

## Regular Monthly Board Meeting

Monday, August 7, 2023 5:30 PM

High School Media Center, 810 First Street North, Pine River, MN 56474

1. **Call to Order and Pledge to the Flag**

**Speaker(s):** Board Chair

**Members:** Leslie Bouchonville, Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark

2. **Welcome to Visitors**

**Speaker(s):** Board Chair

2.1. Public Comments and Time for Interaction with the Board on Agenda Items

**Speaker(s):** Board Chair

3. **Approve Agenda (and addendum, if included)**

4. **Approve Minutes of the July 10, 2023 regular board meeting**

**Speaker(s):** Board Chair

5. **Informational Items**

5.1. Principal Reports

5.2. Director Reports

5.3. Superintendent Report

5.4. ESSER Funding

6. **Consent Calendar**

6.1. Approve Bills Presented

6.2. Approve Investment Report

6.3. Approve Treasurer's Report

6.4. Approve Electronic Funds Transfers and Other Banking Transactions

6.5. Adopt Resolution Accepting Monetary Awards and Donations

6.6. Approve Personnel Items as Listed

6.7. Eliminate Class Overload for Ben Kinser, Band Instructor, Effective with the 2023-24 School Year

6.8. Approve a Class Overload for Greg Gentry, English Teacher, for the 2023-24 School Year

6.9. Approve a Class Overload for Katie Vershelde, Science Teacher, for the 2023-24 School Year

6.10. Set Meal Prices for 2023-24 at:

Adult Breakfast \$2.25

Adult Lunch \$4.95

Adult Breakfast Extra Entree \$2.25

Adult Lunch Extra Entree \$.75

Student Lunch Extra Entree \$1.25  
Milk \$.40

6.11. Set Substitute and Other Rates of Pay as Listed. Rates to be effective immediately.

6.12. Approve posting for an Administrative Assistant to work 4 hours per day for 185 work days

**7. Discussion Items**

7.1. Trap League

7.2. 2023-24 High School Student Handbook

**8. Action Items**

8.1. Third Reading and Approval of Policies:

203.6 Consent Agenda  
605 Alternative Programs  
610 Field Trips

8.2. Reading and Approval of Policies:

102 Equal Employment Opportunity  
418 Drug Free Workplace/Drug Free School  
419 Tobacco Free Environment  
424 License Status  
425 Staff Development  
504 Student Appearance  
506 Student Discipline  
507 Corporal Punishment and Prone Restraint  
509 Enrollment of Nonresident Students  
513 Student Promotion, Retention, and Program Design  
516.5 Overdose Medication  
524 Internet Acceptable Use and Safety Policy  
532 Use of Peace Officers and Crisis Teams  
534 School Meals Policy  
601 School District Curriculum and Instructional Goals  
602 Organization of School Calendar and School Day  
603 Curriculum Development  
604 Instructional Curriculum  
613 Graduation Requirements  
616 School District System Accountability  
617 School District Ensurance of Standards  
618 Assessment of Student Achievement  
620 Credit for Learning  
621 Literacy and the READ Act  
624 Online Instruction  
708 Transportation of Nonpublic School Students  
709 Student Transportation Safety Policy  
806 Crisis Management Policy

**9. Open Forum**

**10. Adjourn**

A meeting of the Board of Education was held in the High School Media Center at 5:30 p.m. on Monday, July 10, 2023 with Chair Cunningham presiding.

Members present: Leslie Bouchonville, Wanda Carlson, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, David Sheley, Ryan Trumble and Superintendent Jonathan Clark.

The floor was opened for comments from the public on agenda items.

Motion by Carlson, second by Hoplin, to approve the agenda. All voted aye and the motion carried.

Motion by Hoplin, second by Trumble, to approve the minutes of the May 15, 2023 special board meeting and the June 5, 2023 regular board meeting. All voted aye and the motion carried.

Administrative team and director reports were heard.

Consent Calendar - Motion by Carlson, second by Bouchonville, to approve the Consent Calendar, which consisted of the following items:

- Approve bills presented (checks 73669-73825 totaling \$426,428.89); approve the investment report; approve the treasurer's report; approve the report on electronic fund transfers and other banking transactions; adopt a resolution accepting monetary awards and donations; and
- Approve Personnel Items:
  - Accept the resignation of Timothy Ramler, Social Studies Teacher, effective June 12, 2023 and authorize posting for replacement;
  - Approve the hiring of Cheryl Willenbring as Van Driver effective with the 2023-24 school year;
  - Approve the hiring of Melissa Laposky as School Nurse effective with the 2023-24 school year;
  - Approve the hiring of Molly Stockman as Elementary Special Education Teacher effective with the 2023-24 school year;
  - Approve the hiring of Nathan Fischer as Varsity Football Coach for the 2023 season;
  - Approve the hiring of Robert Johnson as Assistant Football Coach for the 2023 season;
  - Approve the hiring of Michael Dinnel as Assistant Football Coach for the 2023 season;
  - Approve the hiring of Erik Vetsch as Assistant Football Coach for the 2023 season;
  - Approve the hiring of Mark Gonnion as Junior High Football Coach for the 2023 season;
  - Approve the hiring of Michael Lupella as Junior High Football Coach for the 2023 season;
  - Approve the hiring of Joshua Hirschey as Varsity Volleyball Coach for the 2023 season;
  - Approve the hiring of Elizabeth Dahl as Assistant Volleyball Coach for the 2023 season;
  - Approve the hiring of Benjamin Kinser as Assistant Volleyball Coach for the 2023 season;
  - Approve the hiring of Leah Freeman as Junior High Volleyball Coach for the 2023 season;
  - Approve the hiring of Karl Ludeman as Varsity Cross Country Coach for the 2023 season;
  - Approve the hiring of Teresa Hamp as Football Cheerleading Coach for the 2023 season; and
  - Approve a maternity leave of absence for Olivia Becker, Youth and Family Services Worker, for the period of August 28, 2023 to November 14, 2023.
- Approve the 2023-24 Elementary Student Handbook;
- Approve the PRB Elementary Local Literacy Plan; and
- Award contract for milk and related products to Kemps for the period of July 1, 2023 to June 30, 2024.

All voted aye, except Sheley abstained, and the motion carried.

Discussion items:

- Second reading of policies:
  - 203.6 Consent Agenda
  - 605 Alternative Programs
  - 610 Field Trips

Motion by Carlson, second by Hoplin, to read and approve policies:

- 701 Establishment and Adoption of School District Budget
- 702 Accounting
- 703 Annual Audit
- 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System
- 705 Investments
- 706 Acceptance of Gifts
- 707 Transportation of Public School Students
- 710 Extracurricular Transportation

- 711 Video Recording on School Buses
- 712 Video Surveillance Other Than on Buses
- 714 Fund Balances
- 720 Vending Machines
- 721 Uniform Grant Guidance Policy Regarding Federal Revenue Sources
- 722 Public Data Requests

All voted aye and the motion carried.

Motion by Carlson, second by Sheley, for third reading and approval of policies:

- 405 Veterans Preference
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- 415 Mandated Reporting of Maltreatment of Vulnerable Adults
- 416 Drug and Alcohol Testing
- 417 Chemical Use and Abuse
- 501 School Weapons Policy
- 515 Protection and Privacy of Student Records
- 522 Student Sex Nondiscrimination
- 529 Staff Notification of Violent Behavior by Students
- 535 Service Animals in School

All voted aye and the motion carried.

Open forum – The meeting was opened for comments from the public.

Motion by Trumble, second by Hoplin, to close the meeting pursuant to Minn. Stat. 13D.03 Subd. 3 in order to consider strategy for labor negotiations with Pine River-Backus Education Minnesota. All voted aye and the motion carried.

The meeting was closed at 6:01 p.m. and reopened at 6:53 p.m.

Cunningham adjourned the meeting at 6:54 p.m.

Wanda Carlson, Clerk  
Recorded by Cindy Felthous



**School Board Report  
Elementary School  
Monday, August 7, 2023**

**Elementary Happenings**

- Summer School
  - Summer School is in session August 7-18. Thank you to Ms. Dallas, Ms. Gregory, & Mrs. Rice for helping make this a success. We have approximately 35 students scheduled to attend this year. Students will be reinforcing basic skills in reading, math, and writing.
- Kindercamp
  - August 22-25 is our Kindercamp. There will be many excited young faces in the building. During Kindercamp students will get to meet their teacher, classmates, visit their locker, learn about where they sit, get to know our school building in a comfortable atmosphere, learn about our ROAR expectations, begin to make new friends, and learn about how their classroom will run. Students are provided breakfast, lunch, and transportation. Our current Kindergarten enrollment is 52.
- Beginning of the year details
  - We will be sending out a letter and other updates regarding parent-teacher-students fall conferences. This year we will do all conferences on Wednesday, August 30th from 12:00pm-7:00pm. Students will meet their teacher, have their hearing/vision screening, have their picture taken, and more.
  - 5th & 6th Grade Open House will take place at 5:00pm.
  - All of our open house, back to school details, and school supply lists will be available on the school district's website as well as our Facebook page.
- Office items for August
  - Finalize scheduling, classroom placements, enrollment, several meetings with staff and parents, planning for inservice, open house, data analysis, curriculum obligations, Leadership Team Planning Day, Title I grant requirements, Reading Well By Third Grade data submissions, and more.
- Staffing
  - The Elementary School is fully staffed with licensed teachers. I am in the process of reviewing IEP requirements and determining paraprofessional and supervision needs for students.
  - We are pleased to welcome the following new staff for the 2023-2024 School Year. They will be a part of our new staff orientation as well as be paired with a mentor teacher for support. All of our new certified staff will meet with various directors and administrators on Monday, August 21st for new staff orientation. They will hear from various staff and have time to connect with their building mentors.
    - Ms. Molly Stockman - Special Education
    - Mrs. Julie Domino - Speech/Language Pathologist
    - Mrs. Mariah Kardell - Speech/Language Pathologist
    - Ms. Abigail Rister - 5/6 Science



# Pine River-Backus

PUBLIC SCHOOLS - PINE RIVER, MN

- August 8th & 10th Leadership Summit
  - Our Elementary Leadership Team will be attending the leadership summit in Breezy Point. We will have time to learn together and connect as we plan for the upcoming year.
- PBIS Team
  - On August 23rd our PBIS Team will spend time planning for fall. We will review last year's progress, update our current action plan, develop some goals for sustainability of our PBIS program, set some criteria for the upcoming year, discuss new and improved ideas, review our staff survey, and more. We look forward to our continued efforts to make the PBIS program at PRB positively impact students.
  - We earned a \$1,000 grant for our program again this year. We will discuss best ways to use these funds for prizes and other sustainability efforts.
  - PRB Elementary was once again recognized as a "Sustaining Exemplary School". CONGRATS, PRB!!
- Head Start / School Readiness Collaborative Classroom
  - We are pleased to continue our partnership with the Head Start Program. Head Start will be adding one day to their school week (three days to four). They will use our facility Tuesday-Friday each week. We will meet with all agencies in the coming weeks to get things organized.
- Preschool Enrollment
  - All classes for fall are full for both 3 and 4 year old students.
  - Mrs. Hoffarth, EC Coordinator, did some switching around and enrolled (5) 4 year old students in a half day three year old class just to get them into something. (Generally we want all 4 year olds to come full days). We have (2) three year olds currently on a waiting list.
  - Total 4 yrs- 44 kids
  - Total 3 yrs -30 kids
- Enrollment
  - The office has been busy enrolling and withdrawing students. Currently there are 426 elementary students. We have had 11 new enrollees and 4 that have withdrawn. This will continue to go up and down as we get closer to the start of the year. We are scheduled to start the year with approximately the same number of students as last year.
- Classroom Placements
  - Parents will be able to login to their Infinite Campus by August 18th and see whose classroom their child has been assigned to.



*Pine River-Backus*  
PUBLIC SCHOOLS - PINE RIVER, MN

**Upcoming dates and events**

- Kindergarten Data Day - July 26
- Summer School - Aug. 7-18
- MN Back to School Summit - Aug. 8 & 9
- District Data Team Meeting - Aug. 18
- New Teacher Orientation - Aug. 21
- New Special Education Teacher Training - Aug. 22-25
- MTSS Committee Back to School Planning - Aug. 23
- PBIS Back to School Planning - Aug. 23
- Kindercamp - Aug. 22-25
- Staff Inservice and Fall Conferences - Aug. 28-Aug. 31 (agenda TBD)

Respectfully,

Rick Aulie  
Elementary Principal

Jon Clark, Superintendent  
Chris Halverson, High School Principal  
Rick Aulie, Elementary Principal  
Sue Peet, ALC Director  
Charity Crannel, Transportation Director  
Kevin Furst, Technology Director

# PINE RIVER-BACKUS SCHOOLS ISD 2174

Troy Gregory, Community Ed Director  
Jolene Bengtson, Business Manager  
Cindy Felthous, Human Resources  
Jill Blanchard, Food Service Director  
Karl Flier, Bldgs & Grounds Director  
Tim Tungseth, Activity Director



## School Board Report for August 7th, 2023 *Current Happenings at PR-B High School*

### **PRB High School Site Goals:**

- The percent of PR-B high school students who can identify a positive adult connection with PR-B staff will increase by 20% over the 2022-23 school year
- 80% of PR-B high school students will meet their math and reading MCA growth goals set by the Department of Education during the 2022-2023 school year.
- Level Two HRS Certification (Complete - Celebrate!)

### **2021-2022 Level 1 Current Goals: Safe & Collaborative School**

- -Administer Level 1 and 2 Surveys to staff, parents, students (*Established*)
- -Utilize monitoring system to identify lagging indicators - *In-Action*
- -Continue to strengthen PBIS program - *ongoing*
- -Implementation of Catalyst Strategies at the habitual and systems level - *daily/ongoing (training in Catalyst 1 toward certification)*
- -Professional Learning Teams - *2 Wednesdays per month*
- -ALICE/Crisis Planning - *Ongoing*

### **Focus of Effective Instructional Practices: (HRS Level 2)**

- Standards, Rigor, Vocabulary, Common Model of Instruction, Instructional Rounds, REACH, Envoy Strategies, Learning Goals Posted, HRS Framework
- -Marzano Art & Science of Teaching Learning Segment(s) (PLC focus)
- -Learning Goals Posted, Rigor, Vocabulary, Common Model of Instruction, Instructional Rounds

### **Professional Learning Teams**

- PLC's are starting to get going. Staff will begin their PLC this year by choosing an element from Robert Marzano's "Art & Science of Teaching". PLCs will also be concentrating on essential standards and best practice in the remote setting during this school year. PLC's are under way and the feedback from faculty and the PLC Learning Team notes prove that we are creating and facilitating a model that creates and fosters teaching and learning growth and development. This is very positive for our school!
- The purpose of a professional learning community is: (BASE NORMS)
  - **To ensure that students learn**
  - **To ensure a culture of professional collaboration for school improvement**
  - **To focus on results**
  - **To be action oriented**

Jon Clark, Superintendent  
Chris Halverson, High School Principal  
Rick Aulie, Elementary Principal  
Sue Peet, ALC Director  
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## **Professional Development Opportunities/ Staffing / Communication:**

- I am excited to announce that Mrs. Rachel Allen has accepted our high school Social Studies position. Our interview team was unanimous on offering her the position. Her current fit for our needs and her potential is very high.
- New Teacher orientation has been scheduled for August 21st and some of the teachers will also be taking part in training provided by Paul Bunyan Co-op and Sourcewell. We have a strong group of new staff members who you will soon meet. GO TIGERS!
  - Please Welcome the Following:
    - Abby Golish - PRB High School Counselor
    - Leah Wheeler - Youth and Family Services
    - Kassie Heisserer - English
    - Jocelyn Rozumny - CTE / MEIRS
    - Stephanie Kopreck - Special Education
    - Rachel Allen - Social Studies
- We are still looking to fill a Special Education position to fill our schedule, but we are making plans to adapt to whatever scenario is our reality.
- Our ELT will be attending the leadership summit this week on August 9th and 10th . We will have time to plan, look at data, and learn together as we plan for the year.
- I have attached the 2023-24 proposed PRB High School Handbook with you all and I will be asking for your approval in August/September. There are no major changes that had to be addressed in writing, so the strikethroughs are in red for deletion and the additions are highlighted in yellow for approval. "Thank you" in advance for your support!

Jon Clark, Superintendent  
 Chris Halverson, High School Principal  
 Rick Aulie, Elementary Principal  
 Sue Peet, ALC Director  
 Charity Crannel, Transportation Director  
 Kevin Furst, Technology Director

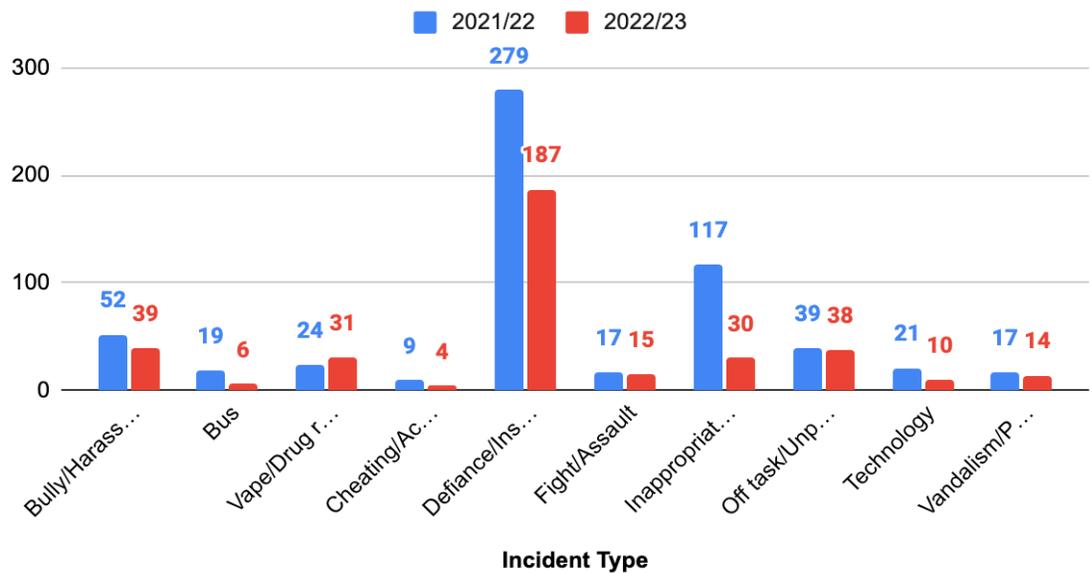
# PINE RIVER-BACKUS SCHOOLS ISD 2174

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- Here is some data to share concerning our monitoring and continuous improvement at PRB HS.

