13/12  
Policy Reviewed: 3/10/14  
Policy Reviewed: 2/8/16  
Policy Updated: 1/14/19  
Policy Updated: 02/14/22  
Policy Updated: 5/22/23

**RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES**

**I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

**III. RESPONSIBILITY**

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance **or American Indian cultural practice, observance, or ceremony**. The school district must provide

annual notice to parents of this policy.

- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)  
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)  
Minn. Stat. § 121A.10 (Moment of Silence)  
*Good News Club v. Milford Central School*, 533 U.S. 98 (2001)  
*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290 (2000)  
*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251 (2000)  
*Lemon v. Kurtzman*, 403 U.S.602, (1971)  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)  
*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
Minn. Op. Atty. Gen. 63 (1940)  
Minn. Op. Atty. Gen. 120 (1924)  
Minn. Op. Atty. Gen. 121 (1924)

**Cross References:** MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Policy adopted: 8/22/05  
Policy revised: 09/10/12  
Policy updated: 02/14/22  
Policy revised: 10/10/22  
Policy revised: 09/11/23

## **Policy 609 - Guidelines**

These guidelines have been developed as authorized by Policy 609- Religion for the purpose of providing further guidance relative to the teaching of materials related to religion. The primary purpose of all material used to provide information on religion and/or religious holidays shall be to promote the educational goal of advancing student knowledge.

### **Specific Guidelines:**

#### The Role of Religion in School Curriculum

1. Religious instruction is the responsibility of parents and religious institutions but teaching about religion and beliefs of conscience is a legitimate and appropriate part of academic education.
2. To ensure that the educational approach to religion is one of academic instruction, not of indoctrination, and that it does not either advance or inhibit religion, the District shall adhere to the following:
  - a. Study or presentations about religion or other beliefs of conscience must achieve academic educational goals and be presented in a balanced and neutral manner within the context of the approved curriculum.
  - b. The approach to religion must be academic, not devotional.
  - c. The objective study of comparative religions is permissible. The emphasis on religious themes in school curriculum should only be as extensive as necessary for a balanced and comprehensive study of these areas.
  - d. The school may educate about any and all religions but may not promote or denigrate any religion or belief of conscience. Students should not feel pressure to accept any particular view or belief.
  - e. School staff must be aware of and sensitive to the beliefs and spiritual practices of all students, and shall encourage all students, parents, and staff to appreciate and be tolerant of each other's religious views.
  - f. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious belief theme shall be accommodated. For example, students are free to respectfully express religious belief or non-belief as part of a class discussion, homework, composition, art form, music, or test.

Observance of Religious Holidays

1. The purpose of the recognition of the religious holidays must be to provide objective and secular instruction about religious traditions rather than to promote a particular religion involved.
2. Religious holidays, including their religious aspects, may be studied. However, the holiday may not be observed or promoted as a religious event.
3. If religious holidays are studied as part of the educational/instructional program, it should be as a part of a planned series of lessons incorporating many religions and their religious holidays. The school district's program of instruction should not emphasize or promote religious belief or emphasize or promote one religion above any other.
4. Any teacher or administrator should ask the following questions when they decorate, use symbols associated with religious holidays or have activities that are related to a religious holiday:
  - a. Do I have a distinct educational purpose in mind? If so, what is it? This question applies to items placed on a teacher's or administrator's desk. The purpose of the holiday symbols, decorations or activities shall not be for public schools to celebrate or observe religious holidays.
  - b. If I use holidays as opportunity to teach about religion, am I balanced and fair in my approach? For example, if I teach about Christmas and Easter, do I also teach about non-Christian holidays?
  - c. Does the planned activity have the primary effect of advancing a specific religion or religious holiday or inhibiting religion? Does it, for example, promote one faith over another or even religion in general? The District's approach shall be academic, and not devotional. The District shall not proselytize.

Religion and Musical Programs

1. A school musical program or concert composed of several choral and/or instrumental selections shall have secular educational value. While individual religious pieces of music may be performed for their musical value, the total effect of a music program or concert shall be non-religious.
  - a. For example, an acceptable program may include secular winter songs and holiday music from around the world, which includes religious and secular seasonal music from various lands and religions, as long as the program does not have the effect of being religiously oriented.

