

# Regular Monthly Board Meeting

Monday, August 5, 2024 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, Chris Cunningham, Roger D. Hoplin, Nicki Linsten-Lodge, Carrie Maurer-Ackerman, 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**

4. **Approve Minutes of the July 1, 2024 Regular Meeting**

**Speaker(s):** Board Chair

5. **Informational Items**

5.1. Principal Reports

5.2. Director Reports

5.3. Superintendent Report

5.4. Federal Funds

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. Approve the 2024-25 High School Student Handbook

6.8. Approve the 2023-24 Elementary Student Handbook

6.9. Set Meal Prices for 2024-25:

Adult Breakfast \$2.40

Adult Lunch \$5.00

Adult Lunch Entree \$2.40

Adult Breakfast Entree \$1.75

Student Extra Entree \$1.25

Milk \$.40

6.10. Set Substitute and Activity Worker Rates of Pay. The approved rates will be effective August 6, 2024.

6.11. Approve a Class Overload for Neil Travis, Industrial Technology Teacher

## 7. Discussion Items

7.1. Operating Referendum or Capital Projects Levy November 2025

## 8. Action Items

8.1. Review and Approve Policies:

- 419 Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction
- 418 Drug-Free Workplace/Drug-Free School
- 425 Staff Development and Mentoring
- 524 Internet, Technology and Cell Phone Acceptable Use and Safety Policy
- 104 School District Mission Statement
- 413 Harrassment and Violence
- 207 Public Hearings
- 102 Equal Educational Opportunity
- 806 Crisis Managment Policy
- 506 Student Discipline
- 416 Drug, Alcohol and Cannabis Testing

8.2. Adopt a Resolution Requiring the Tally of Write-In Votes Only if Write-In Votes are Greater than a Ballot Candidate's Total Votes

8.3. Approve Out of State Travel to Attend the HRS Conference in San Antonio, TX for up to 5 Staff Members January 29-31, 2025

## 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 1, 2024 with Chair Cunningham presiding.

Members present: Chris Cunningham, Roger D. Hoplin, Carrie Maurer-Ackerman, David Sheley, Ryan Trumble and Superintendent Jonathan Clark. Leslie Bouchonville and Nicki Linsten-Lodge were absent.

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

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

Motion by Trumble, second by Hoplin, to approve the minutes of the June 3, 2024 regular board meeting and the June 17, 2024 special meeting. All voted aye and the motion carried.

Administrative team and director reports were heard.

Consent Calendar - Motion by Sheley, second by Maurer-Ackerman, to approve the Consent Calendar, which consisted of the following items:

- Approve bills presented (checks 75803-75905 totaling \$133,638.45); 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 Lloyd Oney, Bus Driver, effective May 29, 2024 and authorize posting for a replacement
  - Approve the hiring of Nathan Fisher as Varsity Football Coach for the 2024 season
  - Approve the hiring of Robert Johnson as Assistant Football Coach for the 2024 season
  - Approve the hiring of Michael Dinnel as Assistant Football Coach for the 2024 season
  - Approve the hiring of Erik Vetsch as Assistant Football Coach for the 2024 season
  - Approve the hiring of Mike Lupella as Junior High Football Coach for the 2024 season
  - Approve the hiring of Neil Travis as Junior High Football Coach for the 2024 season
  - Approve the hiring of Joshua Hirschev as Varsity Volleyball Coach for the 2024 season
  - Approve the hiring of Liz Dahl as Assistant Volleyball Coach for the 2024 season
  - Approve the hiring of Ben Kinser as Assistant Volleyball Coach for the 2024 season
  - Approve the hiring of Leah Freeman as Junior High Volleyball Coach for the 2024 season
  - Approve the hiring of Karl Ludeman as Varsity Cross Country Coach for the 2024 season
  - Approve the hiring of Kate Davis as Musical Director for the 2024 production
  - Approve a leave of absence for Katie Vershelde, High School Science Teacher, from approximately November 27, 2024 to February 12, 2025 and authorize posting for a long term substitute
  - Approve a leave of absence for Kiersten Kralovetz, Elementary Teacher, from approximately October 24, 2024 to January 15, 2025 and authorize posting for a long term substitute
- Set activity participation fees for 2024-25: Junior High (grades 7-9) \$70; High School (grades 10-12) \$80; Hockey - set by Pequot Lakes; annual max per family \$300
- Set athletic admission fees for 2024-25: Adult \$7; Senior (age 65 and over) \$4; Student \$4; PRB K-12 students with student ID – free; PRB staff with employee badge – free; family season pass \$100; single season pass \$60; senior season pass (age 65 and over) \$40; student season pass \$40
- Set cell phone reimbursement rate for 2024-25 at \$60 per month
- Approve the Pine River-Backus Schools Local Literacy Plan

Discussion Items:

- Student handbooks
- MSBA updates regarding cell phone policy

Motion by Sheley, second by Hoplin, to approve policy 709 – Student Transportation Safety Policy and policy 504 – Student Dress and Appearance and to table approval of policy 540- Use of Cell Phones, Digital Imaging Devices and Other Personal Electronic Devices. All voted aye and the motion carried.

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

Cunningham adjourned the meeting at 5:45 p.m.

Carrie Maurer-Ackerman, Interim Clerk  
Recorded by Cindy Felthous

**FEDERAL FUNDS UPDATE - Allocation, Budget, Spending 8/5/2024**

**FEDERAL COVID FUNDS:**

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2023-24	Carry Forward to FY2025	Application Status	Budget Status	Proposed Use of Funds
2024	160	Formula 160 - SFY2024 Budget Only	\$676,891.00	\$676,891.00	\$0.00	\$676,891.00	\$0.00	Approved 12/4/2023	Approved 12/4/2023	Health Services Addition - \$200,000 in FY2023, balance to finish in FY2024
2024	161	Formula 161 - SFY2024 Budget Only	\$253,881.00	\$253,672.00	\$209.00	\$253,672.00	\$0.00	Approved 12/4/2023	Approved 12/4/2023	1.0 fte Curriculum Coordinator District, extended time for teachers to work with Curriculum Coordinator Amendment: Balance of funds to cover existing ALP position(s)
<b>FEDERAL COVID FUNDS TOTAL</b>			<b>\$930,772.00</b>	<b>\$930,563.00</b>	<b>\$209.00</b>	<b>\$930,563.00</b>	<b>\$0.00</b>			