## Behavioral Incident Data



Events: 607	Events: 379	<b>Decrease of 34%!!</b>
Students: 178	Students: 147	

Jon Clark, Superintendent  
 Chris Halverson, High School Principal  
 Rick Aulie, Elementary Principal  
 Sue Peet, ALC Director  
 Charity Crannel, Transportation Director  
 Kevin Furst, Technology Director

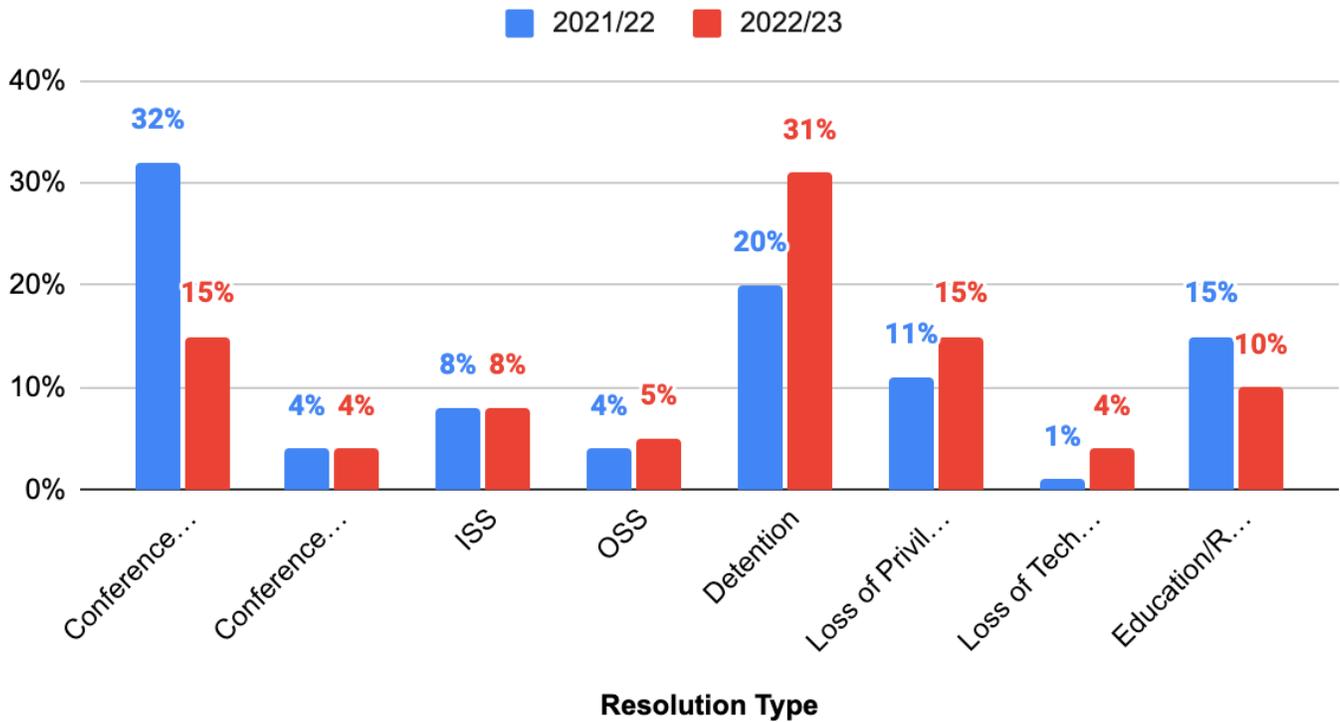
**PINE RIVER-BACKUS  
 SCHOOLS  
 ISD 2174**

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**Hard work, Determination & Consistency!**

**Behavior Resolution Data**



**PR-B High School Student Activities**

- Mr. Tungseth will be holding the Fall Sports Meeting on August 7th and Fall sports kick off on August 14th!
  - GO TIGERS!

Jon Clark, Superintendent  
Chris Halverson, High School Principal  
Rick Aulie, Elementary Principal  
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# PINE RIVER-BACKUS SCHOOLS ISD 2174



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## Upcoming dates/events

- Co-Op Sped Training for principals: Aug. 3rd
- Fall Sports Meeting - August 7th
- MN Back to School Summit - Aug. 8th & 9th
- Fall Sports Kick-Off - August 14th
- District Advisory Committee Meeting - Aug. 18th
- New Teacher Orientation - Aug. 21st
- Staff Inservice and Fall Conferences - Aug. 29-Sept. 1 (agenda TBD)

**Respectfully,  
Chris A. Halverson**

**FEDERAL FUNDS UPDATE - Allocation, Budget, Spending 8/2/2023**

**FEDERAL COVID FUNDS:**

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2022-2023	Carry Forward to FY2024	Application Status	Budget Status	Proposed Use of Funds
2023	155	Formula 155 - SFY2023 Budget Only	\$38,015.03	\$38,015.03	\$0.00	\$38,015.03	\$0.00	None Needed	Funded and Active	Balance to final payments on security camera system install approved FY2022.
2023	160	Formula 160 - SFY2023 Budget Only	\$1,050,059.31	\$375,214.75	\$674,844.56	\$375,214.75	\$674,844.56	In Process	Funded and Active	2.0 fte Interventionists - High School Health Services Addition - \$200,000 in FY2023, balance to finish in FY2024
2023	161	Formula 161 - SFY2023 Budget Only	\$362,909.06	\$109,540.13	\$253,368.93	\$109,540.13	\$253,368.93	In Process	Funded and Active	1.0 fte Curriculum Coordinator District, extended time for teachers to work with Curriculum Coordinator
2023	171	Formula - 171 - SFY2023, Pandemic Enrollment Loss	\$31,029.51	\$31,029.51	\$0.00	\$31,029.51	\$0.00	None Needed	Submitted	Curriculum purchase updates as approved by Curriculum Coordinator Staffing for Summer School 2022 Teachers on Call substitutes for COVID needs
<b>FEDERAL COVID FUNDS TOTAL</b>			<b>\$1,482,012.91</b>	<b>\$553,799.42</b>	<b>\$928,213.49</b>	<b>\$553,799.42</b>	<b>\$928,213.49</b>			

**FEDERAL TITLE FUNDS:**

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2022-2023	Carry Forward to FY2024	Application Status	Budget Status	Proposed Use of Funds
2023	401	Formula - 401 - SFY 2023, Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2022, CFDA 84.010A, S010A220023A	\$301,413.96	\$280,130.72	\$21,283.24	\$280,130.72	\$21,283.24	Funded & Active Cindy Ward Thomson 9/15/2022	Same	3.0 fte Title I Teachers - Elementary
2023	414	Formula - 414 - SFY 2023, Title II, Part A: Teacher and Principal Training and Recruitment, FFY 2022, CFDA 84.367A, S367A220022	\$59,792.31	\$59,668.28	\$124.03	\$59,668.28	\$124.03	Funded & Active Renee Ringold 9/8/2022	Same	Staff Development - extended time for curriculum alignment and intervention implementation training and training on appropriate methods for data review, conferences and supplies.
2023	433	Formula - 433 - SFY 2023, Title IV, Part A, Student Support and Academic Enrichment, FFY 2022, CFDA 84.424A, S424A220024	\$0.00	\$0.00	\$0.00	N/A	N/A	No Application Needed	Same	All \$16,885.07 Title IV Funds transferred to Title II. No FY2023 application in Title IV.
<b>FEDERAL TITLE FUNDS TOTAL</b>			<b>\$361,206.27</b>	<b>\$339,799.00</b>	<b>\$21,407.27</b>	<b>\$339,799.00</b>	<b>\$21,407.27</b>			

**NOTE: Budgets have been to YTD spending. Any funds remaining will be budgeted for FY2024.  
Carry Forward amounts assume Unbudgeted FY2023 Funds + Unspent FY2023 Funds are used in FY2024.**

**PINE RIVER BACKUS SCHOOLS**  
**Check Register by Bank and Check**

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2174	CHEC	75135	73826	Check	1	102696		BOND TRUST SERVICES	Yes	No	No	USD	07/05/2023	45,090.00
		75147	73827	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/05/2023	5,042.50
		75130	73828	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	07/05/2023	5,058.00
		75148	73829	Check	1	18200		CULLIGAN	Yes	No	No	USD	07/05/2023	151.17
		75140	73830	Check	1	104633		DOW ACOUSTICS, INC.	Yes	No	No	USD	07/05/2023	25,380.00
		75138	73831	Check	1	103012		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	07/05/2023	266.89
		75142	73832	Check	1	105125		EXPLORE LEARNING	Yes	No	No	USD	07/05/2023	2,965.50
		75139	73833	Check	1	103937		FRONTLINE TECHNOLOGIES GROUF	Yes	No	No	USD	07/05/2023	6,766.11
		75146	73834	Check	1	105660		HANOVER INSURANCE GROUP	Yes	No	No	USD	07/05/2023	957.00
		75143	73835	Check	1	105180		INFINITE CAMPUS, INC.	Yes	No	No	USD	07/05/2023	16,150.80
		75137	73836	Check	1	102997		INFINITY ONLINE	Yes	No	No	USD	07/05/2023	1,750.00
		75133	73837	Check	1	101507		MESPA	Yes	No	No	USD	07/05/2023	962.00
		75131	73838	Check	1	100383		METRO ECSU	Yes	No	No	USD	07/05/2023	175.00
		75149	73839	Check	1	56100		MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	USD	07/05/2023	8,203.00
		75134	73840	Check	1	101909		MREA	Yes	No	No	USD	07/05/2023	2,063.00
		75145	73841	Check	1	105285		POWERSCHOOL GROUP LLC	Yes	No	No	USD	07/05/2023	6,138.40
		75136	73842	Check	1	102711		PROJECT LEAD THE WAY	Yes	No	No	USD	07/05/2023	1,900.00
		75132	73843	Check	1	100774		RENAISSANCE LEARNING INC	Yes	No	No	USD	07/05/2023	5,709.60
		75150	73844	Check	1	76800		SCHOLASTIC	Yes	No	No	USD	07/05/2023	329.67
		75141	73845	Check	1	104790		SWANK MOVIE LICENSING USA	Yes	No	No	USD	07/05/2023	611.00
		75144	73846	Check	1	105281		WRIGHT SPECIALTY PREMIUM TRUS	Yes	No	No	USD	07/05/2023	105,474.90
		75152	73847	Check	1	104144		UNITED STATES TREASURY	Yes	No	No	USD	07/10/2023	429.00
		75169	73848	Check	1	105661		AGAINST THE GRAIN GOLF	Yes	No	No	USD	07/11/2023	100.00
		75160	73849	Check	1	103197		BENGTSON, JOLENE	Yes	No	No	USD	07/11/2023	109.65
		75163	73850	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	07/11/2023	4,088.11
		75159	73851	Check	1	102716		CENEX CREDIT CARD	Yes	No	No	USD	07/11/2023	700.40
		75172	73852	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/11/2023	470.42
		75173	73853	Check	1	14850		CITY OF PINE RIVER	Yes	No	No	USD	07/11/2023	382.48
		75154	73854	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	07/11/2023	1,855.77
		75168	73855	Check	1	105614		CLOSET AT THE CABIN	Yes	No	No	USD	07/11/2023	146.00
		75162	73856	Check	1	103668		ESSENTIA HEALTH	Yes	No	No	USD	07/11/2023	45.00
		75155	73857	Check	1	100427		FORUM COMMUNICATIONS COMPAN	Yes	No	No	USD	07/11/2023	224.78
		75153	73858	Check	1	00171		GONNION, MARK	Yes	No	No	USD	07/11/2023	918.63
		75165	73859	Check	1	104949		HALVERSON, CHRIS	Yes	No	No	USD	07/11/2023	450.00
		75166	73860	Check	1	105290		JH SIGNS & DESIGNS, INC.	Yes	No	No	USD	07/11/2023	1,225.00
		75164	73861	Check	1	104890		NEE MINNESOTA PROJECTS LLC	Yes	No	No	USD	07/11/2023	8,553.97
		75158	73862	Check	1	102136		PAUL'S LOCKS AND KEYS LLC	Yes	No	No	USD	07/11/2023	40.90
		75171	73863	Check	1	10650		PINE RIVER FAMILY MARKET	Yes	No	No	USD	07/11/2023	29.10
		75161	73864	Check	1	103602		REGENTS OF UNIVERSITY OF MN	Yes	No	No	USD	07/11/2023	1,707.44
		75157	73865	Check	1	101729		REICHERT BUS SERVICE	Yes	No	No	USD	07/11/2023	1,550.00
		75167	73866	Check	1	105344		SAFELITE FULFILLMENT INC.	Yes	No	No	USD	07/11/2023	396.07

**PINE RIVER BACKUS SCHOOLS**  
**Check Register by Bank and Check**

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2174		CHEC	75170	73867	Check	1	105662		TOP SHELF GOLF LLC	Yes	No	No	USD	07/11/2023	2,299.00
			75156	73868	Check	1	100701		WASTE PARTNERS	Yes	No	No	USD	07/11/2023	1,245.10
			75174	73869	Check	1	100918		LAKES PRINTING	Yes	No	No	USD	07/18/2023	4,059.97
			75176	73870	Check	1	67575		PINE RIVER AREA SANITARY DIST.	Yes	No	No	USD	07/18/2023	642.02
			75175	73871	Check	1	105663		VCI ENVIRONMENTAL, INC.	Yes	No	No	USD	07/18/2023	10,280.00
			75177	73872	Check	1	02080		AFLAC	Yes	No	No	USD	07/18/2023	100.00
			75178	73873	Check	1	77300		SCHOOL SERVICE EMPLOYEES	Yes	No	No	USD	07/18/2023	1,278.56
			75193	73874	Check	1	104145		BENCHMARK EDUCATION COMPANY	Yes	No	No	USD	07/18/2023	5,012.30
			75192	73875	Check	1	103457		BI-CAP	Yes	No	No	USD	07/18/2023	602.25
			75191	73876	Check	1	102696		BOND TRUST SERVICES	Yes	No	No	USD	07/18/2023	49,546.09
			75187	73877	Check	1	00376		BUREAU OF CRIMINAL APPREHENSIV	Yes	No	No	USD	07/18/2023	15.00
			75197	73878	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/18/2023	3,328.80
			75188	73879	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	07/18/2023	25,217.00
			75198	73880	Check	1	37650		HILLYARD/HUTCHINSON	Yes	No	No	USD	07/18/2023	146.41
			75196	73881	Check	1	105664		KESLER SCIENCE	Yes	No	No	USD	07/18/2023	335.00
			75199	73882	Check	1	55800		MINNESOTA POWER	Yes	No	No	USD	07/18/2023	1,410.94
			75190	73883	Check	1	100774		RENAISSANCE LEARNING INC	Yes	No	No	USD	07/18/2023	10,876.90
			75194	73884	Check	1	105132		SEESAW LEARNING, INC.	Yes	No	No	USD	07/18/2023	3,482.06
			75189	73885	Check	1	04800		TDS TELECOM	Yes	No	No	USD	07/18/2023	4,871.86
			75195	73886	Check	1	105494		TOMMYS PAINTING AND STAINING LI	Yes	No	No	USD	07/18/2023	2,750.00
			75200	73887	Check	1	105368		COLONIAL LIFE	Yes	No	No	USD	07/19/2023	2,757.91
			75201	73888	Check	1	105549		MetLife	Yes	No	No	USD	07/19/2023	979.51
			75202	73889	Check	1	70801		NCPERS Group Life Ins	Yes	No	No	USD	07/19/2023	16.00
			75203	73890	Check	1	104817		Minnesota Life Insurance Company	Yes	No	No	USD	07/20/2023	928.85
			75205	73891	Check	1	105665		ST. BEN'S VOLLEYBALL	Yes	No	No	USD	07/21/2023	2,880.00
			75206	73892	Check	1	03175		NATIONAL INSURANCE SERVICES	Yes	No	No	USD	07/21/2023	715.85
			75228	73893	Check	1	18200		CULLIGAN	Yes	No	No	USD	08/01/2023	40.35
			75219	73894	Check	1	105534		DABILL, OWEN	Yes	No	No	USD	08/01/2023	35.00
			75216	73895	Check	1	105271		DESANTO, NIGEL	Yes	No	No	USD	08/01/2023	35.00
			75212	73896	Check	1	103607		DINNEL, MICHAEL	Yes	No	No	USD	08/01/2023	81.93
			75218	73897	Check	1	105481		GILBERT, ABIGAIL	Yes	No	No	USD	08/01/2023	140.00
			75209	73898	Check	1	101957		GILLES, JASON	Yes	No	No	USD	08/01/2023	280.00
			75221	73899	Check	1	105667		GREGORY, OTIS	Yes	No	No	USD	08/01/2023	420.00
			75222	73900	Check	1	105668		HATHAWAY, ISABELLA	Yes	No	No	USD	08/01/2023	70.00
			75210	73901	Check	1	102081		KENNEDY & GRAVEN	Yes	No	No	USD	08/01/2023	2,984.50
			75223	73902	Check	1	105669		MILLS, BROOKLIN	Yes	No	No	USD	08/01/2023	70.00
			75229	73903	Check	1	56850		MINNESOTA UI FUND	Yes	No	No	USD	08/01/2023	5,790.44
			75211	73904	Check	1	102136		PAUL'S LOCKS AND KEYS LLC	Yes	No	No	USD	08/01/2023	30.00
			75215	73905	Check	1	105174		QUADIENT FINANCE USA, INC.	Yes	No	No	USD	08/01/2023	1,000.00
			75224	73906	Check	1	105670		RILEA, KAITLYN	Yes	No	No	USD	08/01/2023	70.00
			75217	73907	Check	1	105276		SFM	Yes	No	No	USD	08/01/2023	949.00