2. Such events shall not promote or denigrate any particular religion, serve as a religious celebration, or become a forum for religious devotion.

Guidelines added: 09/11/23

**SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

614

**I. PURPOSE**

The purpose of this policy is to set forth the school district's testing plan and procedure.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

**III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION**

*[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]*

A. Superintendent

1. Responsibilities before testing.
  - a. Designate a district assessment coordinator and district technology coordinator.
  - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
  - c. Annually review and recertify staff who have access to MDE secure systems.
  - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

*[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]*

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.

- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
  - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
  - j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
  - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
  - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
  - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
  - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
  - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
  - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
  - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

- 1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
  - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
  - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
  - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.

- (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
  - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
  - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
  - c. Return secure test materials as outlined in applicable manuals and resources.
  - d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
  - e. Review student assessment data and resolve any issues.

- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
  - a. Designate a school assessment coordinator and technology coordinator for the building.
  - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
  - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
  - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
  - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
  - g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
  - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
  - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.
  - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
  - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
  - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

***[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]***

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
    - (4) Verify student testing tickets and appropriate allowable materials.
    - (5) Assign numbered test books to individual students.
    - (6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

***[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]***

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
  - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
  - a. Before the test.
    - (1) Maintain security of materials.
    - (2) Confirm appropriate MTAS materials are available and prepared for student.
  - b. During the test.
    - (1) Administer each task to each student and record the score.
    - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
    - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

- (4) Document and report and unusual circumstances to district or school assessment coordinator.
- c. After the test.
  - (1) Keep materials secure.
  - (2) Return all materials.
  - (3) Return objects and manipulatives to classroom.
  - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
  - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

**IV. TEST SECURITY**

- A. Test Security Procedures will be adopted by school district administration.

**[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]**

- B. Students will be informed of the following:
1. The importance of test security;
  2. Expectation that students will keep test content secure;
  3. Expectation that students will act with honesty and integrity during test administration;
  4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
  2. Other contact information and options for reporting security concerns.

## **V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
  2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

## **VI. RETALIATION PROHIBITED**

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

***Legal References:*** Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for ~~the World's Best Workforce~~ Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
Minnesota PearsonAccess Next Resources and Forms:  
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Policy Adopted: 5/23/05  
Policy Revised: 9/12/12  
Policy Reviewed: 3/10/14  
Policy Updated: 1/14/19  
Policy Updated: 5/22/23

**TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS**      **615**  
**FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS**

**I.      PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, **Section 504** accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

**II.     GENERAL STATEMENT OF POLICY**

A.      Minnesota Test of Academic Skills (MTAS)

1.      The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2.      Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3.      Eligibility Requirements
  - a.      The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1)     The IEP team must consider the student’s ability to access the MCA, with or without accommodations;
    - (2)     The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student’s goals and determine how access to the general curriculum will be provided;
    - (3)     The IEP team determined the student’s cognitive functioning to be significantly below age expectations. The team also determined that the student’s disability has a significant impact on his or her ability to function in

615-2

multiple environments, including home, school, and community;

- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
  - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

615-3

- c. For students in grades that the MTAS is not administered:
  - (1) the student must have cognitive functioning significantly below age level;
  - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
  - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
- d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
- e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

- 3. Alternate ACCESS participation decisions must not be made on the following factors:
  - a. Student's disability category;
  - b. Participation in a separate, specialized curriculum;
  - c. Current level of English language proficiency;
  - d. The expectation that the student will receive a low score on the ACCESS for ELs;
  - e. Language, social, cultural, or economic differences;
  - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

### III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through [minnesota.pearsonaccessnext.com/policies-and-procedures](http://minnesota.pearsonaccessnext.com/policies-and-procedures).

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and Guidelines for Administration of Accommodations and Linguistic Supports.

### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for ~~the World’s Best Workforce~~ Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)  
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

615-5

***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 616 (School District System Accountability)

Policy Adopted: 05/23/05  
Revised Policy Adopted: 04/04/06  
Policy Revised: 09/10/12  
Policy Revised: 05/12/14  
Policy Revised: 04/08/19  
Policy Updated: 8/9/21



**SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

616

*[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established 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. ~~“World’s best workforce”~~ **“Comprehensive achievement and civic readiness”** means striving to: meet school readiness goals; 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; **and prepare students to be lifelong learners.**

**[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term “world’s best workforce” with “comprehensive achievement and civic readiness.”]**

- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

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

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an 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 Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do

not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory 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 current achievement that show growth relative to 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. Comprehensive Continuous Improvement of Student Achievement

1. Each year, the District 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 District 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 K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:

- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The District 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 District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The District 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.

Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

**[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]**

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 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 cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to ~~the world's best workforce~~ **comprehensive achievement and civic readiness**. 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 in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the **C**ommissioner of education in the form and manner specified by the **C**ommissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for ~~the World's Best Workforce~~ **for Comprehensive Achievement and Civic Readiness**)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** 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)

Policy Adopted: 05/23/05  
Revised Policy Adopted: 04/04/06  
Policy Revised: 09/10/12  
Policy Revised: 05/12/14  
Policy Revised: 04/08/19  
Policy Updated: 08/09/21  
Policy Revised: 07/10/23

**STAFF DEVELOPMENT FOR STANDARDS**

**619**

**I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

**III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

**IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers and Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for ~~the World's Best Workforce~~ Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds 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 616 (School District System Accountability)

Policy Adopted: 1/23/06  
Policy Reviewed: 4/14/14  
Policy Updated: 02/11/19  
Policy Updated: 09/13/21  
Policy Updated: 05/22/23

**CREDIT FOR LEARNING**

**620**

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

**I. PURPOSE**

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

**III. DEFINITIONS**

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

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

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if the student is enrolled as a full-time student at Austin High School in the semester prior to their high school graduation and meet the district graduation requirements.

B. Transfer of Academic Requirements from Other Schools

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

student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school or homeschool is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school or homeschool does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school or homeschool shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

**V. POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
  - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be

granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. **To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.**

**[NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.]**

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

## **VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course

aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

### **VIII. WEIGHTED GRADES**

***[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies. A school board must adopt an identical policy regarding weighted grade point averages for credits earned via postsecondary coursework as it gives to credits earned via concurrent enrollment coursework. ]***

- A. AHS has implemented weighted grading in addition to the traditional grading system (unweighted GPA). Internal scholarships and awards will use the traditional grading system for selection, and it will also be used in determining school/district graduation recognition awards. Either system can be used for college admission and scholarships. Both ranking will be displayed on the transcript. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
  - 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.15.
  - 2. A grade awarded in an Honors course will be multiplied by a factor of 1.15.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

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

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a

particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for ~~the World's Best Workforce~~ **Comprehensive Achievement and Civic Readiness**)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

Policy Adopted: 10/09/06  
Policy Updated: 04/10/19  
Policy Updated: 09/13/21  
Policy Revised: 07/10/23  
Policy Updated: 08/02/23  
Policy Revised: 02/12/24

**ONLINE INSTRUCTION**

624

*[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].*

**I. PURPOSE**

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

**III. DEFINITIONS**

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the

education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

## **V. SUPPLEMENTAL ONLINE COURSES**

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
  2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; **and**
  3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; **and**
  4. **enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.**

**[NOTE: The 2024 Minnesota legislature added this provision.]**

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
  2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course

provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
  2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## **VII. REPORTING**

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

**LEGAL REFERENCES:** Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 124D.03 (Enrollment Options Act)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

**CROSS REFERENCES:** MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)

**TRANSPORTATION OF PUBLIC SCHOOL STUDENTS**

**707**

***[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]***

**I. PURPOSE**

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

**III. DEFINITIONS**

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.
- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a

primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

#### **IV. ELIGIBILITY**

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
  - 1. The District provides transportation to students as follows:
    - a. Woodson Kindergarten Center – all Kindergarten students
    - b. Banfield, Neveln, Southgate, Sumner – 1 mile or greater
    - c. IJ Holton – 1 mile or greater
    - d. Ellis Middle School – 1 mile or greater
    - e. Austin High School – 1 mile or greater

***[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For***

***example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]***

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

**V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

**VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school

district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

**VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes, section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of

the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes, chapter 125A.

#### **VIII. HOMELESS STUDENTS**

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
  - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
  - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
  - 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's

district of residence to and from the school of enrollment.