**FEDERAL TITLE FUNDS:**

State Fiscal Year	Finance Code	Description	Funds Available	Funds Budgeted	Balance Unbudgeted	YTD SPENT 2023-2024	Carry Forward to FY2025	Application Status	Budget Status	Proposed Use of Funds
2024	401	Formula - 401 - SFY 2024, Title I, Part A: Improving the Academic Achievement of the Disadvantaged	\$342,301.19	\$327,282.02	\$15,019.17	\$326,789.89	\$15,019.17	Application Submitted 8/28/2023	Approved 10/4/2023	3.0 fte Title I Teachers - Elementary
2024	414	Formula - 414 - SFY 2024, Title II, Part A: Teacher and Principal Training and Recruitment	\$40,189.00	\$15,857.79	\$24,331.21	\$15,857.79	\$24,331.21	Application Submitted 8/28/2023	Approved 10/4/2023	Staff Development - extended time for curriculum alignment and intervention implementation training and training on appropriate methods for data review, conferences and supplies.
2024	433	Formula - 433 - SFY 2024, Title IV, Part A, Student Support and Academic Enrichment	\$0.00	\$0.00	\$0.00	N/A	N/A	No Application Needed	N/A	All \$19,737.88 Title IV Funds transferred to Title I (401). No FY2024 application in Title IV.
<b>FEDERAL TITLE FUNDS TOTAL</b>			<b>\$382,490.19</b>	<b>\$343,139.81</b>	<b>\$39,350.38</b>	<b>\$342,647.68</b>	<b>\$39,350.38</b>			

## 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	77410	75932	Check	1	104784		ACKERMAN, JORDAN	Yes	No	No	USD	07/01/2024	423.43
			77406	75933	Check	1	102696		BOND TRUST SERVICES	Yes	No	No	USD	07/01/2024	40,752.50
			77414	75934	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/01/2024	5,233.38
			77402	75935	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	07/01/2024	16,900.00
			77407	75936	Check	1	103012		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	07/01/2024	276.77
			77401	75938	Check	1	00171		GONNION, MARK	Yes	No	No	USD	07/01/2024	920.63
			77415	75939	Check	1	37100		HESLOP, JAMES STEVEN	Yes	No	No	USD	07/01/2024	730.31
			77409	75940	Check	1	104750		HIRSCHEY, JOSH	Yes	No	No	USD	07/01/2024	212.55
			77416	75941	Check	1	49670		MASSP	Yes	No	No	USD	07/01/2024	1,780.00
			77403	75942	Check	1	101507		MESPA	Yes	No	No	USD	07/01/2024	962.00
			77417	75943	Check	1	56100		MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	USD	07/01/2024	8,353.00
			77404	75944	Check	1	101909		MREA	Yes	No	No	USD	07/01/2024	2,037.00
			77413	75945	Check	1	105285		POWERSCHOOL GROUP LLC	Yes	No	No	USD	07/01/2024	2,577.00
			77405	75946	Check	1	102311		SNA	Yes	No	No	USD	07/01/2024	20.00
			77411	75947	Check	1	104791		TREBRON SECURITY, LLC	Yes	No	No	USD	07/01/2024	7,540.00
			77412	75948	Check	1	105209		TULENCHIK, IRVIN	Yes	No	No	USD	07/01/2024	60.00
			77431	75949	Check	1	105683		ALL STATE COMMUNICATIONS	Yes	No	No	USD	07/08/2024	593.55
			77424	75950	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	07/08/2024	2,165.27
			77433	75951	Check	1	105802		BURNS, ARIANA	Yes	No	No	USD	07/08/2024	240.00
			77421	75952	Check	1	101604		CENTRAL MCGOWAN, INC - 139156	Yes	No	No	USD	07/08/2024	74.15
			77437	75953	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/08/2024	135.74
			77432	75954	Check	1	105769		COLUMN SOFTWARE PBC	Yes	No	No	USD	07/08/2024	203.75
			77425	75955	Check	1	104788		GRIDER, JENNY	Yes	No	No	USD	07/08/2024	533.46
			77428	75956	Check	1	105668		HATHAWAY, ISABELLA	Yes	No	No	USD	07/08/2024	80.00
			77434	75957	Check	1	105803		JOHNSON, CAYLEI	Yes	No	No	USD	07/08/2024	80.00
			77420	75958	Check	1	100836		LEARNING RESOURCES	Yes	No	No	USD	07/08/2024	182.94
			77427	75959	Check	1	105485		LEWIS, AALIYAH	Yes	No	No	USD	07/08/2024	80.00
			77422	75960	Check	1	101621		REGION 8A	Yes	No	No	USD	07/08/2024	455.00
			77429	75961	Check	1	105670		RILEA, KAITLYN	Yes	No	No	USD	07/08/2024	40.00
			77435	75962	Check	1	105804		RILEA, KAYLA	Yes	No	No	USD	07/08/2024	40.00
			77426	75963	Check	1	104951		SHERWOOD FLORIST	Yes	No	No	USD	07/08/2024	28.00
			77423	75964	Check	1	102084		TEACHER DIRECT	Yes	No	No	USD	07/08/2024	1,827.72
			77430	75965	Check	1	105672		VOLK, ANDREW	Yes	No	No	USD	07/08/2024	80.00
			77436	75966	Check	1	105805		WYNN, DEAN II	Yes	No	No	USD	07/08/2024	200.00
			77419	75967	Check	1	00566		XCEL ENERGY	Yes	No	No	USD	07/08/2024	377.81
			77440	75968	Check	1	105807		CITY OF NISSWA	Yes	No	No	USD	07/10/2024	52.50
			77438	75969	Check	1	00489		PAUL'S LARGE GARAGE	Yes	No	No	USD	07/10/2024	1,317.15
			77439	75970	Check	1	105806		SMITH, JOSH	Yes	No	No	USD	07/10/2024	40.00
			77446	75971	Check	1	105304		ALL STAR TROPHY AND AWARDS, IN	Yes	No	No	USD	07/12/2024	102.00
			77443	75972	Check	1	102716		CENEX CREDIT CARD	Yes	No	No	USD	07/12/2024	630.28
			77448	75973	Check	1	14850		CITY OF PINE RIVER	Yes	No	No	USD	07/12/2024	530.83