## PINE RIVER BACKUS SCHOOLS

### Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2174	CHEC	75225	73908	Check	1	105671		SHAMP, ASHLEY	Yes	No	No	USD	08/01/2023	140.00
		75214	73909	Check	1	104789		SOURCEWELL	Yes	No	No	USD	08/01/2023	375.00
		75213	73910	Check	1	104216		TRAVIS, CALEB	Yes	No	No	USD	08/01/2023	245.00
		75227	73911	Check	1	105673		VENTRIS LEARNING LLC	Yes	No	No	USD	08/01/2023	536.25
		75220	73912	Check	1	105666		VETSCH, ERIK	Yes	No	No	USD	08/01/2023	282.96
		75226	73913	Check	1	105672		VOLK, ANDREW	Yes	No	No	USD	08/01/2023	35.00
Bank Total: CHEC													\$413,955.07	
Report Total:													\$413,955.07	

**PINE RIVER-BACKUS SCHOOLS**

Investment Report

August 7, 2023

**Brokered CD's**

7-Aug-23

<u>Name of Bank</u>	<u>Address</u>	<u>Orig Date</u>	<u>Maturity Date</u>	<u>Days</u>	<u>Amount</u>	<u>Percent</u>	<u>Interest To Date</u>
Franklin Bank	Franklin, TN	4/19/2021	4/19/2024	1096	\$ 99,000.00	1.50%	\$ 3,417.53
<i>Total Brokered CD's</i>					<u>\$ 99,000.00</u>		

**Investments in Local Banks**

Accrued Interest

Pine River State Bank (no broker)	Pine River, MN	1/12/2022	1/12/2025	36	\$ 250,057.17	0.65%	\$ 50,057.17
First National Bank of Walker (no broker)	Backus, MN	11/14/2022	11/14/2023	12	\$ 103,716.61	1.75%	\$ 4,716.61
<i>Total Pine River State Bank CD's</i>					<u>\$ 353,773.78</u>		

**MN School District Liquid Asset Fund**

<u>Name of Account / Bank</u>	<u>Orig Date</u>	<u>Maturity Date</u>	<u>Amount</u>	<u>Percent</u>	<u>Interest To Date</u>
MSDLAF Max & Liquid Class	NA	NA	\$ 4,379,394.86	Blended	NA
<i>Total MSDLAF</i>			<u>\$ 4,379,394.86</u>		

**Business Treasury Savings Account (QZAB)**

<u>Name of Bank</u>	<u>Orig Date</u>	<u>Maturity Date</u>	<u>Amount</u>	<u>Percent</u>	<u>Interest To Date</u>
Minnesota Bank & Trust	Edina, MN	9/3/2010	9/3/2024	\$ 769,895.34	3.04% \$ 192,442.26
			<u>\$ 769,895.34</u>		

**Scholarship Funds**

<u>Name of Fund</u>	<u>Maturity Date</u>	<u>Term</u>	<u>Amount</u>	<u>Percent</u>
Good Citizen Scholarship Savings Acct			536.60	0.15%
Marshall Scholarship CD	7/17/2025	36	29,926.72	0.90%
Marshall Savings			9,228.99	0.15%
Alfred Weise Scholarship CD	9/3/2023	48	5,514.45	1.61%
Alfred Weise Scholarship Savings			1,011.54	0.15%
Fillings (Reighard) Scholarship CD	4/16/2023	48	7,301.88	1.60%
Fillings (Reighard) Scholarship Savings Acct			568.22	0.15%
Evelyn W. Berg Savings			8,120.13	0.15%
Sheila Joan Anderson Scholarship CD	4/4/2025	48	1,309.14	0.80%
Sheila Joan Anderson Savings Acct			463.56	0.15%
Dennis Heemstra Scholarship CD - FNB	2/17/2025	60	105,318.26	2.02%
Dennis Heemstra Scholarship CD - FNB	4/3/2024	48	119,705.48	1.50%
Dennis Heemstra Scholarship CD - FNB	9/22/2026	48	59,073.34	1.55%
Dennis Heemstra Scholarship Savings - PRSB			9,489.17	0.50%
PR-B Scholarship CD	4/10/2025	36	10,534.38	0.65%
PR-B Scholarship Savings Acct			42,334.22	0.15%
Evan Lindquist Memorial Scholarship CD	6/20/2024	48	39,626.15	1.00%
Evan Lindquist Memorial Scholarship Savings			2,480.25	0.15%
Earl & Violet Fenton CD	5/2/2024	48	4,896.50	1.41%
Earl & Violet Fenton Savings Acct			405.74	0.15%
<i>Total Pine River State Bank / First National Bank Walker</i>			<u>\$ 457,844.72</u>	

**TOTAL INVESTMENTS**

\$ 5,290,013.36

**Notes & Changes from prior report:**

*Balances updated per bank statements - PRSB CDs, MSDLAF, QZAB and Scholarships*

**PINE RIVER BACKUS SCHOOLS**  
**Multi Year Fd, Obj Series**

Sequence: Fd, O/S	Description	202201			202301			202401		
		Budget rbud22	Year to Date	%	Budget rbud23	Year to Date	%	Budget pbud24	Year to Date	%
01	General Fund									
	100 Salaries & Wages	6,732,315.00	16,529.90	0%	6,880,441.00	24,600.12	0%	7,125,963.00	25,460.83	0%
	200 Employee Benefits	1,780,984.00	49,976.12	3%	1,851,652.00	55,997.90	3%	1,993,828.00	67,032.91	3%
	300 Purchased Services	1,408,739.00	39,652.62	3%	1,369,010.00	92,575.58	7%	1,380,938.00	109,108.73	8%
	400 Supplies & Materials	513,907.00	66,651.30	13%	480,914.00	37,800.23	8%	446,965.00	55,562.97	12%
	800 Other Expenditures	24,094.00	7,721.00	32%	(4,406.00)	12,917.00	(293%)	(4,406.00)	11,228.00	(255%)
	900 Other Financing Uses	110,000.00	0.00	0%	545,000.00	0.00	0%	110,000.00	0.00	0%
01	General Fund	10,570,039.00	180,530.94	2%	11,122,611.00	223,890.83	2%	11,053,288.00	268,393.44	2%
02	Food Service Fund									
	100 Salaries & Wages	181,931.00	53.08	0%	191,126.00	54.30	0%	230,541.00	47.36	0%
	200 Employee Benefits	44,886.00	1,195.20	3%	46,971.00	1,343.80	3%	55,933.00	1,592.39	3%
	300 Purchased Services	11,520.00	39.46	0%	20,520.00	39.46	0%	20,520.00	28.72	0%
	400 Supplies & Materials	257,500.00	0.00	0%	344,340.00	0.00	0%	344,340.00	40.35	0%
	500 Capital Expenditures	5,000.00	0.00	0%	5,000.00	0.00	0%	5,000.00	0.00	0%
	800 Other Expenditures	1,200.00	199.50	17%	1,200.00	2,076.00	173%	1,200.00	2,078.40	173%
02	Food Service Fund	502,037.00	1,487.24	0%	609,157.00	3,513.56	1%	657,534.00	3,787.22	1%
03	Transportation Fund									
	100 Salaries & Wages	468,263.00	2,984.33	1%	453,000.00	3,301.23	1%	475,778.00	2,089.60	0%
	200 Employee Benefits	87,806.00	3,002.74	3%	82,705.00	3,745.85	5%	87,499.00	3,870.28	4%
	300 Purchased Services	29,902.00	121.00	0%	25,188.00	27,084.34	108%	28,188.00	25,502.68	90%
	400 Supplies & Materials	161,000.00	19.79	0%	181,000.00	0.00	0%	196,000.00	10.50	0%
	500 Capital Expenditures	163,958.00	19,115.00	12%	130,000.00	0.00	0%	130,000.00	0.00	0%
	800 Other Expenditures	3,600.00	0.00	0%	3,600.00	0.00	0%	3,600.00	0.00	0%
03	Transportation Fund	914,529.00	25,242.86	3%	875,493.00	34,131.42	4%	921,065.00	31,473.06	3%
04	Community Service									
	100 Salaries & Wages	259,361.00	(1,131.95)	(0%)	276,805.00	(1,868.28)	(1%)	283,918.00	(2,346.38)	(1%)
	200 Employee Benefits	80,734.00	1,822.50	2%	87,634.00	2,950.64	3%	91,629.00	3,044.55	3%
	300 Purchased Services	28,715.00	1,281.94	4%	32,215.00	263.91	1%	32,215.00	1,248.48	4%
	400 Supplies & Materials	15,100.00	602.25	4%	13,100.00	622.59	5%	13,100.00	602.25	5%

## PINE RIVER BACKUS SCHOOLS Multi Year Fd, Obj Series

Sequence: Fd, O/S	202201			202301			202401		
Description	Budget rbud22	Year to Date	%	Budget rbud23	Year to Date	%	Budget pbud24	Year to Date	%
04 Community Service									
<b>800 Other Expenditures</b>	5,700.00	0.00	0%	5,700.00	0.00	0%	5,700.00	0.00	0%
<b>04 Community Service</b>	<b>389,610.00</b>	<b>2,574.74</b>	<b>1%</b>	<b>415,454.00</b>	<b>1,968.86</b>	<b>0%</b>	<b>426,562.00</b>	<b>2,548.90</b>	<b>1%</b>
05 Capital Expenditure									
<b>300 Purchased Services</b>	180,040.00	820.00	0%	102,000.00	625.00	1%	479,698.00	47,780.00	10%
<b>400 Supplies &amp; Materials</b>	79,100.00	799.00	1%	79,100.00	16,798.00	21%	79,100.00	0.00	0%
<b>500 Capital Expenditures</b>	289,422.00	31,069.40	11%	442,015.00	6,387.52	1%	1,533,314.00	6,809.95	0%
<b>05 Capital Expenditure</b>	<b>548,562.00</b>	<b>32,688.40</b>	<b>6%</b>	<b>623,115.00</b>	<b>23,810.52</b>	<b>4%</b>	<b>2,092,112.00</b>	<b>54,589.95</b>	<b>3%</b>
06 Construction									
<b>500 Capital Expenditures</b>	227,740.00	(78,652.50)	(35%)	0.00	0.00	0%	0.00	0.00	0%
<b>06 Construction</b>	<b>227,740.00</b>	<b>(78,652.50)</b>	<b>(35%)</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>	<b>0.00</b>	<b>0.00</b>	<b>0%</b>
07 Debt Redemption Fund									
<b>700 Debt Service</b>	523,612.00	117,085.80	22%	532,711.00	99,617.34	19%	529,634.00	94,636.09	18%
<b>07 Debt Redemption Fund</b>	<b>523,612.00</b>	<b>117,085.80</b>	<b>22%</b>	<b>532,711.00</b>	<b>99,617.34</b>	<b>19%</b>	<b>529,634.00</b>	<b>94,636.09</b>	<b>18%</b>
08 Scholarship									
<b>800 Other Expenditures</b>	43,150.00	0.00	0%	53,850.00	0.00	0%	73,500.00	0.00	0%
<b>08 Scholarship</b>	<b>43,150.00</b>	<b>0.00</b>	<b>0%</b>	<b>53,850.00</b>	<b>0.00</b>	<b>0%</b>	<b>73,500.00</b>	<b>0.00</b>	<b>0%</b>
20 Student Activity Fund									
<b>400 Supplies &amp; Materials</b>	198,309.25	3,535.16	2%	184,188.49	236.33	0%	151,898.71	2,961.93	2%
<b>20 Student Activity Fund</b>	<b>198,309.25</b>	<b>3,535.16</b>	<b>2%</b>	<b>184,188.49</b>	<b>236.33</b>	<b>0%</b>	<b>151,898.71</b>	<b>2,961.93</b>	<b>2%</b>
<b>Report Totals:</b>	<b>13,917,588.25</b>	<b>284,492.64</b>	<b>2%</b>	<b>14,416,579.49</b>	<b>387,168.86</b>	<b>3%</b>	<b>15,905,593.71</b>	<b>458,390.59</b>	<b>3%</b>

## PINE RIVER BACKUS SCHOOLS

### Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
CHEC		75151		Wire	1	105548	FIDELITY SECURITY LIFE INSURANCE		No	No	No	07/10/2023	171.53
CHEC		75179		Wire	1	102302	PUBLIC EMPLOYEE RETIRE ASSOC		No	No	No	07/18/2023	20,746.71
CHEC		75180		Wire	1	102303	STATE OF MN TAX WITHHOLDING		No	No	No	07/18/2023	20,934.93
CHEC		75181		Wire	1	102304	US GOVT TAX WITHHOLDING		No	No	No	07/18/2023	130,083.74
CHEC		75182		Wire	1	104958	FURTHER		No	No	No	07/18/2023	6,015.93
CHEC		75183		Wire	1	104996	Minnesota State Retirement System		No	No	No	07/18/2023	550.00
CHEC		75184		Wire	1	105150	AVIBEN		No	No	No	07/18/2023	15,852.78
CHEC		75185		Wire	1	105276	SFM		No	No	No	07/18/2023	43,883.00
CHEC		75186		Wire	1	83400	MN TEACHERS RETIREMENT ASSOC		No	No	No	07/18/2023	72,730.39
CHEC		75204		Wire	1	105351	MEDICA		No	No	No	08/01/2023	83,474.31
CHEC		75207		Wire	1	105548	FIDELITY SECURITY LIFE INSURANCE		No	No	No	07/31/2023	171.53
CHEC		75208		Wire	1	104958	FURTHER		No	No	No	07/31/2023	3,943.68
Bank Total:												\$398,558.53	
Report Total:												\$398,558.53	

## **Resolution Accepting Monetary Awards and Donations**

Be it resolved by the School Board of Independent School District No 2174 that we hereby acknowledge and accept the following monetary awards and donations received in July 2023:

<u>Name</u>	<u>Amount</u>	<u>Purpose</u>
Pine River American Legion	\$500.00	Boys Basketball Program
Country Doc Veterinarian Clinic	\$250.00	Boys Basketball Program
Isaak and Stephanie Burns	\$500.00	Boys Basketball Program
Pine River American Legion	\$1,000.00	Softball Program

**ISD #2174**  
**Regular School Board Meeting**  
**August 7, 2023**

**PERSONNEL UPDATES**

**Resignations/Terminations:**

<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Notes</b>
Alan Hulke	Bus Driver	7/31/2023	This action will accept Alan's resignation and authorize posting for a replacement.

**Hires:**

<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Notes</b>
Rachel Allen	Social Studies Teacher	2023-24 school year	Placement at MA+0/2 of teacher salary schedule
Abigail Rister	Elementary Science Teacher	2023-24 school year	Placement at BS+0/2 of teacher salary schedule

**Extra-Curricular:**

<b>Name</b>	<b>Position</b>	<b>Season</b>	<b>Notes</b>
Jordan Ackerman	Junior High Volleyball	2023	
Mike Shetka	Fall Robotics	2023	
Andrew Rudlang	Fall Robotics	2023	

<b>Position:</b>	<b>2022-23 Rate:</b>	<b>Recommended Rate Effective 8/8/2023:</b>
Substitute Teacher	\$130.00 per day	\$140 per day
Para, Cook and Clerical Subs	\$13.00 per hour	\$14.50 per hour
Cook Short Hour Staff	\$15.25 per hour	\$15.25 per hour
Custodial Subs and Short Hour Staff	\$13.50 per hour	\$15.25 per hour
Sub Bus Driver	\$55.00 per run plus \$500 incentive pay after completing 50 full routes or 100 half routes in the same school year*	\$56.50 per run plus \$500 incentive pay after completing 50 full routes or 100 half routes in the same school year*
Extra-Curric Bus Drivers	\$15.75 per hour	\$16.50 per hour
Sub Van Drivers	\$14.00 per hour	\$15.50 per hour
Nonexempt Varsity Coach	\$13.00 per hour	\$18.00 per hour
Nonexempt Asst/JH Coach	\$11.00 per hour	\$16.00 per hour
Scoreboard/Shot Clock/Stat Panel JH/JV	\$20.00 per game	\$25.00 per game
Scoreboard/Shot Clock/Stat Panel Varsity	\$25.00 per game	\$30.00 per game
Official Book - Varsity	\$20.00 per game	\$25.00 per game
Ticket Takers	\$15.00 per event	\$20.00 per event
Referee/Ump - JH	\$30.00 per game	\$35.00 per game
Referee/Ump - C/JV	\$35.00 per game	\$40.00 per game
Game/Activity Supervisor	\$70.00 per event	\$75.00 per event

\* Incentive pay: Upon completion of 50 full routes (or 100 half routes) in a given school year, substitute bus drivers will receive a \$500 stipend. Stipends shall be paid in December or June. More than one stipend may be earned during the school year.



## Pine River-Backus Trap Team

- Length of Season: Roughly 11 Week Season
  - Team shoots on Sunday afternoons
  - 2 weeks of practice
  - 1 reserve score week (make-up for possible rainout)
  - 5 competition weeks
  - 1 fun week
  - State Competition in Alexandria which ran from June 12-20.
- Costs
  - Each student needs about 22-25 boxes of ammo: cost is \$80 for a case of 10 boxes
  - Clay Target current price is \$3 for a round of 25 so approximately \$30 per student for the season including ( 2 weeks of practice, 1 reserve week, 5 competition weeks and 1 fun week)
  - Students have their own eye and ear protection
  - Clay Target team has ammo pouches but many students bring their own.
  - Clay target team purchases a long sleeve shirt as jersey at \$16 each.
  - Ammo order is done in December or January for the pre-buy from Federal Ammunition.
  - Total cost is approximately \$306 per student
    - Have done a gun raffle for fundraising
    - Students have been charged \$115 along with them paying the \$35 USA Clay Target League Fee and State Fee (\$25) individually.
  - PRB would determine the salary for the Head Coach
- If the Trap Team becomes a school sponsored program, team members would be required to follow PRB Eligibility Policies (Mid-quarter and end of quarter academic grade checks)
- If the Trap Team becomes a school sponsored program, team members would be able to be recognized as letter winners, etc.
- In the future there may be opportunities for competition with schools in our conference affiliation (Several area schools take part in conference trap shooting competitions)

**Pine River-Backus High School  
Student Handbook  
2023/24**



**Pine River-Backus High School Welcomes You!**

The entire Pine River-Backus High School staff extends a warm and friendly welcome to each of you as PRB HS students for the coming year. This student handbook is for you to use as a reference and guide to our school policies and rules; keep it available throughout the school year. Students and parents are responsible for information contained in the handbook.