**IX. AVAILABILITY OF SERVICES**

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

**X. MANNER OF TRANSPORTATION**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

**XI. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

**XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

**Legal References:**

Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)  
Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)  
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 125A.02 (Children with a Disability Defined)  
Minn. Stat. § 125A.12 (Attendance in Another District)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)  
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)  
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)  
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)  
Minn. Stat. § 126C.01 (Definitions)  
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)  
Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)  
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

**Cross References:**

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: 12/13/04  
Policy Revised: 09/09/09  
Policy Revised: 12/10/12  
Policy Updated: 09/12/16  
Policy Updated: 04/08/19  
Policy Revised: 10/10/22  
Policy Revised: 02/13/23

**TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

708

*[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]*

**I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

**III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.

- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

#### **IV. STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district ~~shall~~ **must** provide necessary transportation for that student between the school district boundary and

the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school ~~shall~~ **must** pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

## **V. APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

***Legal References:***                      Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
   Minn. Stat. § 123B.84 (Policy)

Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.88 (Independent School Districts,  
Transportation)  
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety  
Requirements)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with  
Disability)  
*Americans United, Inc. as Protestants and Other Am. United for  
Separation of Church and State, et al. v. Independent Sch. Dist.  
No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)  
*Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319  
(Minn. Ct. App. 1988)  
*Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8<sup>th</sup> Cir.  
1992)  
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

***Cross References:***

MSBA/MASA Model Policy 707 (Transportation of Public School  
Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety  
Policy)

Policy Adopted: 05/23/05  
Policy Updated: 09/12/16  
Policy Updated: 04/08/19  
Policy Revised: 10/10/20  
Policy Revised: 07/10/23

## **STUDENT TRANSPORTATION SAFETY POLICY**

709

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

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student School Bus Safety Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their

first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
  - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
  - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

- (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; ~~and~~
- (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques' ~~and~~
- (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

### III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
  
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
  - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
  
  - 2. Rules at the Bus Stop
    - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
    - b. Respect the property of others while waiting at your bus stop.
    - c. Keep your arms, legs, and belongings to yourself.
    - d. Use appropriate language.
    - e. Stay away from the street, road, or highway when waiting for the bus.
    - f. Wait until the bus stops before approaching the bus.
    - g. After getting off the bus, move away from the bus.
    - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
    - i. No fighting, harassment, intimidation, or horseplay.
    - j. No use of alcohol, tobacco, or drugs.
  
  - 3. Rules on the Bus
    - a. Immediately follow the directions of the driver.
    - b. Sit in your seat facing forward.

- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the  
bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the  
bus/meeting with parent

5th offense – suspended from riding the bus for the  
remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

**V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
  7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as

described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

### **B. Evaluation**

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]***

## **VII. OPERATING RULES AND PROCEDURES**

### **A. General Operating Rules**

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

***[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]***

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
  - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
  - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
  - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
    - (1) safe operation of a type III vehicle;
    - (2) understanding student behavior, including issues relating to students with disabilities;
    - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
    - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
    - (5) handling emergency situations;
    - (6) proper use of seat belts and child safety restraints;
    - (7) performance of pretrip vehicle inspections;
    - (8) safe loading and unloading of students, including, but not limited to:
      - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
      - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
      - (c) avoiding a loading or unloading location that would

- require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
  - (d) placing the type III vehicle in “park” during loading and unloading;
  - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
  - d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
  - e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
  - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
  - g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver’s license is revoked under a similar

statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
- 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

- 1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
  - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

- b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
  - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
  - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
  - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
  - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
  - 3. A school bus operated under this section must bear a current certificate of inspection.
  - 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

## **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

*[Note: The Model School Bus Driver Training Manual is available online through*

*the Minnesota Department of Public Safety State Patrol web page.]*

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
  - 1. the student's name and address;
  - 2. the nature of the student's disabilities;
  - 3. emergency health care information; and
  - 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

**IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

**X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to

law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

***Legal References:*** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)

Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)  
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)  
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)  
Minn. Stat. § 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)  
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. § 383.5 (Transportation Definitions)  
49 C.F.R. § 383.51 (Disqualification of Drivers)  
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

***Cross References:*** MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 707 (Transportation of Public Students)  
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: 10/24/05  
Policy Updated: 09/12/16  
Policy Updated: 04/08/19  
Policy Revised: 07/10/23



**Notification to Employer  
Of  
Suspension, Revocation, Cancellation or Disqualification**

Commercial Drivers License  
49 CFR 383.33  
Minnesota Statute 171.169

The holder of a Minnesota Commercial Driver License shall notify their employer(s) in writing of any suspension, revocation, cancellation, loss of privilege or disqualification, before the end of the business day following the day the driver (employee) received notice of the suspension, revocation, cancellation, loss of privilege or disqualification.