## 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	77449	75974	Check	1	18200		CULLIGAN	Yes	No	No	USD	07/12/2024	69.45
			77450	75975	Check	1	31800		GARDINER HARDWARE	Yes	No	No	USD	07/12/2024	606.88
			77444	75976	Check	1	104890		NEE MINNESOTA PROJECTS LLC	Yes	No	No	USD	07/12/2024	7,557.40
			77451	75977	Check	1	67575		PINE RIVER AREA SANITARY DIST.	Yes	No	No	USD	07/12/2024	999.40
			77447	75978	Check	1	10650		PINE RIVER FAMILY MARKET	Yes	No	No	USD	07/12/2024	15.89
			77452	75979	Check	1	69635		POPPLERS MUSIC STORE	Yes	No	No	USD	07/12/2024	527.00
			77445	75980	Check	1	105107		R & J BROADCASTING, INC.	Yes	No	No	USD	07/12/2024	150.00
			77441	75981	Check	1	100434		SCHOOL SPECIALTY	Yes	No	No	USD	07/12/2024	583.48
			77442	75982	Check	1	100701		WASTE PARTNERS	Yes	No	No	USD	07/12/2024	977.30
			77460	75983	Check	1	105683		ALL STATE COMMUNICATIONS	Yes	No	No	USD	07/12/2024	1,196.50
			77457	75984	Check	1	103797		BSN SPORTS LLC	Yes	No	No	USD	07/12/2024	19,919.70
			77461	75985	Check	1	18200		CULLIGAN	Yes	No	No	USD	07/12/2024	159.01
			77455	75986	Check	1	102997		INFINITY ONLINE	Yes	No	No	USD	07/12/2024	1,500.00
			77454	75987	Check	1	00309		MASMS	Yes	No	No	USD	07/12/2024	250.00
			77459	75988	Check	1	105285		POWERSCHOOL GROUP LLC	Yes	No	No	USD	07/12/2024	4,052.47
			77456	75989	Check	1	103375		TRUGREEN	Yes	No	No	USD	07/12/2024	4,961.62
			77458	75990	Check	1	105281		WRIGHT SPECIALTY PREMIUM TRUS	Yes	No	No	USD	07/12/2024	115,708.06
			77469	75991	Check	1	02080		AFLAC	Yes	No	No	USD	07/18/2024	100.00
			77470	75992	Check	1	104817		Minnesota Life Insurance Company	Yes	No	No	USD	07/18/2024	895.55
			77471	75993	Check	1	77300		SCHOOL SERVICE EMPLOYEES	Yes	No	No	USD	07/18/2024	1,072.56
			77477	75994	Check	1	14850		CITY OF PINE RIVER	Yes	No	No	USD	07/22/2024	22,594.14
			77473	75995	Check	1	100195		DAY'S SANITARY SEWER SVC	Yes	No	No	USD	07/22/2024	985.00
			77478	75996	Check	1	56850		MINNESOTA UI FUND	Yes	No	No	USD	07/22/2024	11,203.79
			77476	75997	Check	1	102136		PAUL'S LOCKS AND KEYS LLC	Yes	No	No	USD	07/22/2024	140.00
			77475	75998	Check	1	100728		REGION 6A MSHSL	Yes	No	No	USD	07/22/2024	132.00
			77474	75999	Check	1	100434		SCHOOL SPECIALTY	Yes	No	No	USD	07/22/2024	3.74
			77484	76000	Check	1	102696		BOND TRUST SERVICES	Yes	No	No	USD	07/22/2024	48,121.04
			77487	76001	Check	1	103613		BRETH-ZENZEN FIRE PROTECTION I	Yes	No	No	USD	07/22/2024	625.00
			77491	76002	Check	1	13500		CENTRAL MINNESOTA ERDC	Yes	No	No	USD	07/22/2024	4,612.43
			77492	76003	Check	1	13800		CHAMBER OF COMMERCE	Yes	No	No	USD	07/22/2024	400.00
			77481	76004	Check	1	01119		CLIMATE MAKERS	Yes	No	No	USD	07/22/2024	5,850.00
			77489	76005	Check	1	105368		COLONIAL LIFE	Yes	No	No	USD	07/22/2024	3,797.10
			77480	76006	Check	1	00418		DACOTAH PAPER CO	Yes	No	No	USD	07/22/2024	14,816.00
			77493	76007	Check	1	40800		IND SCHOOL DIST #186	Yes	No	No	USD	07/22/2024	14,832.64
			77483	76008	Check	1	101855		MENARDS	Yes	No	No	USD	07/22/2024	183.29
			77490	76009	Check	1	105549		MetLife	Yes	No	No	USD	07/22/2024	1,291.21
			77494	76010	Check	1	55800		MINNESOTA POWER	Yes	No	No	USD	07/22/2024	1,295.80
			77479	76011	Check	1	00071		NORTHLAND STEAM CLEANERS	Yes	No	No	USD	07/22/2024	3,060.00
			77486	76012	Check	1	103413		PAPER STORM	Yes	No	No	USD	07/22/2024	120.00
			77488	76013	Check	1	103851		RASINSKI TOTAL DOOR SERVICE LL	Yes	No	No	USD	07/22/2024	6,701.36
			77485	76014	Check	1	103172		ST. CLOUD ACOUSTICS, INC.	Yes	No	No	USD	07/22/2024	15,150.00

## 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	77482	76015	Check	1	04800		TDS TELECOM	Yes	No	No	USD	07/22/2024	4,954.37
			77495	76016	Check	1	03175		NATIONAL INSURANCE SERVICES	Yes	No	No	USD	07/22/2024	565.62
			77496	76017	Check	1	105808		Consortium on Reaching Excellence in	Yes	No	No	USD	07/23/2024	2,340.00
														Bank Total: CHEC	\$423,945.52
														Report Total:	\$423,945.52

**PINE RIVER-BACKUS SCHOOLS**

Investment Report

August 5, 2024

**Investments in Local Banks**

							<u>Accrued Interest</u>
Pine River State Bank	Pine River, MN	10/6/2023	9/6/2024	11	\$	249,629.67	5.00% \$ 49,629.67
First National Bank of Walker	Backus, MN	7/19/2024	1/17/2025	6	\$	108,888.88	3.00% \$ 9,888.88
<i>Total Local Investments</i>							<u>\$ 358,518.55</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	3,558,527.75	Blended	NA
<i>Total MSDLAF</i>			<u>\$ 3,558,527.75</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	\$ 844,682.20	3.04%	\$ 219,108.03
				<u>\$ 844,682.20</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			537.95	0.15%
Marshall Scholarship CD	9/6/2024	11	29,852.19	5.00%
Marshall Savings			6,249.05	0.15%
Alfred Weise Scholarship CD	9/6/2024	11	2,985.83	5.00%
Alfred Weise Scholarship Savings			1,517.43	0.15%
Fillings (Reighard) Scholarship CD	9/6/2024	11	7,256.87	5.00%
Fillings (Reighard) Scholarship Savings Acct			69.24	0.15%
Evelyn W. Berg Savings			6,069.49	0.15%
Sheila Joan Anderson Savings Acct			2,404.04	0.15%
Dennis Heemstra Scholarship CD - FNB	1/17/2025	6	125,216.62	3.00%
Dennis Heemstra Scholarship CD - FNB	1/17/2025	6	110,383.70	3.00%
Dennis Heemstra Scholarship Savings - PRSB			38,968.35	0.50%
PR-B Scholarship CD	9/6/2024	11	10,516.75	5.00%
PR-B Scholarship Savings Acct			42,546.76	0.65%
Evan Lindquist Memorial Scholarship CD	9/6/2024	11	32,545.35	5.00%
Evan Lindquist Memorial Scholarship Savings			4,488.06	0.15%
Earl & Violet Fenton CD	9/6/2024	11	4,291.73	5.00%
Earl & Violet Fenton Savings Acct			6.95	0.15%
<i>Total Pine River State Bank / First National Bank Walker</i>			<u>\$ 425,906.36</u>	