If you have any questions, please feel free to ask.

Handbook also available on the Pine River-Backus school website  
<http://prbschools.org>

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### **Mission Statement**

To inspire lifelong learners in pursuing their dreams and becoming responsible, productive citizens through a partnership of families, educators and communities committed to excellence.

Teach  
Inspire  
Grow  
Excel  
Reach  
Succeed

### **Vision Statements**

- Unified leadership and aligned decision making focused on student achievement.
- Shared commitment and partnership in education; families, community and District.
- Trusting and respectful environment for all.
- Comprehensive and purposeful curriculum and programming.
- Ongoing and consistent professional development.
- Responsible fiscal planning and management.
- Developing facilities to meet educational and community needs.

### **Beliefs Statements**

1. All people have worth, are valuable and deserve respect.
2. People are responsible for their actions.
3. All people can learn
4. Lifelong learning is fundamental to an individual's quality of life in the global community.
5. Success is achieved through commitment and effort.
6. Positive attitudes and high expectations yield higher results.
7. Everyone has a right to feel safe in an environment free of harassment.
8. Family is essential to the healthy growth and development of a child.
9. Education is a shared responsibility among the student, family, school, and community.
10. Honesty is crucial for building mutual trust and understanding.
11. Moral and ethical behavior is essential for a healthy community.
12. Change involves risk, but change is necessary for continuous improvement.
13. Freedom and democracy depend upon the quality of public education.

### **Goals**

1. **Consideration** – We are considerate of one another.
2. **Communication** – We communicate openly.
3. **Challenge** – We grow through new opportunities.
4. **Celebration** – We recognize each other's successes.
5. **Responsibility** – We're accountable for our choices and responsible for managing them.

The Pine River-Backus School District does not discriminate on the basis of sex, age, color, national origin or handicap in the educational programs, activities, or disciplinary procedures. Policy requires a criminal history background check on all employees and individuals who provide services to the children in our school.

## COVID-19

- ~~See Pine River-Backus “PRB Schools COVID-19 Preparedness Plan” for procedures, safety guidelines, procedures, and more information related to the COVID-19 Pandemic.~~

## **DISCIPLINE POLICY RIGHTS AND RESPONSIBILITIES**

The Pine River-Backus Public Schools seek to provide an opportunity for all students to develop their full potential of achievement, originality and creativity. This development can take place only in an environment where each student’s rights are protected. Student responsibility must also be a part of this educational climate in order to provide the orderly framework within which the goals of freedom can be realized. Without discipline in the schools, learning cannot occur. Discipline is the growing process of individuals being responsible for their own behavior.

We believe that all students, parents, educators, and community members have a right to expect a safe, stimulating, and productive learning environment in the public schools. We also believe they have a responsibility for assisting in efforts to establish and maintain such an environment.

All students may develop to their fullest potential if educators provide interesting and challenging learning experiences and if students have a desire to learn, attend school on a regular basis and behave in an acceptable manner.

**Students may be disciplined for off-campus conduct that disrupts, interferes with, or otherwise affects the environment, activities or operation of the school.**

**All visitors in the high school building will enter through the main door #2 entrance. Interior entryway doors will be locked while school is in session. Visitors may request entrance indicating their purpose for entry via telecommunication system with high school office personnel. These security procedures will assist in improved protection of our students, maximize the learning environment and allow the District to account for all individuals in our buildings.**

**This handbook and its contents were thoroughly discussed, reviewed, and it has been made available on our school website. It is the responsibility of our students and their parents/guardians to be aware of all policies outlined in this handbook.**

## STUDENT DISCIPLINE POLICY

### 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 PRB School Board recognizes that individual responsibility and mutual respect are essential components of the educational process. The PRB School Board further recognizes that the nurturing of the maturing process for 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. It is the position of the school district 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, Minn. Stat. 121A.40 through 121A.56. In view of the foregoing and in accordance with Minn. Stat 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.

**Insubordination, defiance of authority, verbal abuse, assault, terroristic threats, possession of narcotics, tobacco, synthetic marijuana and/or alcohol, continual violation of school rules and regulations are examples of serious offenses and will result in assessing major consequences, which may include suspension, expulsion, or be subject to the severe/habitual clause which may include an educational change of placement.**

### III. **AREAS OF RESPONSIBILITY**

#### ➤ **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.

- **Superintendent** –  
Establishes 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 guideline or directive established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- **Administrative Team (Principal and Dean of Students)** –  
Is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The administrative team shall give direction and support to all school personnel performing their duties within the framework of this policy. The administrative team shall consult with parents of students conducting themselves in a manner contrary to the policy. The administrative team shall also involve other professional employees in the disposition of behavior referral and shall make use of those agencies appropriate for assisting students and parents.
- **Teachers** –  
Will 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.
- **Other School District Personnel** –  
Will 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.
- **Parents or Legal Guardians** –  
Will 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.
- **Students** –  
Will be held accountable for their behavior and for knowing and obeying the Code of Student Conduct and this policy. Students must cooperate in disciplinary investigations.
- **Community Members** –  
Are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### IV. STUDENT RIGHTS

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

#### V. STUDENT RESPONSIBILITIES

All students have the responsibility:

1. For their behavior choices, knowing and obeying school rules, regulations, policies and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To assume that until a rule or policy is waived, altered or repealed, it is in full force

7. To be aware of and comply with federal, state and local laws;
8. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
9. To respect and maintain the school's property and the property of others;
10. To dress and groom in a manner which meets standards of safety, health, and common standards of decency and which is consistent with applicable school district policy;
11. To avoid inaccuracies in student newspapers and publications and refrain from indecent and obscene language;
12. To conduct themselves in an appropriate physical and verbal manner; and
13. To recognize and respect the rights of others.

## **VI. RULES OF CONDUCT**

Students who have been expelled and/or excluded from District #2174 will be readmitted to the Pine River-Backus School district only after the preparation and implementation of an admission plan. This plan shall include measures to improve a student's behavior and requires parental/guardian involvement in the admission or readmission process. In accordance with Minnesota Pupil Fair Dismissal Act, students of the District may be suspended, expelled, or excluded for the reasons delineated below in addition to other situations, which fall within the grounds contained in the Minnesota Fair Dismissal Act:

1. Willful violation of any reasonable school district regulation.
2. Willful conduct materially and substantially disrupting the rights of others to an education.
3. Willful conduct which endangers the pupil or other pupils, or the property of the school.

In addition to the grounds for suspension, expulsion, or exclusion, the District may take other disciplinary action for any violation of school rules or other disruptive and dangerous conduct. If a suspension occurs, reasonable efforts will be made to contact the parents/guardians prior to a child being suspended from the building. Disciplinary action may be taken as a result of any behavior which is disruptive of good order or which violates the rights of others. The listing of minimum actions does not imply or require that an administrator, in dealing with a violation, employ a step-by-step progression of increasing severity. However, there shall be a logical relationship between the severity of the offense and the administrative action. Administrators have broad discretion to impose penalties more severe than the minimum actions listed. In unusual situations, administrators may also impose discipline less severe than the minimum consequences listed. The listing of maximum action is referenced for a first offense only. In the event that a student has engaged in the same or similar behavior in the past, or has engaged in persistent violation of school rules, the maximum penalties may be increased to as severe a consequence as expulsion or exclusion for one calendar year. Nothing in this policy shall prohibit the School District from taking immediate action to protect individuals and property from harm. Nor shall this policy be construed to prohibit the School District from expelling students for behavior not specifically set forth in such conduct.

1. Materially and substantially disrupts the rights of others to an education; or
2. Endangers the pupil, other pupils or individuals or the property of the school.

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, 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. 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.

## **VII. DISCIPLINARY ACTION**

Disciplinary action may include but is not limited to the following: Student conference with teacher, dean of students, counselor or other school district personnel, and verbal warning; written incident report; parent contact; parent conference; removal from class; in-school suspension; behavioral intervention; suspension from co-curricular activities; detention; extended detention; restriction of privileges; loss of school privileges; financial restitution; referral to police or other appropriate agencies; out-of-school suspension; educational placement change; exclusion; or expulsion.

## **DEFINITIONS (STUDENT DISCIPLINE)**

### **Removal from Class:**

A student who is removed from class for a short time, remains in the custody of the school. Students removed from class shall be the responsibility of the principal or the lawful designee. Repeated incidences of removal from class may result in loss of credit. Students shall be removed from class only upon agreement of the appropriate teacher and principal after an informal administrative conference with the student. The decision as to removal shall ultimately be up to the principal. The removal from class may be imposed without an informal administrative conference when it appears that the student will create an immediate and substantial danger to himself/herself or to persons or property around him/her. The length of time of the removal will be established at the informal administrative conference and will include the procedures for the completion of any make-up work.

### **Detention and Extended Detention:**

Required attendance in a classroom or other specified location at a time when regular classes are in session, such as during or after school, or during lunch and recess, for disciplinary reasons. Detention times will be established by the high school administrative team as needed.

### **In-School Suspension:**

On occasion students may be placed on in-school suspension status. Students placed in in-school suspension (ISS) shall report to the assigned in-school suspension room upon being assigned and/or when they arrive to school the day(s) they have been assigned to ISS. Students are to bring academic work to do.

### **Out-of-School Suspension:**

The action taken by school administration prohibiting a student from attending school for a period of no more than ten (10) days, unless a longer period is authorized by law. The procedures for a suspension contained in the Pupil Fair Dismissal Act shall be followed. Any student suspended out-of-school shall not be allowed to be on the school grounds or attend any school functions before, during, or after the instructional day for the duration of the suspension. A student may receive up to full credit for student assignments in progress or missed, provided arrangements are made with the instructor(s).

### **Exclusion:**

This action is taken by the School Board, pursuant to the Pupil Fair Dismissal Act, Minn. Stat. 127.26, et.seq, to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.

### **Expulsion:**

This action is taken by the School Board, pursuant to the Pupil Fair Dismissal Act, Minn. Stat. 127.26, et.seq, to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the pupil is expelled.

### **Revocation of Bus Privileges:**

Students engaging in disruptive behavior on a school bus or other vehicle or violating any provision of this policy while in a school vehicle may have their bus/school vehicle privileges suspended for up to one school year.

### **Habitual/Severe Clause:**

Habitual/severe abuse of the rules and policies and excessive disciplinary referrals in a semester may warrant a meeting with the student, parent and administration. Behaviors which hinder the smooth operation of the school and/or jeopardize the welfare of other students or adversely impede the learning environment may result in the following consequences: Disciplinary conference with the student, parent and administration; detention; in-school suspension; out-of-school suspension; or referral to the School Board for a possible change of placement or expulsion proceedings. Suspensions are made by the administration and are not appealable.

### VIII. DISCIPLINARY REFERRALS

Consequences for failing to follow the rules or meet daily expectations will first be handled in the classroom whenever it is possible. In the case of a discipline referral to the office, teachers will submit a disciplinary referral, the nature of the problem, and action taken to correct the problem. The office will make an attempt to notify the parent by phone or by mail. Appropriate consequences will be assigned. If a student is dismissed from class for disciplinary reasons, he/she is to report to the office.

*The complete Student Discipline Policy 506 is available in the high school office or on our school website.*

The following acts are unacceptable behavior subject to disciplinary action by the school district:

### Violations against Property

Violation	Definition	Minimum Consequence	Maximum Consequence
Arson	Intentionally setting fire or causing a fire or explosion to occur on school grounds, school vehicle or at school related activities.	Suspension of up to five (5) days, restitution, parent/guardian conference and immediate notification of police	Expulsion or exclusion for up to one (1) year
Robbery/ Extortion	The obtaining of property from another where his/her consent was induced by use of force or threat of force.	Suspension of up to five (5) days, restitution, parent/guardian conference and immediate referral to police	Expulsion or exclusion for up to one (1) year
Theft	The act of intentionally and without claim of right taking, using, transferring, concealing, or retaining possession of property of another without consent and with intent to deprive the owner of the property, or finding of lost property and not making a reasonable effort to find the owner.	Confiscation of the stolen property, student conference and parent/guardian contact  <b>Other possible action:</b> Referral to police	Expulsion or exclusion for up to one (1) year
Unauthorized Use of School Property	The unauthorized use of school property.	Student conference and parent/guardian contact  <b>Other possible action:</b> Referral to police	Expulsion or exclusion for up to one (1) year

Willful Damage to Property	Any student who willfully cuts, defaces, or otherwise destroys in any way property, real or personal, belonging to the school district, or any individual, including other students or employees shall be disciplined.	Detention, ISS, restitution, or a suspension of up to five (5) days  <b>Other possible action:</b> Referral to police	Expulsion or exclusion for up to one (1) year and restitution, which may be monetary or service based
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### Violations against Person(s)

Violation	Definition	Minimum Consequence	Maximum Consequence
Abusive Language/ Verbal Assault	Using abusive, threatening, profane or obscene language either oral or written (including Social Media) by a student toward a staff member or another student, including, but not limited to, conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental handicaps.	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year
Assault	Threat of bodily harm to another person, without material physical contact.	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year
Fighting	Characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from poking, pushing, shoving or horseplay.	Students will be suspended from the classroom or from the building for a period not to exceed five (5) day	Expulsion or exclusion for up to one (1) year
Harassment	Inappropriate, abusive, threatening or demeaning actions which may be based on many harassing comments in relation to, for example: personal, body, academic ability, family, race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation, among others. Bullying is a form of harassment. Bullying is defined as: "A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons (Olweus, 1991). Essentially, if the aggressor knows that his or her behavior is disturbing to the victim and continues the act; that is bullying.  This also pertains to all Social Media activity.	Parent/Guardian conference	Harassment charges, hearing, expulsion or exclusion for up to one (1) year
Hazing	Committing an act against a student or coercing a student to commit an act that creates a substantial risk of harm to a person in order for the student to	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year

	be initiated into or affiliated with a student organization. Examples of hazing include, but are not limited to, initiating or harassing a fellow student by means of horseplay, practical jokes, or other acts often in the nature of humiliating or painful ordeals such as name calling, taping, marking, etc. See Hazing Policy #526.		
Intentional Physical Harm	Physical attack on another person.	Student will be suspended from the classroom or from the building for a period not to exceed five (5) days	Expulsion or exclusion for up to one (1) year

### **Dangerous and Harmful Substances**

<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
Alcohol	Students are prohibited from using, possessing, distributing, or being under the influence of alcoholic beverages at school, on school grounds, or at school sponsored activities.	Minimum consequence: parent/guardian conference  <b>Other possible action:</b> Referral to police	Suspension of up to five (5) days
Drugs	Students are prohibited from using, possessing, distributing, or being under the influence of illegal drugs, legal mind altering drugs (ex. marijuana-THC) or narcotics at school, school sponsored activities or on school grounds. This would include drug paraphenilia of any type and in the forms of vape pens, E-Liquid, edibles, gummies, etc.	Suspension from the classroom, parent/guardian conference, and/or notification of legal authorities  <b>Other possible action:</b> Referral to police	Expulsion or exclusion for up to one (1) year, notification of legal authorities
Possession/Use of Tobacco	possessing, using, or distributing of tobacco or tobacco paraphernalia of vape pens and E-liquid by students is prohibited at school, on school grounds, school vehicles and at school sponsored activities.	Suspension from the classroom, parent/guardian conference, and/or referral to police	Suspension of up to five (5) days

*The complete Chemical Use and Abuse Policy 417 and Drug-Free School Policy 418 are available in the high school office or online.*

### **Threats and Disruptions**

<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
Dangerous Threats	Threats to normal school operations and school activities, including but not limited to, the reporting of dangerous and hazardous situations that do not exist, sounding false fire alarms or bomb threats.	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year, notification of legal authorities

School Disruptions	Any student who disturbs or interrupts the peace and good order of the school or school-sponsored activities will be subject to disciplinary action. Threats and major disruptions are considered a severe behavior and will result in execution of the Habitual/Severe Policy.	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year, notification of legal authorities
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### Student Conduct

Violation	Definition	Minimum Consequence	Maximum Consequence
Cheating	Scholastic dishonesty, which includes, but is not limited to, cheating on a school assignment, plagiarism or collusion	Loss of credit and parent notification	Further action as determined by the administration
Failure to Attend Detention	Failure to attend detention will result in	Student conference and parent/guardian contact, extended detention	Further action as determined by the administration
Gang-Related Behaviors	Displaying currently recognizable gang-related hand signals, clothing, jewelry, written or oral expressions, including graffiti at school, on school grounds or at school sponsored activities.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
Gambling	Including, but not limited to, playing of a game of chance for stakes.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
ID Falsification	Falsifying signatures or data on official records and/or refusal to give correct identification or giving false identification when requested to do so by a staff member. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or electronic means.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
Interference/Obstruction	Any intentional action taken to attempt to prevent any school personnel from exercising their lawfully assigned duties.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year

Internet Behaviors	Sending or displaying offensive messages or pictures using obscene language; harassing, insulting or attacking others; damaging computers, computer systems or computer networks; violating copyright laws; trespassing in another's folders, work or files; intentionally wasting limited resources; employing the network for commercial purposes; any use of the network infringing on the rights of others.	Loss of Internet/Computer privileges, student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
Trespassing	Physically present on a school campus, on a school vehicle or at a school activity after being requested to leave by the person lawfully responsible for the control of said premises.	Student conference and parent/guardian contact  Other possible action:: Referral to Police or Juvenile authorities	Further action as determined by the administration
<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
Truancy/ Leaving School Grounds	A student is absent from school for all or part of a school day without a valid excuse acceptable to the building principal or designee. Leaving school grounds during the school day without permission constitutes truancy.	Detention, and parent/guardian contact	Truancy filed, and/or further action as determined by the administration
Unauthorized Distribution	Distribution of literature or graphics on or near school property of libelous, slanderous, plagiarized or obscene material or material which violates the School District Harassment Policy.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
Willful Disobedience	Refusal to follow school rules, regulations and/or directives.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year
Other Acts	Determined by the school district, which are disruptive of the educational process, are dangerous or detrimental to the student or other students, school district personnel or surrounding persons or which violate the rights of them or which damage or endanger the property of the school, or which otherwise interferes with or obstructs the mission or operations of the school district or the safety or welfare of the students or employees.	Student conference and parent/guardian contact	Expulsion or exclusion for up to one (1) year

### **Traffic Regulations and Bus Safety**

<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
Careless/ Reckless Driving	Driving on school property in such a manner as to endanger persons or property.	Student conference and/or loss of parking privilege	Suspension and referral to police authorities

School Bus Safety/ Conduct	Violation of any provision of the discipline policy on a school bus shall be subject to discipline.	Parent/Guardian Contact	Expulsion or exclusion for up to one (1) year
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*The complete Student Transportation Policies 707, 708, 709, 710 & 711 are available in the high school office or online.*

## **WEAPONS**

This policy applies to students and non-students, adults, employees and visitors to the District.