DRIVER NAME (First Name, MI, Last Name)

STATE

COMMERCIAL DRIVER'S LICENSE NUMBER

DID THE VIOLATION HAPPEN IN A CMV?

YES     NO

DATE OF CONVICTION

LOCATION OF OFFENSE

CITY

STATE

DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:

DATE

SIGNATURE OF DRIVER

**Type III School Bus Driver  
Notification to Employer  
Of  
Violation**

Alcohol Related Offense (Minnesota Statute 169A)  
Disqualifying Offense (Minnesota Statute 171.3215 sub 1)  
Moving Violation (Minnesota Statute 169)

Minnesota Statute 171.02 sub 2b

An operator who sustains a conviction as described in 171.02 sub 2b paragraph (h), (i) or (j) while employed by the entity that owns, leases, or contracts for the school bus shall report the conviction to the employer(s) in writing within 10 days of such conviction.

DRIVER NAME (First Name, MI, Last Name)

STATE

DRIVER'S LICENSE NUMBER

DID THE VIOLATION HAPPEN IN A CMV?

YES  NO

DATE OF CONVICTION

LOCATION OF OFFENSE

CITY

STATE

DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:

DATE

SIGNATURE OF DRIVER

**DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL**

802

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

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

**IV. MANNER OF DISPOSITION**

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in

determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

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

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

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on

quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

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

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

F. Notice of Quotation

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

G. Sales to Employees

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

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
  - a. another school district;
  - b. the state department of corrections;
  - c. the board of trustees of Minnesota State Colleges and Universities;

- d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or
  - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general’s office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

***Legal References:***

Minn. Stat. § 13.591 (Business Data)  
Minn. Stat. § 15.054 Sale or Purchase of State Property; Penalty  
Minn. Stat. § 123B.29 (Sale of School Building at Auction)  
Minn. Stat. § 123B.52 (Contracts)  
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)  
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)  
Minn. Stat. § 645.11 (Published Notice)

***Cross References:***

MSBA School Law Bulletin “F” (School District Contract and Bidding Procedures)

Policy Adopted: 04/14/03

Revised Policy Adopted: 02/09/09

Policy Reviewed: 12/10/12

Policy Reviewed with Minor Edit: 08/11/14

Policy Reviewed with Minor Edit: 11/14/16

Policy Updated: 06/10/19

Policy Revised: 02/14/22

Policy Revised with Minor Edits to Legal References: 08/14/23

**CRISIS MANAGEMENT POLICY**

806

*[Note: The Commissioner of the Minnesota Department of Education (**Commissioner**) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]*

**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. 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.

*[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education’s document entitled, “Practical Information on Crisis Planning, a Guide for Schools and Communities.” A website link is provided in the resource section of this Policy.]*

- 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.

*[Note: **State Minnesota** law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes,*

***section 121A.035.]***

- 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.

***[Note: State Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]***

- 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.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]***

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.

***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***

**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of June 4, 2024, a**

**response plan is not yet available.]**

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.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]***

- 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.)

***[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]***

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 Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

***[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]***

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]***

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.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]***

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.

***[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]***

***[Note: To the extent data contained in facility diagrams and site plans constitute***

***security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]***

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 will be 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.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]***

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.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]***

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.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]***

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.

*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]*

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:

- i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
  5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

**B. Criteria**

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

**C. Student Mental Health and Wellness**

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom

activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner ~~of the Minnesota Department of Education~~ must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one

standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

## V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- 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

**VI. 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.

***[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]***

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.