**TOTAL INVESTMENTS**

\$ 4,342,952.66

**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	202301			202401			202501		
		Budget rbud23	Year to Date	%	Budget rbud24	Year to Date	%	Budget pbud25	Year to Date	%
01	General Fund									
	100 Salaries & Wages	6,880,441.00	24,600.12	0%	7,269,495.00	25,460.83	0%	7,214,117.00	22,848.46	0%
	200 Employee Benefits	1,851,652.00	55,997.90	3%	1,991,357.00	60,293.47	3%	2,108,390.00	131,148.45	6%
	300 Purchased Services	1,369,010.00	92,575.58	7%	1,509,542.00	104,515.69	7%	1,520,299.00	241,809.43	16%
	400 Supplies & Materials	480,914.00	37,800.23	8%	468,415.00	54,996.72	12%	467,415.00	46,411.97	10%
	800 Other Expenditures	(4,406.00)	12,917.00	(293%)	24,565.00	11,228.00	46%	24,565.00	15,127.00	62%
	900 Other Financing Uses	545,000.00	0.00	0%	110,000.00	0.00	0%	110,000.00	0.00	0%
01	General Fund	11,122,611.00	223,890.83	2%	11,373,374.00	256,494.71	2%	11,444,786.00	457,345.31	4%
02	Food Service Fund									
	100 Salaries & Wages	191,126.00	54.30	0%	214,847.00	47.36	0%	243,137.00	113.48	0%
	200 Employee Benefits	46,971.00	1,343.80	3%	60,549.00	1,592.39	3%	69,281.00	3,992.07	6%
	300 Purchased Services	20,520.00	39.46	0%	21,645.00	31.32	0%	21,645.00	28.72	0%
	400 Supplies & Materials	344,340.00	0.00	0%	360,300.00	0.00	0%	360,300.00	4,612.43	1%
	500 Capital Expenditures	5,000.00	0.00	0%	70,000.00	0.00	0%	10,000.00	0.00	0%
	800 Other Expenditures	1,200.00	2,076.00	173%	2,500.00	2,078.40	83%	2,500.00	20.00	1%
02	Food Service Fund	609,157.00	3,513.56	1%	729,841.00	3,749.47	1%	706,863.00	8,766.70	1%
03	Transportation Fund									
	100 Salaries & Wages	453,000.00	3,301.23	1%	469,564.00	2,089.60	0%	490,820.00	1,005.75	0%
	200 Employee Benefits	82,705.00	3,745.85	5%	84,290.00	3,870.28	5%	94,762.00	8,676.85	9%
	300 Purchased Services	25,188.00	27,084.34	108%	21,738.00	25,502.68	117%	24,374.00	25,357.83	104%
	400 Supplies & Materials	181,000.00	0.00	0%	186,000.00	10.50	0%	186,000.00	10.50	0%
	500 Capital Expenditures	130,000.00	0.00	0%	130,000.00	0.00	0%	130,000.00	0.00	0%
	800 Other Expenditures	3,600.00	0.00	0%	5,150.00	0.00	0%	5,150.00	0.00	0%
03	Transportation Fund	875,493.00	34,131.42	4%	896,742.00	31,473.06	4%	931,106.00	35,050.93	4%
04	Community Service									
	100 Salaries & Wages	276,805.00	(1,868.28)	(1%)	291,323.00	(2,731.38)	(1%)	272,293.00	0.00	0%
	200 Employee Benefits	87,634.00	2,950.64	3%	93,307.00	3,044.55	3%	89,254.00	4,052.78	5%
	300 Purchased Services	32,215.00	263.91	1%	51,385.00	116.25	0%	80,944.00	14,926.12	18%
	400 Supplies & Materials	13,100.00	622.59	5%	13,100.00	602.25	5%	13,100.00	0.00	0%

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

Sequence: Fd, O/S	202301			202401			202501		
Description	Budget rbud23	Year to Date	%	Budget rbud24	Year to Date	%	Budget pbud25	Year to Date	%
04 Community Service									
800 Other Expenditures	5,700.00	0.00	0%	700.00	0.00	0%	700.00	0.00	0%
04 Community Service	415,454.00	1,968.86	0%	449,815.00	1,031.67	0%	456,291.00	18,978.90	4%
05 Capital Expenditure									
300 Purchased Services	102,000.00	625.00	1%	488,180.00	10,799.55	2%	113,070.00	24,226.36	21%
400 Supplies & Materials	79,100.00	16,798.00	21%	79,100.00	0.00	0%	79,100.00	0.00	0%
500 Capital Expenditures	442,015.00	6,387.52	1%	1,392,383.00	6,809.95	0%	299,645.00	10,846.50	4%
05 Capital Expenditure	623,115.00	23,810.52	4%	1,959,663.00	17,609.50	1%	491,815.00	35,072.86	7%
07 Debt Redemption Fund									
700 Debt Service	532,711.00	99,617.34	19%	531,801.00	94,636.09	18%	536,226.00	88,873.54	17%
07 Debt Redemption Fund	532,711.00	99,617.34	19%	531,801.00	94,636.09	18%	536,226.00	88,873.54	17%
08 Scholarship									
800 Other Expenditures	53,850.00	0.00	0%	73,800.00	0.00	0%	76,800.00	0.00	0%
08 Scholarship	53,850.00	0.00	0%	73,800.00	0.00	0%	76,800.00	0.00	0%
20 Student Activity Fund									
400 Supplies & Materials	184,188.49	236.33	0%	151,898.71	2,880.00	2%	173,394.83	4,897.90	3%
20 Student Activity Fund	184,188.49	236.33	0%	151,898.71	2,880.00	2%	173,394.83	4,897.90	3%
Report Totals:	14,416,579.49	387,168.86	3%	16,166,934.71	407,874.50	3%	14,817,281.83	648,986.14	4%

## 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		77371		Wire	1	105351	MEDICA		No	No	No	07/01/2024	83,939.17
CHEC		77375		Wire	1	104958	FURTHER		No	No	No	06/26/2024	3,041.90
CHEC		77418		Wire	1	105548	FIDELITY SECURITY LIFE INSURANCE		No	No	No	07/02/2024	187.94
CHEC		77453		Wire	1	105712	ELAN FINANCIAL SERVICES		No	No	No	07/12/2024	9,244.51
CHEC		77462		Wire	1	102302	PUBLIC EMPLOYEE RETIRE ASSOC		No	No	No	07/18/2024	21,473.25
CHEC		77463		Wire	1	102303	STATE OF MN TAX WITHHOLDING		No	No	No	07/18/2024	20,641.55
CHEC		77464		Wire	1	102304	US GOVT TAX WITHHOLDING		No	No	No	07/18/2024	128,190.78
CHEC		77465		Wire	1	104958	FURTHER		No	No	No	07/18/2024	7,770.23
CHEC		77466		Wire	1	104996	Minnesota State Retirement System		No	No	No	07/18/2024	550.00
CHEC		77467		Wire	1	105150	AVIBEN		No	No	No	07/18/2024	15,130.03
CHEC		77468		Wire	1	83400	MN TEACHERS RETIREMENT ASSOC		No	No	No	07/18/2024	71,900.60
CHEC		77497		Wire	1	104958	FURTHER		No	No	No	07/30/2024	2,054.74
CHEC		77498		Wire	1	105548	FIDELITY SECURITY LIFE INSURANCE		No	No	No	07/30/2024	187.94
CHEC		77499		Wire	1	105801	ICW GROUP		No	No	No	07/30/2024	122,351.00