### **Statement of Policy**

It is a violation of the policy of Independent School District No. 2174 for any individual to possess, store in an area subject to one's control, handle, transmit, or use any instrument that is considered a weapon and destructive device or a look-alike weapon or destructive device in school, on school grounds, at school activities, at bus stops or in school vehicles, or entering upon or departing from school premises, property or events. Weapons and destructive devices will not be tolerated.

### **Definitions**

#### **General Definition of Weapons**

1. Any and all articles commonly used or designed to inflict bodily harm and/or intimidate another person(s). Examples include, but are not limited to: firearms, whether loaded or unloaded or incapable of being used; knives; clubs; metal knuckles, nunchucks; throwing stars; explosives; stun guns; ammunition; mace; pellet guns; starter guns; crossbows; bows and arrows; and other non functioning guns and weapons that could be used to threaten others.
2. Any and all look-alike weapons, including any item, which may reasonably be believed to constitute a weapon under this policy.
3. Any and all articles designed for other purposes that are actually used to inflict bodily hard and/or intimidate. Examples include, but are not limited to: belts; combs; pen/pencils; files; scissors; compasses; laser pointers; and letter openers.
4. Objects such as fireworks, firecrackers, smoke/stink bombs, darts, and nuisance items and unauthorized tools, which have the potential to cause harm. The building administrator or designee shall use his/her discretion when interpreting the use and intent of such articles at school as outlined above.

#### **Destructive Device** – Gun Free School Act of 1994

1. Any explosive, incendiary, or poisonous gas:
  - a. Bomb or Grenade
  - b. Rocket having a propellant charge of more than four ounces
  - c. Missile having an explosive or incendiary charge of more than ¼ ounces
  - d. Mine
  - e. Device similar to any of the devices described in the preceding clauses

2. Any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
3. Combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

**Weapon** – Gun Free School Act

1. Any weapon, which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive
2. The frame or receiver of any such weapon
3. Any firearm muffler or firearm silencer
4. Any destructive device

**Enforcement**

1. The District shall act immediately to investigate all acts and complaints of violence, and take appropriate disciplinary action against any pupil or staff member who is found to have violated this policy.
2. Pursuant to the Gun Free School Act of 1994, all students in possession of a weapon or destructive device, as defined above in Article C, 2 and 3, may be expelled or excluded from attendance or otherwise removed from school for a period of one calendar year. The Superintendent may recommend to the School Board, in unusual circumstances, that a less severe penalty be imposed.
3. Students with or without disabilities are subject to the consequences of this policy. Students with a disability will be subject to disciplinary action, which complies with the law applicable to disabled students. This includes but is not limited to, interim alternative placement as provided by 20 U.S.C. 1415.
4. Students in possession of a weapon as defined in Article C, Section 1, which does not constitute a weapon or destructive device pursuant to the Gun Free School Act, shall be subject to disciplinary action, including possible expulsion for one calendar year, upon the recommendation of the administration. Possible consequences include:
  - a. Notification of parent/guardian;
  - b. Involvement of the police with a recommendation to charge;
  - c. *Minimum consequence:* suspension not to exceed ten (10) days from school
  - d. *Maximum consequence:* expulsion/exclusion from school for up to one (1) year.
5. Any student who proactively communicates with the Principal/Dean of Students when they inadvertently are in possession of a weapon may not be subject to the discipline.

This policy is not meant to interfere with the instruction or use of appropriate equipment by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for the purposes of this policy. However, when authorized instructional and work equipment or tools are used in a dangerous or potentially dangerous and/or threatening manner, they may be considered a weapon and their use may be subject to the contents of this policy.

*The complete Weapons Policy 501 is available in the high school office or online.*

**ADDITIONAL CONSIDERATIONS**

- a. Principals and licensed employees in a building shall review this disciplinary policy at least annually and assess whether its provisions have been enforced.
- b. Principals have broad discretion to impose any penalty more severe than, or in addition to, the minimums set forth above. In addition, administrators have broad authority to require other types of

intervention for conduct violating this policy, including referral to teach teams and other agencies or authorities for assistance and/or evaluation.

c. The listing of minimum consequences is referenced for a first offense only. In the event that a student has engaged in the same or similar behavior in the past or has engaged in persistent violation of school rules; a maximum consequences shall be increased to expulsion/exclusion for one school year.

d. Handicapped students involved in violations of these rules of conduct will be assessed through the child study process.

- a. Students with IEPs, when suspended, must have a child study team meeting within five (5) days of the suspension.
- b. Team must meet prior to expulsion or exclusion; the child cannot be expelled or excluded if the misconduct is related to the handicapped condition.
- c. Statutes: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. Ch. 125A (Students with Disabilities) and IDEA 1997 Minn. Stat. 121A.40 to 121A.56 (Pupil Fair Dismissal Act) Minn. Stat. 121A.60 to 121A.61 (Removal from Class) Minn. Stat. 124D.03 (Enrollment Options Program) Minn. Stat. 124D.07 and 124D.08 (Enrollment in Nonresident District) Minn. Stat. Ch. 260A (Truancy) Goals 2000: Educate America Act 20 U.S.C. 5801 ET seq. 29 U.S.C. 794 et seq. (Section 504 of Rehabilitation Act of 1973)

### ATTENDANCE

The School Board of Independent District No. 2174 believes that success in academic work is directly related to regular school attendance. Absences, whether excused or unexcused, are detrimental to the learning process in that work made up outside of class is not as effective as the actual classroom experience. Furthermore, excessive absences may result in a failing grade. Experiences with class discussions and student teacher interactions cannot be replicated outside the classroom or at a later time. In addition, regular attendance develops habits of dependability important to the future of the student. In accordance with the regulations of the State Department of Education and the Minnesota Mandatory Attendance Law, students are required to attend all assigned classes every day school is in session. Students, parents and teachers share the responsibility for attendance.

### **Responsibilities of Students and Parents**

#### **Student Responsibility:**

1. To attend all assigned classes every day that school is in session.
2. To be in class on time, prepared for academic work.
3. To know and follow correct procedures regarding attendance.
4. To request missed assignments due to an absence, and complete assigned work.

#### **Parent/Guardian Responsibility:**

1. To encourage the student to attend school.
2. To recognize that any absence, regardless of cause, has a detrimental influence on the student's achievement.
3. To inform the school in the event of a student's absence.
  - a. Calling the office on the day the student is absent (preferred method)
  - b. OR notifying the office on the day the student returns to school by:
    - Calling the office the morning the student returns
    - The student submitting a parent signed note to the office prior to school starting the day they return.
4. To work cooperatively with the school and the student to solve any attendance problems that may arise.

### **General Procedures Regarding Absenteeism**

When a student is absent, the parent or guardian shall notify the school by phone (587-4425) the day of the absence or by lunch the day the student returns to school to avoid any potential consequence. All notes must be signed in ink, dated, and include an explanation regarding the absence.

- A student whose illness extends beyond three (3) consecutive school days may be asked to provide a doctor's slip documenting the illness.
- If the illness extends five (5) or more consecutive school days a doctor's slip documenting the illness may be required to excuse the absences.
- Any student that accumulates 10 or more absences, whether excused or unexcused, may be asked to provide a doctor's slip documenting previous or future absences.

***Official school field trips or other school-sponsored events, which require a student to be absent from class, are not considered absences as outlined by this policy.***

### **Excused Absences**

A. The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. Significant family events such as a death in the student's immediate family or of a close friend or relative, or a wedding
4. Medical or dental treatment. An appointment card or note from the doctor's office may be requested for students who have been identified and referred to county truancy for excessive or continuing truancy
5. Court appearances occasioned by family or personal action
6. Religious instruction as agreed upon by the parent and school district
7. Religious/spiritual days kept sacred by the pupil when religious/spiritual services are observed only during school hours
8. Physical emergency conditions such as fire, flood, storm, etc.
9. Removal of a student due to a suspension. Suspensions are to be handled as excused absences and the student will be permitted to complete make-up work;
10. Dismissal under the Pupil Fair Dismissal Act for disciplinary purposes;
11. School sponsored activities;
12. Important events requiring student participation in such activities as state or national contests, tournaments, concerts or performances;
13. Students in the 11<sup>th</sup> and 12<sup>th</sup> grade will be allowed up to three college visits each year. Visits must be approved through the guidance counselor prior to the visit.

B. Guidelines for Work Completion:

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
2. Students absent due to school-sponsored activities will consult with their teachers prior to the activity requiring them to miss school. Students should return to class with the work completed or at the discretion of the teacher.
3. Students excused from school for an extended period of time may request homework in advance. Teachers may or may not be prepared to distribute all assignments missed. Any work given prior to the absences is due upon return to school or at the teacher's discretion.

### **Unexcused Absences**

- A. The following are examples of absences, which will not be excused:
1. Truancy. An absence from school without the parent's or school's knowledge and/or approval.
  2. Work at home, including babysitting a younger sibling.
  3. Work at a business, except under a school-sponsored work release program.
  4. Vacations with family (**unless approved in advance by the Administrative team**).
  5. Personal trips to school or colleges (**unless arranged through the guidance counselor and/or approved in advance by the Administrative team**).
  6. Arriving to class more than 15 minutes late will be considered an unexcused absence unless the student has a note and the student's absence is excused by administration.
  7. Any other absence not included under the attendance procedures set out in this policy.
- B. Consequences of Unexcused Absences
1. Students may not receive credit for work missed during an unexcused absence.
  2. Students are expected to take part in all classroom activities immediately upon returning

### **Tardiness**

**A. Definition:** Tardiness is the failure of a student to be in an assigned area without a valid excuse when the final bell sounds for each class. Individual classroom teachers will define "assigned area". Students will be considered tardy if they are not in the assigned classroom when the final bell rings. A late entrance is considered tardy if it occurs during the first fifteen (15) minutes of class. After that (15) minute time period, tardiness will automatically turn into an absence.

### **B. Procedure for Reporting Tardiness**

1. Students tardy at the start of school must report to the school office for an admission slip before being allowed entrance into their first hour class (to avoid unnecessary calls home).
2. Teachers will report students being tardy during the school day utilizing Infinite Campus.

### **C. Consequences for Excessive Tardiness**

1. Students with excessive tardiness will be subject to school discipline.
2. All discipline measures are subject to administrative discretion.

### **Advanced Absences**

Temporary absence from the school can be issued based upon the personal request of the parent/guardian (**provided the request is made in advance of the absence**) if it is due to an emergency. To receive full credit for work missed because of emergency absences, a student must make arrangements with each teacher upon returning to school or via email.

**Note:** Vacation days must be pre-approved by the principal via phone call or written notice two days in advance to be considered as an excused absence. Vacation days not pre-approved will count as verified but considered as an unexcused absence. Pre-approval may have an impact on the final outcome of earning credit.

### **Requests for Assignments when Absent**

Parents may call the school office at 587-4425 requesting homework assignments. *A minimum of one full school day should be allowed to give staff members the necessary time to write out assignments, collect books and appropriate materials and deliver them to the office.*

### **Leaving School During the Day**

Sometimes students have appointments which must be kept, or for some other reason need to leave school during the day. Please have your parents call the office in the morning when this will occur or provide a written note signed by a parent/guardian. You must check out with the office when you leave and check in again when you return. You will never be allowed to leave the school during the day without communication, verbal or written, between school officials and your parent(s)/guardian(s). Leaving class or the building without approval is

considered truancy. For the purposes of this policy, the school day begins when a student boards the bus or arrives at school.

### Senior Open Lunch

Open lunch opportunities will be granted to **seniors** once per month. To be eligible for open lunch a senior must turn in written notice from a parent/guardian before the lunch period on that day. Monthly open lunch is a privilege. Seniors are only eligible for open lunch if they are in good standing at the time of the request. Students who return late or leave without permission from lunch will lose this privilege for the remainder of the school year and receive a consequence as deemed appropriate.

### **School Attendance: Eligibility to participate in school activities/extracurricular athletics:**

- Students who are not in school by 8:30 AM will not be allowed to participate that day in their school-sponsored activity: practice or competition. Students should still attend their school-sponsored activity despite not being able to participate.
- Students must attend a full day of school following participation in an event.
- Students who are ill during the day and leave school early should not plan to participate that night. We will not attempt to enhance a performance, win a game or match at the expense of a student's health.

**Any exceptions to the above expectations regarding eligibility are at the discretion of the PRB High School Administrative Team.**

**Note:** Parents must pick their student up from any school-related activity if medical attention or disciplinary action is required for the student.

*The complete Student Attendance Policy 503 is available in the high school office or online.*

- Pine River-Backus School uses a collaborative response to student attendance issues that may arise. The school district collaborates with families to the best of our ability to support their needs of students. In the event a student attendance issue arises, the school will consult with Cass County Health Human and Veteran Services, our Cass County Attorney, and Cass County Probation per state statute.
  - The information below serves to establish a common understanding and clear stakeholder interventions that will engage, inform, and plan with parents and students to address statutorily required educational needs.
  - Pine River-Backus schools has established a School Attendance Review Board pursuant to Minnesota Statute § 260A.05. Our Attendance Review Board includes a variety of stakeholders that have developed a plan to promote interagency and community cooperation and to reduce the duplication of services for students with school attendance. Cass County has committed a Probation Officer and Social Worker to attend our established School Attendance Review Boards.
- Pine River-Backus Schools will use the protocol and procedures below to monitor and handle student attendance.
  1. Child starts displaying a pattern of absences or has up to 3 days unexcused absences (Includes Early Identification), the following school interventions take place.
    - a. Teacher takes attendance and verifies per the school's policy.
    - b. Student/Parent contacts- Contacts with Parents at elementary level and students AND parents at middle school and high school level
    - c. Elementary students can be engaged with to build rapport, however identification of barriers and solutions to those barriers should occur with the parent.

- d. For Middle School and High School students, planning can be done with both students and parents.
- e. Staff will clearly explain the process of how attendance will be taken.
- f. Staff will identify barriers to student's attendance.
- g. Staff will develop strategies with students and parents about removing barriers (transportation, video games, bus schedule, alarm clock, technology/connectivity, family dynamics during COVID, living arrangements, learning space in the home, cultural barriers, etc.)
- h. Staff will make plans with students and/or parents about how to get the child to school.
- i. Staff will provide alternative options for how students can attend during the day if applicable.
- j. Staff will create a plan for how a student can attend if technology fails to work.
- k. Staff will make and document any referrals made for:
  - i. Homelessness- make referral to homeless liaison
  - ii. Mental Health- refer to school counselor or school social worker
  - iii. Medical concern - indicate medical concern and document referrals to school nurse
  - iv. Cultural – refer student to appropriate Diversity Liaison (if applicable)
- l. County requires cultural liaisons to be connected with families before county involvement will occur.
- m. Identify and address cultural barriers, such as reading and comprehending written English versus a conversation in English. Encourage students to get involved in community activities and build relationships with at least one positive adult support in the school.
- n. Checking the student's history for chronic absenteeism.

### **State and County Truancy Intervention Policy**

Pine River-Backus Schools will send a 3-day letter to students that have 3 days unexcused absence (do not have to be consecutive). Letters are statutorily required, per Minnesota Statutes § 260A.03

A child meets "Habitual Truant" definition of 7 or more unexcused absences

\*(5-11 years) – 7 FULL days unexcused

\*(12-17 years) – 7 periods on 7 separate days

- School Interventions:
  - Continued communication with students and parents about attendance concerns
  - Positively reinforcing the child when/if they do come or participate in school
  - Continued work with Attendance Teams and problem solving. Follow up and revisions to any intervention plan or IEP.

Pine River-Backus Schools will send a 7-day letter to parent explaining concerns and potential of sending referral to Cass County Social Services

- Ensure all prior required and recommended interventions have been completed
- Interventions expected to be taken by the school prior to reporting to child protection include, but are not limited to:
  - \*Phone calls, texts, emails with parent and/or student
  - \*Face to face contact with parents and/or student
  - \*Confirming students are still in the district
  - \*Identifying any and all appropriate supports to ensure families have access to classes, which may include mental health referrals, transportation, referrals to childcare, and financial resources.

Pine River-Backus may refer the matter to the County Attorney's Truancy Mediation Program. This is a program authorized by Minnesota Statute § 260A.07 that allows staff from the County Attorney's Office to meet with parents and the student to discuss the possible legal consequences of truancy. This meeting is voluntary on the part of the parents and student and entirely educational. The referral should be made before the matter is referred to social services and the school should continue efforts to work with the parents and student. If truancy issues continue after this meeting and continued efforts by the school, then the matter could then be referred to social services. If a referral is ultimately made to social services, the school should still continue to work with the parents and student and provide updates to social services.

### **ATTIRE AND APPEARANCE**

The responsibility for proper dress rests with students and parents. With the wide variety of styles and fashions available today, parents and students should use good judgment and common sense in picking clothes for school so the learning atmosphere can be maintained and does not constitute a health or safety hazard.

#### **PURPOSE**

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

#### **GENERAL STATEMENT OF POLICY**

- A. It is the policy of this school district to encourage students to dress appropriately for school activities.
- B. **APPROPRIATE** clothing includes, but is not limited to, the following:
  - 1. Clothing appropriate for the weather;
  - 2. Clothing and/or accessories that do not create a health or safety hazard;
  - 3. Clothing appropriate for the activity (i.e. physical education or the classroom).
  - 4. Clothing that provides appropriate coverage.
- C. **INAPPROPRIATE** clothing/accessories includes, but is not limited to, the following:
  - 1. Clothing must be appropriate for a school setting and not distract, harass, or intimidate other students and staff. The following are not allowed:
    - a. Shorts and skirts that are not an appropriate length.
    - b. Short shirts or tank tops that expose too much midriff.
    - c. Clothing which is suggestive or inadequate in its covering (tube tops, shoulderless tops)
    - d. Waistbands below the hips exposing underwear or skin.
    - e. Clothing/Apparel that bears a message that is lewd, vulgar or promoting illegal activity.
    - f. Objectionable emblems, signs, words or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which implies gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
    - g. Footwear that would damage school property or is a safety issue.