***[Note: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]***

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.038 (Students Safe at School)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
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)

Minn. Rules Ch. 7511 (Fire Code)

20 U.S.C. § 1681, *et seq.* (Title IX)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

*Comprehensive School Safety Guide*

[Minnesota School Safety Center - Resources \(mn.gov\)](#)

Policy Adopted: 12/12/05

Policy Updated: 02/11/13

Policy Reviewed: 09/08/14

Policy Revised: 03/13/17

Policy Reviewed: 06/10/19

Policy Revised: 07/10/23

## **Model Policy 806: Crisis Management Plan**

### **FOR ASSISTANCE IN DRAFTING A CRISIS MANAGEMENT PLAN**

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. Please contact any of the organizations listed below for assistance:

**A. Minnesota Department of Public Safety School Safety Center**

*HSEM Comprehensive School Safety Guide*

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/2011%20Comprehensive%20School%20Safety%20Guide.Jan%202014%20Appendix%20update.pdf>

Division of Homeland Security and Emergency Management  
444 Minnesota Street, Suite 223  
St. Paul, MN 55101  
651-201-7400  
<https://dps.mn.gov/Pages/default.aspx>

**B. Minnesota Department of Education**

Division of Special Education Compliance and Assistance  
1500 Highway 36 West  
Roseville, MN 55113-4266  
651-582-8710  
[www.education.state.mn.us](http://www.education.state.mn.us) email: [mde.compliance-assistance@state.mn.us](mailto:mde.compliance-assistance@state.mn.us)

**C. Minnesota Department of Public Safety State Fire Marshal Division**

444 Minnesota Street, Suite 145  
St. Paul, MN 55101-5145  
651-201-7200  
<https://dps.mn.gov/divisions/sfm/Pages/default.aspx>

**D. Minnesota School Boards Association**

1900 West Jefferson Avenue  
St. Peter, MN 56082-3015  
800-324-4459  
507-934-2450  
[www.mnmsba.org](http://www.mnmsba.org)

**OTHER RESOURCES/PUBLICATIONS:**

U.S. Department of Education  
Readiness and Emergency Management (REMS) Technical Assistance Center  
<https://rems.ed.gov>

Ready.gov: <https://www.ready.gov/>  
ReadyKids.gov: <https://www.ready.gov/kids>

Practical Information on Crisis Planning <https://www2.ed.gov/admins/lead/safety/crisisplanning.html>

CISA: What to Do – Bomb Threat <https://www.cisa.gov/what-to-do-bomb-threat>

National School Safety and Security Services  
[www.schoolsecurity.org/resources/security-equipment.html](http://www.schoolsecurity.org/resources/security-equipment.html)

Your local emergency response agencies (law enforcement, fire, emergency management) can also assess your building and situation, suggest changes, and assist in drafting building-specific crisis management/emergency plans.

## FIRE

### In the event of a fire, smoke from a fire or detection of a gas odor:

- Pull fire alarm and notify building occupants by means of  

---
  - Evacuate students and staff to the designated areas.
    - These areas should be a safe distance away from emergency personnel.
    - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located  

---

(or included in this manual on next page)
  - Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located  

---
- (or included in this manual on next page)
- Teachers take class roster.
  - Teachers take attendance after evacuation.
  - Teachers report missing students to building administrator immediately.
- If trapped by fire, go to **Shelter-in-Place Procedures**.

### Building administrator:

- Building administrator notifies fire department (call **911**) and superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, building administrator may move students to primary relocation center at \_\_\_\_\_ if weather is inclement or building is damaged.
- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.
- Building administrator notifies staff and students of termination of emergency.

*Fire drills should be held at varied times during the school day.*

*Practice both primary and alternate routes.*

*Extra staffing is necessary for students with special medical or physical needs.*

## HAZARDOUS MATERIALS

### **Incident occurs in school:**

- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

### **Incident occurs near school property:**

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

*Extra staffing is necessary for students with special medical and/or physical needs.*

**SEVERE WEATHER  
TORNADO/SEVERE THUNDERSTORM/FLOODING**

**Tornado/severe thunderstorm WATCH has been issued in an area near school:**

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

*Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.*

- Review “drop and tuck” procedures with students.

**Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:**

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class rosters.
- Ensure that students are in “tuck” positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

*Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.*

**Flooding:**

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

*Refer to Severe Weather Awareness Week postings at <https://dps.mn.gov/divisions/hsem/weather-awareness-preparedness/Pages/severe-weather-awareness-week-program.aspx> for further*

*information on severe weather safety.*

## **MEDICAL EMERGENCY**

### **Life-threatening injury or illness, or death:**

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
  - Applying pressure on wound or elevating wound may help stop or slow bleeding.
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

### **Non-life-threatening injury or illness:**

- For all non-life-threatening illnesses and injuries, call the office/nurse.