Bank Total: \$486,663.64

Report Total: \$486,663.64

## 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 2024:

<u>Name</u>	<u>Amount</u>	<u>Purpose</u>
Ideal Community Service Organization	\$1,000.00	Clay Target Team
Pequot Tool and Manufacturing	\$200.00	Boys Basketball Team
Pine River American Legion	\$500.00	Baseball Team
Pine River American Legion	\$500.00	Softball Team
Pine River American Legion	\$100.00	ALP Rewards Program
Northland Steam Cleaners	\$100.00	Volleyball Team
Backus American Legion	\$500.00	Boys Basketball Team
Backus American Legion	\$5,000.00	Robotics

**ISD #2174**  
**Regular School Board Meeting**  
**August 5, 2024**

**PERSONNEL UPDATES**

**Resignations/Terminations/Leave of Absence:**

<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Notes</b>
John Riewer	.6 fte Physical Educ Teacher	7/11/2024	
Tracy Olson	Administrative Assistant	8/2/2024	
Jennifer Deplazes	Administrative Assistant	8/7/2024	

**Hire:**

<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Notes</b>
Julian Kitchenhoff	Route Bus Driver	8/26/2024	
Kyann Shamp	Administrative Assistant	8/14/2024	200 working days. Step 2 of wage matrix.

**Extra-Curricular:**

<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Notes</b>
Sidney Lodge	Assistant Cross Country Coach	2024 Season	
Kay Sawyer	Junior High Volleyball Coach	2024 Season	
Teresa Hamp	Vocal Coach	2024 Fall Musical	
Aimee Wilson	Student Council	2024-25 school year	
Kate Davis	Elem Music Performances	2024-25 school year	
Ben Kinser	Band Performances	2024-25 school year	
Teresa Hamp	Vocal Performances	2024-25 school year	
Ben Kinser	Pep Band	2024-25 school year	
Mike Shetka	Robotics Coach	2024 Fall Season	
Andrew Rudlang	Robotics Coach	2024 Fall Season	

# PINE RIVER-BACKUS HIGH SCHOOL STUDENT HANDBOOK

2024-2025



*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 :<https://prbschools.org>*

# TABLE OF CONTENTS

<b>Table of Contents</b> .....	<b>2</b>
Mission Statement.....	5
Vision Statements.....	5
Beliefs Statements.....	5
Goals.....	5
Discipline Policy Rights & Responsibilities.....	6
Student Discipline Policy.....	6
Definitions.....	10
Violations against Property.....	11
Violations against Person(s).....	12
Dangerous and Harmful Substances.....	13
Threats and Disruptions.....	13
Student Conduct.....	14
Traffic Regulations and Bus Safety.....	15
Weapons.....	16
Definitions.....	16
Additional Considerations.....	17
Attendance.....	18
General Procedures Regarding Absenteeism.....	19
Excused Absences.....	19
Unexcused Absences.....	20
Tardiness.....	20
Advanced Absences.....	20
Requests for Assignments when Absent.....	20
Leaving School During the Day.....	21
State and County Truancy Intervention Policy.....	22
Attire & Appearance.....	23
Graduation Attire.....	24
Cell Phones, Digital Imaging Devices & Other Personal Electronic Devices.....	25
Other School Policies & Procedures.....	26
Bullying.....	26
Passes (In School).....	27
Telephone (Main Office).....	27
Backpacks & Oversized Bags.....	27
Change of Address or Telephone Number.....	27
Pledge of Allegiance.....	27
Immunizations.....	28

Visitors.....	28
Food/Beverages in the Classroom.....	28
Lunch.....	28
PIN # Policy.....	28
Messages from Parents/Guardians.....	29
Building Service Personnel.....	29
School-Sponsored Dances.....	29
Lockers.....	29
Public Displays of Affection.....	29
Valuables.....	29
Restricted Areas.....	30
Technology Use.....	30
Disaster Drills.....	30
Automobiles & Other Motorized Vehicles.....	30
Field Trips.....	31
Due Process.....	31
Section 504.....	31
Health Services Procedures.....	32
Nurse Passes.....	32
Student Medications.....	32
Non-emergency prescription medication to students at school:.....	32
Non-Prescription And/Or Short Term Medication Dispersal.....	32
Communicable Diseases & Infectious Conditions.....	33
Athletics & Activities Policies & Procedures.....	33
Extra/Co-Curricular Eligibility Requirements.....	33
Eligibility Checks:.....	33
Rules of Ineligibility.....	34
Minnesota State High School League Bylaws:.....	34
Bylaw 205 Chemical Eligibility:.....	34
Penalties for Category 1 Activities:.....	35
Bylaw 206 Good Standing and General Eligibility Requirements.....	35
Bylaw 409 Responsibility for Participating Teams, Students and Spectators.....	36
Social Media Responsibilities & Guidelines.....	36
Academic & Counseling/Guidance Services.....	37
Graduation Requirements.....	37
Seventh and Eighth Grade.....	37
Ninth through Twelfth Grade.....	37
Course/Subject Requirements.....	38
Honor Roll.....	39
Selection of Valedictorian & Salutatorian.....	40

Honor Graduates.....	40
National Honor Society.....	40
Online/PSEO Course Registration Requirements.....	40
Requirements.....	40
Online Students & Open Campus Privileges.....	41
Conferences (Parent/Teacher).....	41
Make-Up Work.....	41
Incomplete Grades.....	42
Schedule Changes.....	42
Student Records.....	42
<b>Bell Schedule for Pine River-Backus High School.....</b>	<b>43</b>

## 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.

**T**EACH

**I**NSPIRE

**G**ROW

**E**XCEL

**R**EACH

**S**UCCEED

## 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.*

## **DISCIPLINE POLICY RIGHTS & 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**

### **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

## Violations against Person(s)

<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
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 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.	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year
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 paraphernalia 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	Parent/Guardian conference	Expulsion or exclusion for up to one (1) year, notification of legal authorities

	severe behavior and will result in execution of the Habitual/Severe Policy.		
--	---	--	--

## Student Conduct

<b>Violation</b>	<b>Definition</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>
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 Warning	Expulsion or exclusion for up to one (1) year

***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 121.A.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 sep. (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 & 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.
  5. Students are allowed to wear appropriate hats/headaddresses in the building and classrooms, but only at their teachers discretion.
- 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. Students are not allowed to wear hats/headaddresses that are not appropriate in the building. If these items cause a classroom disruption, or do not follow dress code guidelines, students will be asked to place them in their lockers or bring them to the office for the duration of the school day. Other exceptions will be held under the discretion of the administrative team.
- 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.*

#### **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.

## 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.

## CELL PHONES, DIGITAL IMAGING DEVICES & OTHER PERSONAL ELECTRONIC DEVICES

The Pine River-Backus School District holds high expectations for staff and student behavior, academic integrity and responsible use of existing and emerging technologies such as, cellular phones, digital picture/video camera phones, watches, personal digital assistants (PDAs), iPods, MP3s, pagers and other personal electronic devices capable of transmitting data or images. Students who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

### III. STANDARDS FOR RESPONSIBLE USE AT SCHOOL, ON BUSES OR AT SCHOOL ACTIVITIES

#### A. Respect the educational environment:

- a. High School Students (Grades 9-12): Cellular phones and other personal electronic devices shall be silenced and kept out of sight during instructional time. Unless, being used as part of the teacher-led classroom activity.
  - i. Students shall not use any electronic device that in any way disrupts or detracts from the educational environment.
  - ii. Students shall not be allowed to leave class in response to any electronic devices.
  - iii. Cellular phones and other devices may be used appropriately and respectfully before and after classes, in common areas – such as near lockers or the cafeteria, or outside on school grounds.
- b. Junior High and Elementary Students (Grades K-8): Cellular phones and other personal electronic devices are prohibited to be used at school. If a cellular phone and other personal electronic device is brought to school it must be turned off and stored in their locker throughout the school day. Junior High students may however use these devices during their lunch period.