- h. Hats/headdresses are allowed to be worn in the building during designated times. Students are allowed to wear appropriate hats/headdresses in the building until the first warning bell and after the last bell of the day. All hats/headdresses are not allowed to be worn in any other time during the school day and will remain in their lockers. Other exceptions will be held under the discretion of the administrative team. (i.e. religious affiliation, student undergoing chemotherapy, medical situations). Students will not be allowed to wear a hood up at any time.
- i. Clothing depicting guns and/or firearms unless deemed appropriate by school admin.

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, promoting illegal substances, and do not advocate violence or harassment against others.

“Gang” as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. The “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang. Students will not be allowed to wear any chains, spikes or any gang-related articles of dress.

## **PROCEDURES**

1. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications of or will be sent home for the day. Parents/guardians will be notified.
2. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
3. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendations to the administration for approval.

Violators of this policy will be subject to disciplinary action, including but not limited to: student/teacher conference; detention; removal from class; dismissal; and suspension or expulsion. Students unable or unwilling to change clothes will be given an unexcused absence for their time out of class.

Students are expected to dress in accordance with this policy at all extracurricular and school-sponsored events.

*The complete Student Dress & Appearance Policy 504 is available in the high school office or online.*

## **CELL PHONES AND ELECTRONIC DEVICES**

Students are encouraged to leave cell phones and other personal electronic devices at home. These devices are disruptive and are prone to theft.

Students are allowed to use cell phones between classes and at lunch. Students may be allowed to use electronic devices in class, but only at their teacher’s discretion. To respect student privacy students should not use their cell phones in bathrooms or locker rooms.

Students are **not** allowed to listen to headphones in the hallways during passing time.

FAILURE TO FOLLOW THESE PROCEDURES WILL RESULT IN THE FOLLOWING:

- **1st Reported Offense:**  
The cell phone will be turned into the office. If the student does not turn it in, the parents will be called to come and pick it up. If the student voluntarily gave the phone up the student may pick up the phone after the school day is over.
- **Additional Offenses:**  
Student's phone will be taken and the student will receive additional consequences.

**A student is not allowed to take pictures or film of another student unless under the direct supervision of a teacher for educational purposes. Students that violate the right of others will be subject to the maximum consequence(s) allowable under the District Harassment Policy.**

**BULLYING**

The Pine River-Backus School District will not tolerate bullying at any time; in school, on the bus or in any other school (i.e. when our students are traveling and attending an activity at another school/location).

Bullying as defined in this handbook is a form of harassment and will be treated very seriously by members of the staff and administration. Bullying can be **direct**, meaning face-to-face interactions which include physical attacks or threatening or intimidating gestures; or **indirect** which requires a third party. Indirect bullying is often more subtle and includes social isolation, rumor spreading and scapegoating.

Bullying, whether direct or indirect contains several key elements. These include: physical, psychological or intellectual and hinder the victim from defending him/herself.

- **Repeated actions** – The negative actions usually occur repeatedly over a period of time.
- **Intentional actions** – Bullies purposely choose actions that will hurt or intimidate the targeted victim. Bullies seldom show empathy or concern for the victim.
- **Unequal levels of affect** – The victim will typically display a high level of emotional distress; yelling, crying, withdrawal or anxiousness. The bully, however, will demonstrate very little emotion or anguish. The adolescent doing the bullying is likely to blame the victim for causing the aggressive act or believe “he/she deserved it”. Bullies commonly feel justified in their actions.

Bullying behavior can include any or all of the following forms of abuse:

- **Physical aggression:** includes destroying property, threatening
- **Social aggression:** spreading rumors, racial slurs, exclusion from group
- **Verbal aggression:** name calling, teasing, threatening, intimidating phone calls
- **Intimidation:** graffiti, a dirty trick, taking possessions, coercion
- **Written aggression:** electronic messaging directed at an individual that occurs during the school day, note passing, graffiti
- **Sexual harassment:** any comments or actions of a sexual nature which are unwelcome and make the recipient uncomfortable
- **Racial and cultural (ethnic) harassment:** Any comments or actions containing racial or ethnic content (direct or indirect) which are unwelcome and make the recipient uncomfortable.

The Principal will work in collaboration with the Dean of Students, Guidance Counselor, Youth and Family Services Worker as well as the full staff to investigate and handle all allegations of bullying. After investigation and when deemed appropriate, parents of all parties will be notified.

**Students or staff who recognize that these things are occurring must report them immediately to school administration.**

*The complete Bullying Prohibition Policy 514 is available in the high school office or online.*

### **PASSES (IN SCHOOL)**

In-school passes are required whenever you leave the room in which you are scheduled. The teacher in charge of your room will issue these passes. Passes will be signed by the teacher issuing the pass and include the date and time, along with the location the student is going. Sign out sheets will be available in each classroom to document the date and time. It is expected that students will be prepared for class. The scheduled classroom teacher has the final authority as to whether a pass will be honored.

### **TELEPHONE USE (MAIN OFFICE)**

Students are not to use the office telephone during the school day without permission. You will not be called to the telephone during school hours. An emergency message from parents will be delivered to you. Students may ask to use the office phone before or after school or during lunchtime as needed for important matters.

### **BACKPACKS AND HEAVY COATS**

~~Backpacks and heavy coats are to remain in your locker for the duration of the school day.~~ Large backpacks and heavy coats are to remain in the lockers during the school day. These large items can cause a safety hazard within the classroom. Small drawstring bags and binders are allowed, however, they are subject to being searched when there is a reasonable suspicion of the contents within. Exceptions to this rule (i.e. 504 plans or IEP's) will be under the discretion of administration. Adequate time exists between periods to get materials from the locker. If an individual is cold they should wear a sweater or sweatshirt.

### **CHANGE OF ADDRESS/TELEPHONE NUMBER**

It is important that every student maintain an up-to-date address and telephone number record at the school office. Notify the school immediately if you have a change of address or telephone number. It is also helpful to have up-to-date email addresses. We have installed an emergency system that automatically calls and emails parents of important and emergency information.

### **PLEDGE OF ALLEGIANCE**

One morning of every week, the Pledge of Allegiance will be recited aloud. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

### **IMMUNIZATIONS**

State law requires that every student who is admitted to public school must have evidence of a successful vaccination for diphtheria, tetanus, whooping cough, polio, rubella and a tuberculin skin test.

### **VISITORS**

Parents/guardians are welcome to visit school when necessary. Approved parents/guardians with a specific purpose are required to register in the office when they enter the building. If a visit with your student is necessary, you may request to see your child in the office area. An appointment will be necessary if you wish to visit with an instructor. Parents/guardians that request to have lunch with their student will be provided an alternative setting.

Students are not allowed to bring visitors to school at any time during the school day, including lunchtime. Should this happen the visitor will be sent home immediately

**No unauthorized visitors will be allowed in the building during the school day.**

*The complete Visitors to School District Buildings and Sites Policy 903 is available in the high school office or online.*

### **FOOD/BEVERAGES IN THE CLASSROOM**

Students are not allowed to eat or drink in the computer labs, media center or in classrooms with the exceptions of scheduled academic interventions or student centered activities that are pre-approved by administration. Water will also be allowed to be consumed in classrooms. Classroom teachers will be held responsible for any problems in their classroom area. Students should not visit the vending machines besides during their designated lunch period.

### **LUNCH**

Most students have 30-35 minutes to eat lunch each day. You may bring your lunch from home or in the situation we have to charge, deposit lunch money into your account in food services and eat school lunch. Students will be restricted to certain areas of the building during lunch periods.

### **PIN # POLICY**

The United States Department of Agriculture (USDA) Food and Nutrition Service has a policy regarding handling misused pin #'s. This policy applies to misused pin #'s in districts/schools that participate in the national school lunch, school breakfast or special milk programs. Meals must always be provided to preschool and K-3 students or for handicapped students who may be unable to take full responsibility for a pin #. Special meal arrangements are the appropriate action to take for these students. (This policy applies only to situations involving misused pin #'s and does not apply to situations where there may be insufficient funds to pay for a meal.)

#### **Special meal arrangements may include:**

1. Students who repeatedly don't know or misuse their pin # may be required to go to the end of the line.
2. Students who repeatedly don't know or misuse their pin # may be required to eat in a location other than the cafeteria (i.e. supervisory or detention room or principal's office).

#### **Disciplinary measures policy for misuse of pin #:**

1. Appropriate disciplinary policies can be implemented by the school for unacceptable student behavior that involves pin #'s, including but not limited to, buying, selling, sharing, borrowing or stealing the #.
2. Students cannot be denied a complete NSLP/SBP meal as a disciplinary measure, except when they are absent from school due to having been suspended.
3. Students cannot have their free/reduced price meal status changed because of disciplinary measures.

### **MESSAGES FROM PARENTS:**

**Only emergency messages from a parent will be delivered to students.** Messages received by telephone or delivered in person will be sent to an administrator who may forward the message to the student. Students should not expect to receive messages from employers concerning work schedules. **Bus passes and parent/guardian messages are to be made to the school before 2:00 p.m.**

### **BUILDING SERVICE PERSONNEL:**

Building service personnel are very important people in our school system. They perform many necessary duties within the school. Their job is difficult and never-ending. Be considerate and appreciative of their efforts. Kindly assist by using the waste cans, not writing on desks, etc. to help make our school a better place.

### **NURSE PASSES:**

Students who become ill during school should obtain a pass from the classroom teacher to go to the office. Students must check in at the office for a pass to go to the nurse. The nurse will visit the student in their location if they have had chronic visits to the nurse. The nurse will determine if the student needs to go home and note that on the pass back to the office. Students must meet expectations of the cell phone use policy at all times and are not allowed to call/text parents to pick them up unless permission is granted by the school nurse or administration. Failure to meet these expectations may result in an unexcused absence.

### **STUDENT MEDICATION**

Pine River-Backus Schools wish to ensure the health, safety, and well being of all students. The purpose of this policy is to set forth the provisions that must be followed when administering

#### **Non-emergency prescription medication to students at school:**

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with law and school district procedures.

#### **REQUIREMENTS:**

1. A completed signed request from the student's parent/guardian.
2. An Administering Prescription Medications form completed annually.
3. Prescription medication must arrive in the original container labeled for the student by a pharmacist in accordance with the law & must be administered in a manner consistent with the instructions on the label.
4. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
5. Prescription medications are not to be carried by the student, but will be left with the District.
6. The school must be notified by the parent, in writing, of any change in the student's prescription medication administration.

#### **The school shall provide the following:**

1. A school nurse or a designated school employee to dispense medications as needed.
2. Record sheet for each child:
  - a. Name of medication
  - b. Dosage and time to be dispensed
  - c. Date and time dispensed
3. Secure medication storage facility in the nurse's office.

**NOTE:** Procedures for the administration of drugs and medicine at school and school activities shall be developed in consultation with the school nurse.

### **NON-PRESCRIPTION AND/OR SHORT TERM MEDICATION DISPERSAL**

The parent/guardian shall provide the school with the following information:

1. Child's name
2. Medication to be given
3. Parent/guardian signature and date
4. Medication in original bottle

The school shall provide the following records including:

1. Student's name
2. Medication/dosage given
3. Time/date/dispensed

If, during the course of a school day, a child should develop a headache, for example, the child's parents may be contacted. If the parent determines that the child would benefit from taking Tylenol, the parent may give permission for the nurse to give the child the Tylenol (aspirin will not be given). Tylenol will not be given without parental permission.

*The complete Student Medication Policy 516 is available in the high school office or online.*

### **School-Sponsored Dances**

Pine River-Backus dances are for Pine River-Backus students only unless special permission is received and proper dance guest registration process is followed. Prior to a dance, students must see a secretary in the HS office to obtain a registration form. The completed form must be submitted back to the office at least two (2) days prior to the event in order to allow administration to conduct a background check. The doors are closed one hour after the dance begins. Any student who leaves the dance is not allowed to return.

Parents must pick their student up from the dance/activity if medical attention or disciplinary action is required for the student. Guests of PRB students at dances and Prom must be under the age of 21. Prom guests should be pre-approved by administration at least one week prior to the Prom date.

### **LOCKERS**

Each student is assigned a locker for storage of books, materials and personal articles. **Students are not to share lockers or move to another locker without office approval.** All students are strongly advised to obtain a lock for their gym lockers. **DO NOT**, under any circumstance, share your locker or its combination with another person. Since lockers provide only minimum security, valuables should not be stored in lockers. **The school will not be responsible for losses due to theft and therefore will not spend time investigating allegations of theft.** Please understand that lockers belong to the school, and we let you use them for convenience. Inappropriate materials should not be displayed in lockers. The lockers are school property; therefore administration has the right to inspect the lockers at any time. Please keep your locker neat and organized so that you can easily find the things you need.

### **PUBLIC DISPLAYS OF AFFECTION**

In keeping with our commitment to creating a safe and respectful school environment, most public displays of affection will not be tolerated. Students are allowed to hold hands. Kissing and other forms of affection could be considered harassing in nature, and consequences will follow harassment procedures.

### **VALUABLES**

Common sense and consideration is the best guide to determine whether or not to bring personal possessions to school. School staff are not responsible for valuables that students bring to school. It is recommended that students leave all valuables at home. If special circumstances make it necessary to bring substantial cash or other important possessions to school, please coordinate safeguarding these items with school administration.

### **RESTRICTED AREAS**

The building is open to students from 7:30 a.m. until 3:45 p.m. during school days. Students may not enter the building at other times unless accompanied and supervised by a staff member. Once a student arrives at school he/she must remain in the building, and not in parking lots or other school property. The Pine River-Backus

Elementary School is off limits to High School students during the regular school day unless a student has a pass to enter that building. Pine River-Backus High School does not have a universal open lunch policy. Students are not permitted to leave campus for lunch unless given permission. Food items are not to be delivered or brought into the building. The weight room/gyms may not be used unless under the direct supervision of a teacher/coach.

### **TECHNOLOGY USE**

A technology use policy is in effect in the Pine River-Backus Schools and is available in the offices of the various schools. A parent permission form must be signed for students to be able to access the Internet on school district computers. These forms are available at the administration offices of each building. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right - and entails responsibility. Individual users of the district computer networks are responsible for their behavior and communications over those networks.

It is presumed that users will comply with district standards; the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network. Network storage areas may be treated like school lockers. Network administrators may review files/communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers would always be private. All Pine River-Backus School Board policies must be adhered to. Violations may result in a loss of access as well as other action.

The following are not permitted:

- Sending or displaying offensive messages or pictures; Using obscene language;
- Harassing, insulting or attacking others; Using another's password;
- Damaging computers, computer systems or computer networks;
- Violating copyright laws; Violation of any local, state or federal statutes.
- Trespassing in another person's folder, work or files; Employing the network for commercial purposes;

The user requirements contained in the Chromebook Procedures & Information Handbook renews automatically each year (sign once). You can call the principal to revoke your child's use of a Chromebook.

### **DISASTER DRILLS**

From time to time throughout the year we will have fire drills, tornado drills and lockdown procedures. Please be ready to respond when signals are given without waiting for instructions from the teacher. You should make sure you know in advance where you are to go for each type of drill from each room you use regularly. Please understand that these drills are potential lifesavers in a real emergency so you need to take them seriously. Fire alarm exit procedures are posted in each classroom and will be reviewed periodically.

### **AUTOMOBILES AND OTHER MOTORIZED VEHICLES**

Automobile access to the campus is considered a privilege, not a right. Safe and courteous driving is expected of every student driver. Students finding it necessary to drive to school should drive carefully at all times.

No student may occupy his/her or any other car during the school day. This includes lunch hour. Violators of this regulation will be subject to disciplinary action. The above rules also apply to motorcycles, snowmobiles and ATV's. Student parking is limited to the front lot located in the front entrance of the high school building only. Cars improperly parked may be towed at the owner's expense.

**Driving and parking privileges may be revoked or suspended for the following reasons:**

- Reckless driving or speeding on school grounds; Excessive vehicle noise
- Unauthorized use of the vehicle during the school day or at a school activity. Doors are to be kept locked. Students are responsible for anyone in their car whether or not they have been given permission.
- Excessive tardiness, truancy or absences where driving is determined to be a factor
- Any accident on school property when the student is at fault
- Continued parking in non-designated locations
- Failure to follow posted parking regulations and signs; Failure to yield right-of-way to buses

**The school is not responsible for the automobile or its contents.**

There is to be no loitering in the parking lot or visitation in the parking lot without permission. Students may only park in the student parking lot. Student vehicles may be subject to search if there is reasonable suspicion that a student's vehicle contains an item that is a violation of school policy.

**FIELD TRIPS**

On trips representing the school, students must bear in mind that their behavior reflects not only on themselves, but also on PRB High School and the community. Therefore, each student shall be accountable for any adverse publicity that he/she may cause. When a student goes to an event with a class, group or team, he/she must return on the bus. Any other arrangements must be made prior to the trip with the teacher, coach or administrator. The only exception will be when parents request in person to take a student home. A parent signature will be required. Students who misbehave on a field trip are subject to disciplinary action.

**COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS**

It is the policy of the School Board that students with communicable diseases not be excluded from attending school as long as their attendance does not create a substantial risk of the transmission of the illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include review of the educational implications for the student and others with whom he or she comes into contact.

**DUE PROCESS**

Pine River-Backus Public Schools will not deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion or expulsion as prescribed in the Minnesota Pupil Fair Dismissal Act of 1974.

**SECTION 504**

It is the policy of the Pine River-Backus Board of Education to provide a free and appropriate education to each handicapped student within its jurisdiction. It is the intent of the district to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Act (IDEA).