### **Administrator:**

- In case of traumatic medical emergency or death at school:
  - Notify superintendent.
  - Notify victim's parents, guardians, or family.
  - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

## **FIGHT/DISTURBANCE**

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

## ASSAULT

- Ensure the safety of students and staff first.
- Notify building administrator. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

## INTRUDER

### **Intruder – an unauthorized person who enters school property:**

*Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.*

- Politely greet intruder and identify yourself.
  - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
  - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify building administrator or law enforcement.

### **If intruder refuses to leave:**

- Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
  - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
  - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

*Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.*

**Note:** To assist staff members who interact with a stranger at school, use the "I CAN" rule.

***Intercept***

***Contact***

***Ask***

***Notify***

## **WEAPONS**

### **Staff or students who are aware of a weapon brought to school:**

- Immediately notify building administrator, teacher or law enforcement.
  - Give the following information:
    - Name of person suspected of bringing the weapon.
    - Location of the weapon.
    - Whether the suspect has threatened anyone.
    - Any other details that may prevent the suspect from hurting someone or himself/herself.
  
- Teachers who suspect that a weapon is in the classroom: **STAY CALM.**
  - Do not call attention to the weapon.
  - Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
  - Teacher should not leave the classroom.

### **Building administrator:**

- Call law enforcement to report that a weapon is suspected in school.
  
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
  - Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement.
    - Type of weapon.
    - Safety of persons in the area.
    - State of mind of the suspected person.
    - Accessibility of the weapon.
  
- Separate student/staff member from weapon, if possible.
  
- If the suspect threatens you with the weapon, **DO NOT** try to disarm him/her. Back away with your hands up. **STAY CALM.**
  
- Follow district procedures if you need to conduct a weapons search.
  
- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
  
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

## SHOOTING

### **If a person displays a firearm or begins shooting:**

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

### **If you hear gunshots:**

- If possible, determine where shooting is taking place.
- Seek safe shelter.
  - If outside, stay as low to the ground as possible, and find any kind of cover.
  - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

### **Building administrator/school resource officer/security/law enforcement:**

- Building administrator may order lockdown procedures.
- Assess the situation as to:
  - The shooter's location.
  - Injuries.
  - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

*Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.*

## HOSTAGE

### **Witness to a hostage situation:**

#### **If the hostage-taker is unaware of your presence, DO NOT INTERVENE!**

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

#### **If taken hostage:**

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

## BOMB THREAT

### Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the **school**, not the responding agencies, unless a device is located.

### Procedures upon receiving a bomb threat:

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

*Caution: Overreacting may encourage additional threats.*

### Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. **Do not touch.**
- Once a device is located, emergency responders take responsibility for it.

### Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

## CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

**This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.**

### **When sorting mail or receiving delivered packages:**

- Look for characteristics that make you suspicious of the content.
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

### **If a letter/package is opened and contains a written threat by no suspicious substance:**

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

### **If a letter or package is opened and contains some type of suspicious substance:**

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

### **Building administrator:**

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

*Consider having gloves and zip-lock bags available at mail sorting areas.*

## CHECKLIST FOR TELEPHONE THREATS

**If you receive a telephone threat (bomb/chemical/other):**

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

**Ask the following questions:**

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: \_\_\_\_\_

If voice is familiar, who did it sound like? \_\_\_\_\_

**Caller ID information:**

male	female	adult	juvenile	age
------	--------	-------	----------	-----

**Call origin:**

local	long distance	internal	cell phone
-------	---------------	----------	------------

**Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.**

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

**Background sounds: Check all that apply.**

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

**Threat language: Check all that apply.**

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
---------------------------	------	-------	------------	------------	-----------------------------

Did caller indicate knowledge of the building? Give specifics: \_\_\_\_\_

Person receiving call: \_\_\_\_\_ Phone number where call received: \_\_\_\_\_

**LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**

## DEMONSTRATION

### **If demonstrators are near but not on school property:**

- Building administrator notifies staff and superintendent's office.
- Monitor situation. Notify law enforcement if necessary.