#### B. Respect for privacy rights:

- a. Students shall not photograph or record video of other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
  - i. Staff and students shall not email, post to the internet, or otherwise electronically transmit images of other individuals taken at school without their expressed written consent.
  - ii. Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms, restrooms and other areas as designated by Administration.

**b. Ensuring Academic Integrity:** Students shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

**c. Compliance with Other District Policies:** Use of cellular phones or other personal electronic devices must not violate any other District Policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use policy, or harassment. If a violation occurs involving more than one District policy, consequences for each policy will apply.

**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.**

***The complete Cell Phones, Digital Imaging Devices and Personal Electronic Devices Policy 540 is available in the high school office or online.***

## **OTHER SCHOOL POLICIES & PROCEDURES**

### **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. To limit the number of students permitted to leave a classroom at any given time, passess will be limited. It is expected that students will come to class prepared. The teacher in charge of your room will issue these passes. The scheduled classroom teacher has the final authority as to whether a pass will be honored.

### **Telephone (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 & Oversized Bags**

Large or oversized bags are to remain in the lockers during the school day. These large items can cause a safety hazard within the classroom. Average sized backpacks, small drawstring bags and binders are allowed, however, they are subject to being searched when there is a reasonable suspicion of the contents within.

### **Change of Address or 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 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.~~

At the classroom teacher's discretion, students may be allowed to bring food and beverage within the classroom. Bringing these items into the classroom is a privilege and students will be held responsible for any spills or messes that may occur. 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. We are a closed campus, students may not leave campus during this time. You may bring your lunch from home or in the situation we have to charge, deposit lunch money into your food services account 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/Guardians

**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.

### School-Sponsored Dances

All school rules and policies apply. An invited guest may be a non-PRB student with prior approval form completed and approved by school administration. Forms are available in the high school office. 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. Guest's must be under the age of 21 years of age. Any non-PRB student attending a dance or school function may be required to provide a photo ID prior to attending. Sophomores may attend prom if invited by a Junior or Senior from Pine River-Backus highschool. Students may be excluded from dances for disciplinary issues per administration's discretion. 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.

### 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.

### **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 & 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. **During the academic school day, 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.

**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).

# HEALTH SERVICES PROCEDURES

## 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 Medications

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.*

### **Communicable Diseases & 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.

## **ATHLETICS & ACTIVITIES POLICIES & PROCEDURES**

### **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 ALP 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>

## **Minnesota State High School League Bylaws:**

Copies can be found at <http://www.mshsl.org>

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.

## **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 & 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/X, Instagram, Snapchat 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.

## **ACADEMIC & COUNSELING/GUIDANCE SERVICES**

Our school has a guidance counselor 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.

### **Graduation Requirements**

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

#### **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/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.*

### **Graduation Requirements**

**English- 4**

**Social Studies- 3.5**

**Science- 3**

**Math- 3**

**Physical Education- 0.5\***

**Health- 0.5\***

**Fine Arts- 1**

**Personal Finance- 0.5**

**Electives- 6**

**Total Required Credits: 22**

### **Course Length**

- Semester .5 credit
- Year-long 1 credit

*\*Grades are calculated on a quarterly basis.*

*\*To graduate from PR-B, the student will need to have a 22-credit minimum.*

## **Course/Subject Requirements**

### **Grade 9**

English/Language Arts I- 1 credit

Geometry 9 or Intermediate Algebra 9-  
1 credit

Earth & Space Science- 1 credit

World History 9- 1 credit

Intro to World Cultures & Language-  
0.5 credit

### **Grade 10**

English/Language Arts II- 1 credit

Geometry 10 or Advanced Algebra- 1  
credit

Biology- 1 credit

US History- 1 credit

### **Grade 11**

English/Language Arts III- 1 credit

Advanced Algebra or CIS Precalculus-  
1 credit

CIS Chemistry or Chemistry 11- 1  
credit

World History Survey or CIS World  
History - 0.5 credit

Citizenship/Government or CIS  
Government- 0.5 credit

### **Grade 12**

English/Language Arts IV- 1 credit

Economics - 0.5 credit

Personal Finance- 0.5 credit

### **Grades 9-12**

Physical Education- 0.5 credit\*

Health- 0.5 credit\*

Fine Arts- 1 credit

Electives- 6 credits

## **REQUIRED COURSES**

**Grade 9**

**Grade 10**

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

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

**Grade 11**

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

**Grades 10-12**

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

**Grade 12**

English 12-2 credits  
 Economics—1 credit

**Summary of Credits Required for Graduation:**

English—8 credits	Social Studies—7 credits	Science—6 credits
Math—6 credits	Physical Education - .5 credit	Health - .5 credit
Survival in the Real World/Careers—1 credit		Fine Arts - .5 credit
<b>Total Required Credits—44 credits</b>		<b>Total Credit for Graduation—44 credits</b>

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.**

**Honor Roll**

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:

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

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.

## **Selection of Valedictorian & Salutatorian**

Each graduating class will have one valedictorian and one salutatorian. These are special distinctions awarded to the top student overall academically (*1st rank*) and runner-up (*2nd rank*). These students will be honored during the graduation ceremony.

Selection Criteria is as follows:

The graduating student with the highest overall GPA shall be named valedictorian of the graduating class and the graduating student with the second highest GPA shall be named salutatorian.

In the case of a tie, the following tie-breaking values will be used in order until a single student is chosen for each distinction:

1. Most Credits of College-level or CIS Courses taken; *then*
2. Most Credits taken in Grades 9-12; *then*
3. Highest Composite ACT Score; *then*
4. Teaching Staff Recommendation

## **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 3.5 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.

## **Online/PSEO Course Registration Requirements**

PRBHS offers 10th-12th graders the opportunity to complete college courses through Post-Secondary Enrollment Options (PSEO). Central Lakes College is the main college for students wishing to take PSEO courses, but students can also choose from other potential colleges that offer the PSEO option (not all do).