**EXTRA/CO-CURRICULAR ELIGIBILITY REQUIREMENTS**

Students are encouraged to participate in the many activities that are offered at Pine River-Backus High School. Students need to prioritize academics above participation in activities. Students receiving special education services are expected to follow the same academic standards unless specifically addressed in their IEP. The Pine River-Backus HS academic eligibility policies and procedures apply to all students participating in athletic and fine arts activities, as well as Knowledge Bowl, Student Council, Speech, Interact, Robotics, BPA, Homecoming

and SnoDaze court. Band and choir contests, both individual and group, are governed by this academic policy when they are sanctioned and affiliated with the MSHSL.

**Eligibility Checks:**

At the beginning of each week an eligibility report will be run identifying all students who are currently failing or in danger of failing. Students who are failing are placed on the list as Ineligible. Students who are in danger of failing are on the list as Warning. A student will be ineligible for extracurricular activities if he/she fails one or more classes or receives an incomplete. The specific evaluation dates will be posted on the school website. Any students who receive a failing grade at the end of the school year will be ineligible if they are still participating in a spring sport; if they are not out for a spring sport, they will be ineligible for the first scheduled event of the fall activity in which they participate.

At the end of grading periods these grades will be used, quarter one grade, semester one grade, quarter 3 grade and semester 2 grades.

Non-traditional students (PSEO, Odyssey, Etc.) will be held to the same standards. These students' grades will be evaluated when they are made available to the school from the supervising party.

Once a student is on the list and declared Ineligible, the student remains ineligible for the duration of the ineligibility period and until their academic standing is deemed as adequate.

In order to make adjustments for competitions, coaches/advisors will be notified of ineligible students via an emailed list containing both Warning and Ineligible students.

Office staff will send reminders at the appropriate time and date to remind teachers about the list. The List will be shared with the Athletic Director, PR-B Dean of Students, and PR-B High School Principal. Teachers and coaches requesting to see the list will be limited and at the discretion of prior said positions.

Deadlines will be established for turning in assignments to allow teachers adequate time to correct the assignments and update Skyward prior to the eligibility check.

### **Rules of Ineligibility**

1. Incomplete: May be eligible as soon as the incomplete is made up.
2. One Failing Grade: Ineligible for 5 school days of play. Student may practice during this time. Grades must be passing at the end of five days to be eligible to participate in games, matches and/ or competitions.
3. Two or More Failing Grades: Ineligible for 10 school days of play. Student may begin to practice when only one failing grade remains. All grades must be passing to be eligible to participate in games, matches and/or competitions.
4. Fine Arts Eligibility: Students in band and/or chorus (grades 7-12) will be eligible to perform in concerts even though they have received an "F" or an "I" in any class. They will not be eligible for MSHSL sponsored Fine Arts' performance contests.

\*\*Any student who has a failed course on their transcript and has been declared ineligible on the list is to report to the ALC for credit recovery on both Tuesdays of the ineligibility period until that credit has been earned\*\*

Minnesota State High School League Bylaws As members of the Minnesota State High School League (MSHSL) we enforce and abide by all of its rules and regulations. The Pine River-Backus HS Student Handbook contains sections and excerpts from the MSHSL Official Handbook. For a complete copy of the MSHSL Official Handbook, please visit the league website at <http://www.mshsl.org>

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### **Bylaw 205 Chemical Eligibility:**

1. A student shall not at any time, regardless of the quantity:
  - a. Use or consume, have in possession a beverage containing alcohol;
  - b. Use or consume, have in possession tobacco; or,
  - c. Use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia

### **Penalties for Category 1 Activities:**

- **First Violation:** After a violation has been determined, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who joins a treatment program.
- **Second Violation:** After a violation has been determined, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or three (3) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who joins a treatment program.
- **Third or Subsequent Violation:** After a violation has been determined, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or four (4) weeks, whichever is greater, of a season in which the student is a participant.
  - A student who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six (6) weeks after entering treatment if all of the following conditions are met:
    - The student is assessed as chemically dependent,
    - Enters treatment voluntarily, and
    - The director of the treatment center certifies that the student has successfully completed the treatment program. Successful completion of a chemical treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

**Accumulative penalties:** Penalties shall be accumulated beginning with and continuing throughout the student's participation on any team or activity in grades 7-12.

### **Bylaw 206 Good Standing and General Eligibility Requirements**

1. **Good Standing:** In order to be eligible for regular season and League tournament competition a student must be in good standing.
  - a. Definition: The term "good standing" shall mean that the student is eligible under all of the conditions and eligibility requirements of that school as well as the eligibility requirements of the Minnesota State High School League.
2. **Student Code of Responsibilities:** Participation in interscholastic activities is a privilege that is accompanied by responsibility. As a student participating in League sponsored activities, I understand and accept the following responsibilities: I WILL...
  - a. respect the rights and beliefs of others and will treat others with courtesy and consideration.
  - b. be fully responsible for my own actions and the consequences of my actions.
  - c. respect the rights and property of others.
  - d. respect and obey the rules of my school and the laws of my community, state and country.
  - e. show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.
3. **Penalty:** A student who is dismissed from school or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the school principal acting on the authority of the local board of education. The League specifically recognizes that certain conduct requires penalties that may exceed those penalties typically imposed for first violations. For example,

when a student is suspended from school, the student is not in good standing and cannot begin to serve the participation penalty until the student has completed the suspension from school and is returned to good standing.

### **Bylaw 409 Responsibility for Participating Teams, Students and Spectators**

MSHSL minimal behavior expectations for regular and postseason tournament competitions

- Respect the American flag and the National Anthem
- Spectators must wear clothing that covers the entire torso. Those who do not comply or who wear clothing that is vulgar, obscene or that in some other way inappropriate, as determined by school/tournament personnel, will be removed from the arena/stadium if they do not cooperate with this behavior expectation
- The use of appropriate language is expected at all times. Profanity, negative chants, booing, trash talk, name calling, personal attacks or other acts of disrespect are unacceptable and must be immediately addressed by school and/or tournament administrators
- Respect the game/contest. Under no condition shall anyone other than the members of the official squad enter the playing surface. No one may interfere with the contest in any way
- Hand held signs, which do not obstruct the view of others, will be permitted provided they are in good taste. Signs, message boards, “white” boards or other similar items contest/tournament officials deem to be in poor taste will be removed
- Signs on sticks, balloons, or any other type of artificial, celebratory items are not permitted
- Artificial noisemakers (i.e. megaphones, cowbells, sirens, whistles, thunder sticks, and other similar items) are not permitted
- Laser lights are strictly prohibited

### **SOCIAL MEDIA RESPONSIBILITIES AND GUIDELINES**

Attending and competing for Pine River-Backus High School is a privilege. Participants in athletics and activities are held in the highest regard and are seen as role models in the community. As students you have the responsibility to portray your team, your coaches, our school, and yourselves in a positive manner at all times. Facebook, Twitter and other social media sites have increased in popularity globally, and are used by the majority of students in one form or another.

Students should be aware that third parties--including the media, staff, future employers and college officials--could easily access your profiles and view all personal information. This includes all pictures, videos, comments and posters. Inappropriate material found by third parties affects the perception of the student, student-athlete and our school. This can also be detrimental to a student's future options (i.e. college, profession). Examples of inappropriate and offensive behaviors concerning participation in online communities may include depictions or presentations of the following:

- Photos, videos, or comments showing the personal use of alcohol, drugs and/or tobacco
- Photos, videos, and comments that are of a sexual nature. This includes links to websites of a pornographic nature and other inappropriate material.
- Pictures, videos, comments or posters that condone drug-related activity. This includes but is not limited to images that portray the personal use of marijuana and drug paraphernalia.

Content online that is deemed unsportsmanlike, derogatory, demeaning or threatening toward any other individual or entity (examples: derogatory comments regarding another school; taunting comments aimed at a student-athlete, coach or team at another school and derogatory comments against race and/or gender) will not be tolerated. No posts should depict or encourage unacceptable, violent or illegal activities (examples: hazing, sexual harassment/assault, gambling, discrimination, fighting, vandalism, academic dishonesty, underage drinking, and illegal drug use).

If you are ever in doubt of the appropriateness of your online public material, consider whether it upholds and positively reflects your own values and ethics as well as those of Pine River-Backus High School. Remember, always present a positive image and do not do anything to embarrass yourself, the team, your family or PRB HS.

### **COUNSELING/GUIDANCE SERVICES:**

Our school has a guidance department who performs continuous service for our students. The counselor's function is in a number of specialized areas in the course of carrying out these services to our students. Among these are individual and group orientation of new students, counseling students who need help, conferring with parents, testing and test interpretation to students and parents, helping students with educational and vocational planning through individual conferences and group guidance, schedule planning, assisting with college and school application and assistance in job placement. Students are encouraged to make use of these services. You are always welcome to make an appointment by signing up in advance in the high school office.

### **CONFERENCES (PARENT/TEACHER):**

Parent/teacher conferences are scheduled twice a year; once in the fall and once in the spring. Parents are urged to call teachers when they have any questions or concerns. Parents and students may access daily attendance and grades online through their family access account. Students and parents are given a pass code allowing access to your student's grades and assignments. This account may be accessed through the school website by visiting [www.prbschools.org](http://www.prbschools.org). Please stop by the high school office if you have not received your username and password.

### **MAKE-UP WORK:**

When a student has been absent for a legitimate reason, the number of days given to complete and receive credit for the work will be equivalent to the number of days classmates had to complete the assignment. Students should be prepared to take tests on the day returning to school if the test was announced previously or absence was for one day. It is the student's responsibility to obtain assignments to be completed. Students may not be allowed to make up work missed due to an unexcused absence.

### **INCOMPLETE GRADES:**

A student is given an "I" for incomplete work only if extended illness or some other situation beyond the student's control prevents completion of work by the end of the grading period. An "I" counts as a failure in computing academic athletic eligibility. A student is given no more than one day for each day absent to make up work. The maximum limit is two weeks after which the "I" becomes an "F". The student receiving an "I" has the responsibility to contact the teacher to determine what work is expected and the date it is due. The teacher giving an "I" has the responsibility to inform the student what is expected in order to meet the grading requirements and the date by which the "I" must be cleared. The teacher must then report the grade promptly to the school office.

### **GRADUATION REQUIREMENTS:**

Students must be enrolled as a Pine River-Backus student in order to participate in the Pine River-Backus graduation ceremony.

Students may become an office/teacher aide under special circumstances. Students will not receive a grade for this assignment and their class rank may be negatively impacted due to their attempting less credits overall.

### **Seventh and Eighth Grade:**

Students must satisfactorily complete the Pine River-Backus High School 7<sup>th</sup> and 8<sup>th</sup> grade programs. Every student will take five required courses each year: English, American History/Geography, Math, Life Science/Earth Science and Physical Education/Health. Every student will also take 3.5 elective courses each year. Electives may change each year. Promotions and retention are based on an evaluation of academic, physical, social and emotional growth. Students will be promoted to the next grade on the advice of the faculty and approval of the principal.

### **Ninth through Twelfth Grade:**

Any waiver of requirements will be granted only with the principal's approval.

### **REQUIRED COURSES**

#### **Grade 9**

English 9-2 credits  
Civics 9-2 credits  
Algebra/Geometry or Pre-Algebra-2 credits  
Physical Science-2 credits  
Physical Education 9-½ credit  
Health 9-½ credit  
Fine Arts -½ credit

#### **Grade 11**

English 11-2 credits  
World History/Geography-2 credits  
Math-2 credits  
Science-2 credits

#### **Grade 12**

English 12-2 credits  
Economics – 1 credit

#### **Grade 10**

English 10-2 credits  
American History-2 credits  
Biology-2 credits  
Algebra/Geometry or Algebra II-2 credits

#### **Grades 10-12**

Math Electives-2 credits  
Science Electives-2 credits  
SRW/Careers-1 credit

### **Summary of Credits Required for Graduation:**

English – 8 credits  
Math – 6 credits  
Survival in the Real World/Careers – 1 credit

Social Studies – 7 credits  
Physical Education - .5 credit

Science – 6 credits  
Health - .5 credit  
Fine Arts - .5 credit

**Total Required Credits – 44 credits**

**Total Credit for Graduation – 44 credits**

Credits toward graduation will only be accepted from authorized, accredited schools.

Students who qualify for special education may be granted permission to pursue alternative programs leading to graduation. These programs will be developed by the special education department and approved by the administration.

**Teacher term overrides may be considered under unusual circumstances.**

### **GRADUATION ATTIRE:**

Graduates may wear any of the following clothing for graduation: dress pants, dress capris, skirts and dresses. No jeans, shorts, flip-flops or sunglasses will be permitted. There should not be any type of outerwear or jewelry on the outside of the graduation gown.

Students will be monitored for appropriate clothing and may be pulled from the graduation line if not dressed appropriately.

### **SCHEDULE CHANGES:**

Students may change schedules. **The deadline for changing classes is two days after the start of the semester.** Students taking online courses will be held to the standard of the state colleges of the State of Minnesota. Students who drop out of a class after the fourth week of a semester will receive a “NC” on the report card. The “NC” can be removed only by successful completion of the class OR TRANSFER OF THE STUDENT TO THE ALC. Grading will be done by semester. Semester tests will be administered in every class.

**STUDENT RECORDS:**

The school will maintain records on all students. Information included in these records may not be released without written parental consent except under two circumstances: One, a transcript of student records will be forwarded to another school when a student transfers; two, a transcript will be sent when a student applies for admission or scholarship to a post-secondary institution. Parents and students may view these records upon giving a written request to the office.

**HONOR ROLL/HONOR GRADUATES:**

Honor roll is determined each semester based on the student’s grade point average for that semester. Students must be enrolled full time at the high school in order to qualify for the honor roll. To be included on the “B” honor roll a student must have at least a 3.00 GPA and no grade lower than a C-. To be included on the “A” honor roll a student must have at least a 3.60 GPA and no grade lower than a B-. Grade point averages are calculated as follows:

A	4.00	B-	2.60	D+	1.30
A-	3.60	C+	2.30	D	1.00
B+	3.30	C	2.00	D-	0.60
B	3.00	C-	1.60	F	0.00

Grade point average is determined by the grades you have received in courses, the credits in each course, divided by the number of credits attempted. Pass/No Pass will have no grade point average assigned. Students who have NC for attendance or D’s, F’s, or incompletes on their report cards will not be considered for the honor roll.

**HONOR GRADUATES:**

Those seniors with a cumulative GPA of 3.60 or higher from grades 9-12 will be recognized as honor graduates and high honor graduates at commencement. Seniors who have NC’s or incompletes on their report card may not be considered graduating with high honors or honors.

**NATIONAL HONOR SOCIETY:**

Selection to the National Honor Society is an honor. It is recognition that a student has achieved an excellent academic record and also made important contributions to his/her school and community. Good scholarship is combined with service, character and leadership. To be eligible for membership one must be at least a junior at PRB and have a minimum of a 3.3 GPA. A student must also have demonstrated those elements of service, character and leadership in ways for making a good world. A faculty council will review the candidate’s application and determine who will be accepted for membership.

**Bell Schedule for PR-B High School**

<b>Normal Day</b>		
	2023-24	
	8:20	
	8:25-9:25	
	9:30-10:30	
	10:35-11:35	
L. 12:45-1:10	11:40-12:40	
L. 11:40-12:05	12:10-1:10	
	1:15-2:15	
	2:20-3:15	
<b>Late Start</b>		
	10:20	
	10:25-11:00	
	11:05-11:40	
L. 12:30-12:55	11:45-12:25	
L. 11:45-12:10	12:15-12:55	
	1:00-1:40	
	1:45-2:25	
	2:30-3:15	
<b>Early Out</b>		
	8:20	
	8:25-9:05	
	9:10-9:45	
	9:50-10:25	
	10:30-11:10	
	11:15-11:55	
L. 12:45-1:15	12:00-12:40	
L. 12:00-12:25	12:30-1:10	

**PR-B High School**  
**2023-2024 In-Person Bell Schedule**  
**Advisory Days (~~Mondays~~ Tuesdays and Thursdays ONLY)**

**7th-8th Grades**

**9th-12th Grades**

1st: 8:25-9:20

1st 8:25-9:20

Advisory: 9:25-9:45

Advisory: 9:25-9:45

2nd: 9:50-10:45

2nd 9:50-10:45

3rd: 10:50-11:45

3rd 10:50-11:45

Lunch: 11:50 - 12:15 (JH Lunch)

4th 11:50-12:45

4th: 12:20-1:15

Lunch: 12:50-1:15 (SH Lunch)

5th: 1:20-2:15

5th: 1:20-2:15

6th: 2:20-3:15

6th 2:20-3:15

## **203.6 CONSENT AGENDAS**

### **I. PURPOSE**

The purpose of this policy is to allow the use of a consent agenda.

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

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

### **III. CONSENT AGENDAS**

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

**Legal References:** Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

**Cross References:** MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)  
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

## **605 ALTERNATIVE EDUCATIONAL SERVICES**

### **I. PURPOSE**

The purpose of this policy is to recognize the need for alternative educational services for some school district students.

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

The school board recognizes the importance of alternative educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school district that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

### **III. RESPONSIBILITY**

- A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It shall be the responsibility of the superintendent to identify alternative educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative educational services. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational services to the school board.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.41, Subd. 11 (Definitions)

Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)  
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)  
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)  
Minn. Stat. § 124D.68 (Graduation Incentives Programs)  
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

## **610 FIELD TRIPS**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

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

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

#### **A. Instructional Trips**

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

#### **B. Supplementary Trips**

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

#### **C. Extended Trips**

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs

and similar organizations in providing extended trip opportunities for students.

### III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
  - 1) If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2) An employee must obtain pre approval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If pre approval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

### IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 123B.49 ( Extracurricular Activities; Insurance)  
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)  
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)

*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 423 (Employee – Student Relationships)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

*[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 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 extra curricular 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 any 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)  
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 402 (Disability Nondiscrimination)  
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)

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

***[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, non intoxicating cannabinoids (including 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, non intoxicating cannabinoids (including 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, non intoxicating cannabinoids (including 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.

- 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 of health.
- J. "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).

#### 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.

## **VII. 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 counseling 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)

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, 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.

*[Note: The following language is not required by law but is recommended by MSBA for inclusion in this policy.]*

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

### III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited 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 State Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by suders 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 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.