### **If demonstrators are on school property:**

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - *If demonstrators leave*, continue to monitor the situation.
  - *If demonstrators do not leave*, notify law enforcement. Building administrator may initiate "lockdown with warning." **(See Lockdown Procedures)**

## **SUICIDE**

### **Suicide threat:**

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor, social worker, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Suicide attempt in school:**

- Notify building administrator, school nurse, or other appropriate professional staff.
- Call **911** if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Building administrator:**

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with district public information officer.
- Implement post-crisis procedures.

## LOCKDOWN PROCEDURES

**One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:**

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

### **Lockdown with warning procedures:**

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Building administrator will announce “all clear.”

### **Lockdown with intruder procedures (these actions happen rapidly):**

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Building administrator will announce “all clear.”

*Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.*

*Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.*

## **SHELTER-IN-PLACE PROCEDURES**

**Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.**

**Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).**

### **Shelter areas may change depending on the emergency:**

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

### **If all evacuation routes are blocked:**

- Stay in room and close door.
- Keep air as clean as possible.
  - Seal door.
  - Open or close windows as appropriate.
  - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

## **EVACUATION/RELOCATION**

### **Evacuation:**

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

### **Relocation:**

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address.

### **Relocation centers:**

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: \_\_\_\_\_

Secondary Relocation Center: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

## MEDIA PROCEDURES

**All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.**

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: \_\_\_\_\_  
Name Contact number(s)

Alternate spokesperson: \_\_\_\_\_  
Name Contact number(s)

*Consider pre-designating site spokespersons.*

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: \_\_\_\_\_  
Name Contact number

Alternate PI: \_\_\_\_\_  
Name Contact number

### Media checklist:

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
  - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
  - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
  - Emphasize the safety of students and staff.
  - Engage media to help distribute important public information. Explain how the emergency is being handled.
  - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

## POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.  
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident.  
**Defusing should be conducted by trained individuals.**
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.  
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s development level. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
  - Monitor and support staff.
  - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
  - Identify and monitor at-risk students.
  - Provide individual crisis or grief counseling, if necessary.
  - Conduct outreach to homes.
  - Provide follow-up referral for assessment and treatment, if necessary.

*The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.*

*In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.*

## SCHOOL EMERGENCY RESPONSE TEAM

Build the school's emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

*See next page for descriptions of emergency response team functions.*

Function	Staff Assigned	Backup Staff
<b>Incident Commander</b> (person in charge)		
Safety		
Public Information		
Liaison		
<b>Operations Chief</b>		
Medical		
(attach list of qualified first-aid/CPR responders in building)		
Site Security/ Facility Check		
Student Release Coordinator		
<b>Logistics Chief</b>		
Communications		
Transportation		
<b>Planning Chief</b>		
<b>Financial/ Recordkeeping</b>		

*These functions mirror the National Incident Management System (NIMS) used by emergency responders.*

## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

<b>Incident Commander</b> (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
<b>Operations Chief</b>	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
<b>Logistics Chief</b>	Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
<b>Planning Chief</b>	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
<b>Financial/Recordkeeping</b>	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

## EMERGENCY PHONE NUMBERS

### Fire/Ambulance/Police

Emergency-911

Dispatch Center:  
(for local police, fire and emergency medical services)

### Public Utilities

Electricity:    Company \_\_\_\_\_  
                  Contact person \_\_\_\_\_  
                  24-hour emergency number(s) \_\_\_\_\_

Gas:            Company \_\_\_\_\_  
                  Contact person \_\_\_\_\_  
                  24-hour emergency number(s) \_\_\_\_\_

Water:         Company \_\_\_\_\_  
                  Contact person \_\_\_\_\_  
                  24-hour emergency number(s) \_\_\_\_\_

### Emergency Management Agencies

Local emergency management director:

                  Name \_\_\_\_\_  
                  Telephone \_\_\_\_\_

County emergency management director:

                  Name \_\_\_\_\_  
                  Telephone \_\_\_\_\_

### Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer  
24-hour numbers        Statewide (800) 422-0798        Metro area (651) 649-5451

Poison Control Center \_\_\_\_\_

Crime Victim Services \_\_\_\_\_

Post-Crisis Intervention/Mental Health Hotline \_\_\_\_\_

***[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]***

### **HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU**

- The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See ***Emergency Phone Numbers*** and ***Media Procedures***.
- In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See ***Early School Closure Procedures, Part III.F.***, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.