## **Requirements**

10th graders may take 1 PSEO class their first semester if they meet the following requirements:

- Minimum 3.0 GPA during 9th grade year
- 90th Percentile or higher in Reading and Math as determined by district and/or state assessments
- Apply and be accepted by the college or university

11th & 12th graders may take multiple PSEO courses if they meet the following requirements:

- Minimum cumulative GPA: 3.0 for Juniors & 2.5 for Seniors
- At either “Meets” or “Exceeds” (i.e. at grade level) for Reading and Math as determined by district and/or state assessments
- Apply and be accepted by the college or university

All students must receive a minimum of a “C” in all PSEO courses to continue taking PSEO courses for the following semester. A Withdrawal/ “W” grade from the college will be treated as an “F” grade at PRB; this grade may require a student to make-up the credit at the ALP in order to graduate.

**Any student interested in PSEO must speak with the school counselor first to determine eligibility and discuss course options.**

### **Online Students & Open Campus Privileges**

11th and 12th grade students who are taking one or more online courses may leave school property during their assigned “online” class period if they meet the following criteria:

- Signed Parent consent & release of liability form is turned in to the office
- Student is not failing any PRB in-person classes
- Student does not have unresolved discipline issues (e.g. detention hours to complete)
- Student does not have attendance or tardy issues in other in-person PRB classes.

The open campus hour is a privilege and can be revoked at any time by the Principal or Dean of Students. Once the privilege is revoked, a student is ineligible for any open campus hours for the remainder of the semester.

Reasons for revocation of the privilege include but are not limited to:

- Being late to/leaving early from other in-person classes
- Unexcused absences
- Failing grades
- Discipline issues/violation of school rules either on-campus or off-campus
- Admin discretion

### **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.

### **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 ALP. 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.

## BELL SCHEDULE FOR PINE RIVER-BACKUS HIGH SCHOOL

NORMAL DAY			2024-2025 SCHOOL YEAR			TIGER TIME (T & TH)		
1st Hour			8:25 – 9:25			8:25 – 9:20		
<i>TIGER TIME</i>						9:25 – 9:45		
2nd Hour			9:30 – 10:30			9:50 – 10:45		
3rd Hour			10:35 – 11:35			10:50 – 11:45		
4th Hour (9-12)			11:40 – 12:40 <i>Lunch-12:45-1:10</i>			11:50-12:45 <i>Lunch-12:50-1:15</i>		
4th Hour (7-8)			12:10 – 1:10 <i>Lunch-11:40-12:05</i>			12:20-1:15 <i>Lunch-11:50-12:15</i>		
5th Hour			1:15 – 2:15			1:20 – 2:15		
6th Hour			2:20 – 3:15			2:20 – 3:15		
LATE START								
1st Hour			10:25 – 11:00			<i>NO TIGER TIME FOR A LATE START</i>		
2nd Hour			11:05 – 11:40					
3rd Hour			11:45 – 12:25					
4th Hour (9-12)			12:15 – 12:55 <i>Lunch-12:30-12:55</i>					
4th Hour (7-8)			1:00 – 1:40 <i>Lunch-11:45-12:10</i>					
5th Hour			1:45 – 2:25					
6th Hour			2:30 – 3:15					
EARLY OUT								
1st Hour			8:25 – 9:05			<i>NO TIGER TIME FOR EARLY OUT</i>		
2nd Hour			9:10 – 9:45					
3rd Hour			9:50 – 10:25					
4th Hour (9-12)			10:30 – 11:10 <i>Lunch 12:45-1:15</i>					
4th Hour (7-8)			11:15 – 11:55 <i>Lunch 12:00-12:25</i>					
5th Hour			12:00 – 12:40					
6th Hour			12:30 – 1:10					





# Pine River-Backus Elementary School

## STUDENT HANDBOOK

Website: [www.prbschools.org](http://www.prbschools.org)

*This handbook is available on our website. Should you need a paper copy, please contact the elementary office by calling 218-587-4447*

## *Welcome to the 2024-25 school year*



### **PRINCIPAL'S MESSAGE**

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to Pine River-Backus Elementary School. The faculty and staff join me in saying we are happy to have you as part of the Pine River-Backus family. We know this will be a successful and satisfying year for you all! PRB Elementary is a caring and kind school community focused on high achievement for all of our students. Please know we are committed to work tirelessly to ensure that this learning environment is safe, fun, and positive for your student! Thank you for choosing Pine River-Backus Elementary as the school to educate your child.

The pages of this handbook are filled with important information regarding school policies and procedures. I encourage parents and students to take time to review the contents together. If you have questions that remain unanswered after reading the handbook, please call the school office. We feel that open, clear, and consistent communication between school and home is important to the success of our educational program.

In addition, we feel that the handbook will serve as a helpful reference for parents as they seek to provide support at home. Pine River-Backus parents are partners in educating the children of our community.

We welcome your participation and support during the school year. Working together, we will be able to reach our collective and individual goals. We look forward to celebrating the achievements of our students with you.

Yours Together in Education,

Richard W. Auile  
Principal

## *Table of Contents*

<b>Welcome to the 2024-25 school year.....</b>	<b>2</b>
Table of Contents.....	3
<b>Tiger Pride: Hear our ROAR!.....</b>	<b>4</b>
<b>ROAR Matrix.....</b>	<b>5</b>
<b>2024-25 School Calendar.....</b>	<b>6</b>
<b>School Attendance.....</b>	<b>7</b>
TARDINESS.....	8
<b>Field Trips.....</b>	<b>11</b>
<b>Backpacks.....</b>	<b>11</b>
<b>School Hours.....</b>	<b>11</b>
<b>Building Security.....</b>	<b>12</b>
<b>Transportation.....</b>	<b>12</b>
<b>Phone Use.....</b>	<b>15</b>
<b>Elementary Phone Use by.....</b>	<b>15</b>
<b>Media Use.....</b>	<b>15</b>
<b>Incoming Calls from Parents to Students.....</b>	<b>16</b>
<b>After School Activities.....</b>	<b>16</b>
<b>Legal Names.....</b>	<b>16</b>
<b>Student Dress and Appearance.....</b>	<b>16</b>
<b>Lost and Found.....</b>	<b>17</b>
<b>Progress Reports.....</b>	<b>17</b>
<b>Emergency Drills.....</b>	<b>18</b>
<b>Library Media Center.....</b>	<b>18</b>
<b>Lunch Procedure.....</b>	<b>18</b>
<b>Elementary Newsletter.....</b>	<b>19</b>
<b>Birthdays.....</b>	<b>19</b>
<b>School Closing.....</b>	<b>20</b>
<b>Recess.....</b>	<b>20</b>
<b>Enrollment.....</b>	<b>20</b>
<b>Open Enrollment.....</b>	<b>20</b>
<b>Withdrawal.....</b>	<b>21</b>
<b>Teacher Requests.....</b>	<b>21</b>
<b>Visitor Information.....</b>	<b>21</b>
<b>PRB Volunteer Program.....</b>	<b>22</b>