#### 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 schools district's locally developed health standards.

***[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]***

#### 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. §§ 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)

## 424 LICENSE STATUS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

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

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

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

### III. PROCEDURE

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

B. Where it is discovered that a teacher's license will expire within one year from

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

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

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

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

Cross References: None

## **425 STAFF DEVELOPMENT AND MENTORING**

***[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 non teaching 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.

### **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.18
- 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.
- 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 Department of Education relating to staff development 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 District 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; and (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. 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.
- D. The school district may use staff development revenue, special grant programs

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

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

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

## **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 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.

## **VII. 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. § 122A.18, Subd. 4 (Expiration and Renewal)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contract; 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**

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## **504 STUDENT DRESS AND APPEARANCE**

**PLEASE NOTE: MINNESOTA SCHOOL DISTRICTS AND CHARTER SCHOOLS ARE NOT REQUIRED TO REVISE THEIR DRESS CODE POLICIES AT THIS TIME.**

For the past year, the Minnesota School Boards Association (MSBA) has engaged in a deep review of Model Policy 504—*Student Dress and Appearance*.

The updates offered below reflect the key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.

In updating Model Policy 504, MSBA seeks to promote and support local discussion and decision-making. Alternative provisions are offered, such as on head wear and hats, in order to assist board members as they create a policy that best fits their schools and their communities.

As Minnesota school districts review and revise their dress code policies, MSBA anticipates that it will learn valuable lessons that can be shared with other schools throughout the state. The revisions offered here are a starting point and are likely to be augmented in the future.

This model policy uses the term “dress code” to refer to the policy itself because of the longstanding practice and community familiarity with the term. A school board can choose to use a different term, such as “clothing,” to replace dress.

Minnesota school boards have considerable authority to decide whether to have a dress code policy at all. Boards can choose the provisions the policy contains. School boards might choose to retain their current dress code policy. Boards may opt to change some provisions and to keep others. Boards may include language that does not appear in Model Policy

**504.**

**The Minnesota legislature passed two laws in 2023 that are relevant to dress codes. These changes are highlighted below.**

**School boards may choose to engage with students, staff, parents and guardians, and others to craft a dress code for the school district.**

**In light of the many local decision points that a dress code invites, MSBA decided to not attempt to create a redline version that could be universal across the state.**

## **I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

**The school board is encouraged to draft a purpose statement that reflects the school district's mission and goals.**

**The dress code provisions offered below recognize that clothing is an expressive activity protected under the First Amendment. The policy seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing. School boards may choose to adopt all, some, or none of the suggested provisions.**

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

A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.

**As school boards create a school dress code, they often encounter challenges related to subjective terms—such as appropriate, suitable, or community standards—that can be vague and can vary from one person's interpretation to another. School boards may choose to provide more explicit provisions, such as are presented below.**

B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

**Unlike Paragraph A above, Paragraph B focuses upon potential effects upon learning, discipline, and safety as it balances students' right to express themselves. The standards stated in Paragraph B draw upon the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and subsequent decisions (see Legal References below).**

C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:

1. does not injure people or damage property;
2. does not materially and substantially disrupt or interfere with the educational process or classwork;
3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

1. Clothing for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing for the activity (i.e., physical education or the classroom).
4. Footwear that does not present a safety hazard.

5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

**Across the nation, school boards have been encouraged to reconsider rules regarding hats and other headwear. In recent years, Minnesota school districts have developed a range of policies regarding hats and related headgear. Some districts have chosen to maintain a prohibition. Others have created grade/building specific rules. Some boards have permitted hats while prohibiting hoods.**

**A school board could choose to direct school building-level administration to work with staff, students, and others to develop building-specific rules regarding headwear.**

6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

**In 2023, the Minnesota legislature enacted the CROWN Act, which adds Subparagraph 6 to the protections under the Minnesota Human Rights Act.**

C. Student clothing may not include the following:

1. Option 1: Students may not wear inappropriate clothing.

Option 2: Extremely brief garments and see-through garments may not be worn.

Option 3: Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).

**MSBA is grateful to the Roanoke County Public Schools (Virginia) for its permission to incorporate this image in Model Policy 504.**

**The previous Model Policy 504 prohibited “inappropriate” clothing and then presented a short list of examples. Creating a comprehensive, clear definition of “inappropriate” clothing presents significant challenges, as does reliance upon a small list of examples of “inappropriate” clothing.**

**MSBA encourages school boards to consider moving away from “appropriate” standards to an approach that focuses upon impacts upon other students and the educational process. A school board may decide to focus upon the prohibition upon clothing that “materially and substantially disrupts or interferes with” the educational process and related standards set out in Article II.B above rather than invoking a general ‘inappropriate’ standard.**

**MSBA understands that school boards may wish to establish expectations regarding clothing that covers one’s body. To this end, MSBA offers some examples a school board could adapt or adopt. Other options can be considered.**

**Subparagraphs 2-4 below could be retained regardless of how a school board chooses to proceed under Subparagraph 1.**

2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

**Subparagraph 2 seeks to encourage understanding of the ways in which expression through clothing can communicate messages that create harm or a hostile learning environment for others.**

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

4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or

violence against other individuals as defined in Policy 413.

D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

**Paragraph D confirms the right that students possess to express themselves within the general standards established in this policy. A school board could choose to combine this with Subparagraph 2 above.**

### **III. PROCEDURES**

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

B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a

graduation ceremony.

**In 2023, the Minnesota legislature enacted the second sentence in Paragraph C above.**

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

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)  
Minn. Stat. § 363A.03, Subd. 36a (Definitions)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8th Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8th Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8th Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3rd Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed. Appx. 518 (6th Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4th Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

## 506 STUDENT DISCIPLINE

[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.

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.

[Note: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]

- C. Procedures for Removal of a Student From a Class.
1. Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;
  2. Specify required approvals necessary;
  3. Specify paperwork and reporting procedures.
- 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. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.
- E. Responsibility for and Custody of a Student Removed from Class.
1. Designation of where student is to go when removed;
  2. Designation of how student is to get to designated destination;
  3. Whether student must be accompanied;
  4. Statement of what student is to do when and while removed;
  5. Designation of who has control over and responsibility for student after removal from class.
- F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.
1. Specification of procedures;
  2. Actions or approvals required such as notes, conferences, readmission plans.
- 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. Specification of Procedures;
  2. Actions or approvals required, such as notes, conferences, readmission plans.
- H. Disabled Students; Special Provisions.
1. Procedures for consideration of whether there is a need for further assessment;
  2. Procedures for consideration of whether there is a need for a review of

the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;

2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

M. ***Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services;***

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031;

## 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 nonexclusionary 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.

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 one school day or less, 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 (6th) consecutive day of suspension or the tenth (10th) 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)  
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)

Adopted: 2023  
Revised:  
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Next Review: Tri-Annual

Pine River-Backus School District Policy 507

MSBA/MASA Model Policy 507  
REV. 2023

## **507 CORPORAL PUNISHMENT AND PRONE RESTRAINT**

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

### **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.

### **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. "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 a district, including a school resource officer, security personnel, or police officer contracted with a 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.

## **V. EXCEPTIONS**

A teacher or school principal may use reasonable force under the conditions set forth in Policy 507 (Student Discipline).

## **VI. 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. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

**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)

## **509 ENROLLMENT OF NONRESIDENT STUDENTS**

***[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.

### **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.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

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

D. 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.

E. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as

warranted on a case-by-case basis.

G. Termination of Enrollment

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.68 (Graduation Incentives Program)  
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)

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

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

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### **B. Retention**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

#### **C. Program Design**

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the world's best workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented

students challenging and appropriate educational programs and services.

3. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes , section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under represented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Students Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

**Cross References:** 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 Standard Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)



## 516.5 OVERDOSE MEDICATION

***[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]***

### I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)<sup>1</sup>, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

### II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

### III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

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<sup>1</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
  - 1. Administration type
  - 2. Dosage
  - 3. Date of issuance
  - 4. Signature of the authorized provider

#### **IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES**

A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order

annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.

3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
  - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
  - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

**B. Site Planning Teams**

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

**C. School District Staff**

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

**V. NALOXONE STORAGE**

- A. The Site Planning Team will select numerous Naloxone storage locations within the

school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

***[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]***

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## **VI. Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 121A.21 (School Health Services)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.224 (Opiate Antagonists)  
Minn. Stat. § 144.344 (Emergency Treatment)  
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)  
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances)  
Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)  
Minn. Stat. § 604A.01 (Good Samaritan Law)  
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)  
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)  
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)  
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)  
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)  
Minnesota Department of Health Toolkit on the Administration of Naloxone

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

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

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

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

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of

use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

## **V. UNACCEPTABLE USES**

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
    - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
    - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
    - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
    - d. information or materials that could cause damage or danger of disruption to the educational process;
    - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
  2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
  3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
  4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
  5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's

materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

***[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]***

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
  - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
  - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees

shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” and “Reddit,” and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such

reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## VI. FILTER

***[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts which seek technology revenue pursuant to Minn. Stat. § 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]***

### **ALTERNATIVE NO. 1**

***For a school district which does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under state law, Minn. Stat. § 125B.15.***

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

***[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]***

### **ALTERNATIVE NO. 2**

***Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.***

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

### **ALTERNATIVE NO. 3**

***School districts which receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy which contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.***

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.

- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

***[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]***

## **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misedeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
  - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
  - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
  - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
  - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  - 1. A copy of the user notification form provided to the student user.
  - 2. A description of parent/guardian responsibilities.
  - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  - 5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  - 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  - 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any

curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
  2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
2. the activity is permitted under a judicial warrant;
3. the school district is notified or becomes aware that the device is missing or stolen;
4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to

engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

***[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]***

## **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XVII. IMPLEMENTATION; POLICY REVIEW**

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in  
Preschool and Kindergarten)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access  
Equity Act)  
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection  
Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000  
(CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. \_\_\_\_ , 141 S. Ct. 2038  
(2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503  
(1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194(2003)  
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D.  
Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d  
1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011),  
aff’d on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir.  
2012)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v.  
Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct.  
2007)

**Cross 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 505 (Distribution of  
Nonschool-Sponsored Materials on School Premises by  
Students and Employees)  
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 519 (Interviews of Students by Outside Agencies)  
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 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

## 534 SCHOOL MEALS POLICY

***[Note: In 2021, the Minnesota legislature amended Minnesota Statutes section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].***

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

***[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]***

### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

### II. PAYMENT OF MEALS

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

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

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

[OPTION 3: *Insert a school district-specific process for payment of a la carte items or second meals.*]

B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

C. Each school that participates in the free school meals program must:  
(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

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

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

### **III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION**

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

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

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

### **IV. UNPAID MEAL CHARGES**

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable,

and efforts are being made to collect it.

C. Negative balances of more than \$*[insert amount]*, not paid prior to *[enter time period (e.g., end of the month, end of the semester, end of the school year)]*, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

## V. COMMUNICATION OF POLICY

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

1. all households at or before the start of each school year;
2. students and families who transfer into the school district, at the time of enrollment; and
3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

**Legal References:** Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

**Cross References:** None

Adopted: 06/13/2022 Pine River-Backus School District Policy 534

**MSBA/MASA Model Policy 534**  
**Orig. 2017; Rev. 2023**

**534 SCHOOL MEALS POLICY**

[Note: In 2021, the Minnesota legislature amended Minnesota Statutes section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

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

[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]

**I. PURPOSE**

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

**II. PAYMENT OF MEALS**

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

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

[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$[insert amount] or [insert number of meals] to this account]. When an account reaches this limit, a student shall not be allowed to charge second meals or a la carte items until the negative

account balance is paid. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]]

[OPTION 3: Insert a school district-specific process for payment of a la carte items or second meals.]

B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

C. Each school that participates in the free school meals program must:  
(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

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

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

### III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

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

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been

served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

#### IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than \$[insert amount], not paid prior to [enter time period (e.g., end of the month, end of the semester, end of the school year)], will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

#### V. COMMUNICATION OF POLICY

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

1. all households at or before the start of each school year;
2. students and families who transfer into the school district, at the time of enrollment; and
3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or

the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)  
42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 et seq. (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

***[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.

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

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### **III. DEFINITIONS**

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. "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. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be

harmed and erased through the education system.

E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce 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.

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.

#### **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 and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).;

***[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)

## 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

### I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### II. GENERAL STATEMENT OF POLICY

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 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 an 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.]***

#### **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)



## **603 CURRICULUM DEVELOPMENT**

***[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.

## 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; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
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)

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. 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 II.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. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, 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 must5 offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

#### **IV. 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.

#### **V. CPR AND AED INSTRUCTION**

The school district will provide one time 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.]*

## **VI. COLLEGE AND CAREER PLANNING**

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive 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)

## **613 GRADUATION REQUIREMENTS**

***[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]***

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

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

B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

#### **IV. DISTRICT ASSESSMENT COORDINATOR**

The Testing Coordinator shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### **V. GRADUATION ASSESSMENT REQUIREMENTS**

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required

to achieve a specified score or level of proficiency on an assessment to graduate from high school.

- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics..
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or

physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

***[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]***

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  1. School District Standards, Health (K-12);
  2. School District Standards, Career and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
 Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.023 (Benchmarks)  
 Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
 Minn. Stat. § 120B.07 (Early Graduation)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking)

Prohibited)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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 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)

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

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

B. "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.

### **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.

***[Insert Local Cycle in this space]***

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. By [    date    ] of 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.

5. Translation services should be provided to the extent appropriate and practicable.

6. 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.

E. 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.

F. 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. 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 commissioner of education in the form and

manner specified by the  
commissioner.

4.The school district must report whether programs funded with  
compensatory revenue are consistent with best practices demonstrated  
to improve student achievement.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation  
Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing  
Curriculum, Instruction, and Student Achievement; Striving for the  
World’s Best Workforce)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class;  
Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning  
Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount  
and Use)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for  
Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for  
Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards 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)

## **617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS**

*[Note: With repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts that retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]*

### **I. PURPOSE**

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

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

A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.

B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards. This policy also defines how technology will be integrated across student learning areas. *[Note: With repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]* In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the

required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

#### A. Preparatory Content Standards

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. *[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

*[Note: School districts should examine existing graduation requirements and align them to the new requirements.]*

#### C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

#### D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**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)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3520 (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 in

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)

## **618 ASSESSMENT OF STUDENT ACHIEVEMENT**

### **I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.

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

The school district has established a procedure by which students shall complete the Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Standards.

### **III. DEFINITIONS**

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth

apprenticeship, or employment.

G. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The superintendent shall establish criteria by which student performance of locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation Standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

##### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***

##### B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level

as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading and mathematics and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
  - a. explains the need for state academic standards;
  - b. identifies the state assessments that are aligned with state standards;
  - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
  - d. states that students who receive a college ready benchmark on the

high school Minnesota Comprehensive Assessment are not required to take a remedial, non credit course at a Minnesota state college or university in the corresponding subject area;

- e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
  - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## **VI. RIGOROUS COURSE OF STUDY WAIVER**

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international

baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## VII. CAREER EXPLORATION ASSESSMENT

- A. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, must be given the opportunity to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.
- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for reviewing Curriculum Instruction and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
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 616 (School District System Accountability)

## 620 CREDIT FOR LEARNING

*[Note: School districts statutorily are required to provide students with credit for approved post secondary 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 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. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- 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 a student has earned at least ***[insert number]*** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least ***[insert number]*** credits from the school district.
  - 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 shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

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 non final grades earned during the academic term.

## **V. POSTSECONDARY 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.

## **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. The school district does not offer weighted grades.

***[or]***

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

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

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

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

3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_.

4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of \_\_\_\_.

5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_.

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)  
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 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (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)

## 621 LITERACY AND THE READ ACT

**[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]**

### I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

### II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

### III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead

may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.

M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a screener approved by MDE;
2. reading-related services currently being provided to the student and the student's progress; and
3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. The school district may not use this section to deny a student's right to a special education evaluation.

## **V. IDENTIFICATION AND REPORT**

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for dyslexia;

2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district

must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  2. a process to notify and involve parents;
  3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and
    - c. students in grades 4 to 12 who are identified as not reading at grade level; and
  9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

### **VIII. STAFF TRAINING**

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
  2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  3. special education teachers;
  4. curriculum directors;
  5. instructional support staff who provide reading instruction; and

6. employees who select literacy instructional materials for a district.

B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

## **X. LITERACY INCENTIVE AID USES**

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

**Legal References:** Minn. Stat. § 120B.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. §124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None

## 624 ONLINE LEARNING OPTIONS

***[Note: The provisions of this policy substantially reflect the statutory requirements of Minnesota Statutes section 124D.095, the Online Learning Option Act.]***

### I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

***[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minnesota Statutes section 124D.095, subdivision. 4(d) and (e).]***

***To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.***

### III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minnesota Statutes section 120A.22, subdivision 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

## IV. PROCEDURES

### A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

### B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this

paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student

takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option Act)

**Cross References:** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)  
MSBA/MASA Model Policy 613 (Graduation Requirements)



## **708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

***[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. 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 23B.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. (Minn. Stat. § 123B.86, Subd. 2(a))
- C. The school district must 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. (Minn. Stat. § 123B.86, Subd. 2(b))

- D. The school district shall 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. (Minn. Stat. § 123B.44, Subd. 1)
- 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 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 pay the cost of transportation provided outside the school district. 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. (Minn. Stat. § 125A.18)

- 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. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)
- 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 Disabilities)  
*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)

## 709 STUDENT TRANSPORTATION SAFETY POLICY

*[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 Statute 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.

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 school 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, 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. "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, Subd. 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 Statute section 144.057 or Minnesota Statutes. chapter 245C for daycare 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 Statute 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 sections 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 Statute 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, subdivision 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 Statute 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 Preschool 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 by 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 (Notification of Violation by a Commercial Driver)  
 Minn. Stat. § 171.169 (Notification 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)

## 806 CRISIS MANAGEMENT POLICY

*[Note: The Commissioner of the Minnesota Department of Education 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 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 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.]***

- 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 district 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

## V. MISCELLANEOUS PROCEDURES

### A. Chemical Accidents

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

***[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.* (The 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)

<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

**Cross References:** MSBA/MASA Model Policy 407 (Employee 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*  
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>