<b>Classroom Pets/Visitors.....</b>	<b>22</b>
<b>Drug Prevention.....</b>	<b>22</b>
<b>General Rules and Procedures.....</b>	<b>23</b>
<b>Behavior Expectations and Discipline Procedures.....</b>	<b>24</b>
<b>Interventions/Consequences.....</b>	<b>25</b>
<b>Bullying.....</b>	<b>26</b>
<b>The Definition of Bullying.....</b>	<b>27</b>
<b>The Serious Nature of Bullying.....</b>	<b>27</b>
<b>How to Help: Prevention Steps to Bully-Proof Your Child.....</b>	<b>28</b>
<b>Non-Discriminatory Procedures.....</b>	<b>29</b>
<b>Weapons.....</b>	<b>33</b>
<b>Health Information.....</b>	<b>34</b>
INSURANCE.....	34
STUDENT MEDICATION.....	34
<b>STUDENT EMERGENCY INFORMATION.....</b>	<b>35</b>
<b>REPORTING OF CHILD ABUSE/NEGLECT.....</b>	<b>35</b>
<b>Computer/Internet Use.....</b>	<b>36</b>
<b>Infinite Campus.....</b>	<b>36</b>
<b>Responsive Classroom.....</b>	<b>36</b>
<b>Multi-Tiered System of Supports (MTSS).....</b>	<b>36</b>
<b>PRB Booster Club.....</b>	<b>37</b>
<b>PRB Community Education.....</b>	<b>37</b>

## *Tiger Pride: Hear our ROAR!*



At Pine River-Backus Elementary School,  
students and staff practice Tiger Pride.  
To show Tiger Pride is to give our ROAR and be:

### **Responsible, On-Task, Always Safe, Respectful**

#### **District Mission Statement:**

The mission of the Pine River-Backus School District is to **T**each and **I**nspire students to **G**row, **E**xcel, **R**each, and **S**ucceed in partnership with our learning community.

#### **District Vision Statement:**

To be a “Destination District” focused on shaping the leaders of tomorrow through independence, creativity, and growth.

## **What is PBIS?**

**Positive Behavior Interventions and Support** is a systematic approach focusing on teaching and supporting appropriate school behavior for all students in the school. PBIS is a proactive approach to school-wide discipline. The result is a continuum of positive behavior support for all students, where:

- Behavioral Expectations are Defined
- Behavioral Expectations are Taught
- Appropriate Behaviors are Acknowledged
- Behavioral Errors are Corrected Proactively

The students of Pine River-Backus Elementary are taught the appropriate behaviors and the school's expectations in the classroom, hallways, locker area, playground, bathroom, cafeteria, library, computer labs, bus, assemblies, and at arrival and dismissal time. Our school-wide behavior expectations are listed on the next page.

# ROAR Matrix

Pine River-Backus Elementary School-wide Behavior Expectations - ROAR  
 ROAR Matrix may be updated to reflect COVID-19 safety procedures & guidelines

	<b>Responsible</b>	<b>On-Task</b>	<b>Always Safe</b>	<b>Respectful</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>•Tell the truth</li> <li>•Work well in groups</li> <li>•Clean up</li> <li>•Complete daily jobs/ work</li> </ul>	<ul style="list-style-type: none"> <li>•Come to class prepared</li> <li>•Give your best effort</li> <li>•Stay focused</li> </ul>	<ul style="list-style-type: none"> <li>•Follow directions</li> <li>•Use materials appropriately</li> <li>•Walk</li> <li>*Use Body Basics</li> </ul>	<ul style="list-style-type: none"> <li>•Take turns</li> <li>•Listen</li> <li>•Use appropriate voice level</li> <li>•Use appropriate language.</li> </ul>
<b>Hallway/ Locker Area</b>	<ul style="list-style-type: none"> <li>•Walk quietly</li> <li>•Keep hallways clean</li> <li>•Keep locker area clean</li> </ul>	<ul style="list-style-type: none"> <li>•Walk to your destination</li> <li>•Have teacher permission</li> </ul>	<ul style="list-style-type: none"> <li>•Keep to the right</li> <li>•Walk</li> <li>•Stop at corners</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands/feet to self</li> <li>•Close locker doors quietly</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>•Stay in boundaries</li> <li>•Report broken equipment</li> <li>•Put equipment away</li> <li>•Put litter in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>•Stop when the whistle blows</li> <li>•Be active</li> <li>•Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment properly</li> <li>•Line up calmly and quickly</li> <li>•Dress for the weather</li> <li>•Follow rules</li> </ul>	<ul style="list-style-type: none"> <li>•Talk, Walk away, Rock-paper-scissors</li> <li>•Treat equipment properly</li> <li>•Include others</li> <li>•Follow and listen to adults</li> <li>•Use appropriate language.</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>•Quickly and quietly take care of business</li> <li>•Flush</li> <li>•Shut off sinks</li> <li>•Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>•Use bathroom appropriately and efficiently</li> <li>•Return immediately to learning</li> </ul>	<ul style="list-style-type: none"> <li>•Respect privacy</li> <li>•Use toilet or urinal</li> <li>•Wash with soap and dry hands</li> </ul>	<ul style="list-style-type: none"> <li>•Keep bathroom clean</li> <li>•Use quiet voices</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>•Follow directions from adults</li> <li>•Leave area clean</li> <li>•Remember lunch money reminders</li> <li>•Dump trays appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Begin eating immediately</li> <li>•Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>•Eat only the food on your tray</li> <li>•Sit on your bottom</li> <li>•Keep mouth closed when chewing</li> <li>•Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>•Say please and thank you</li> <li>•Include others</li> <li>•Use quiet voices and kind words</li> <li>•Try new foods</li> </ul>
<b>Library/ Comp. Lab</b>	<ul style="list-style-type: none"> <li>•Bring back books by due date in good condition</li> <li>•Follow directions</li> <li>•Use a ruler when you remove a book from the shelf</li> </ul>	<ul style="list-style-type: none"> <li>•Check out books before leaving</li> <li>•Keep organized and tidy</li> <li>•Work on assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>•Log-in and log-out correctly</li> <li>•Keep password and personal information private</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment and materials correctly</li> <li>•Whisper</li> <li>•Use good manners</li> </ul>
<b>Arrival/ Dismissal</b>	<ul style="list-style-type: none"> <li>•Take care of belongings (backpack, locker)</li> <li>•Be on time</li> <li>•Visit quietly in the main hall while waiting to enter at 8:10</li> </ul>	<ul style="list-style-type: none"> <li>•Eat breakfast promptly</li> <li>•Enter classroom by 8:25</li> <li>•Exit building by 3:05</li> </ul>	<ul style="list-style-type: none"> <li>•Have bus pass ready</li> <li>•Walk slowly</li> <li>•Carry/wear backpack appropriately</li> <li>•Store loose papers in backpack</li> </ul>	<ul style="list-style-type: none"> <li>•Enter and leave building quietly</li> <li>•Greet/say good-bye to others</li> <li>•Listen to adults</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>•Be on time</li> <li>•Sit so that all can see</li> <li>•Voices off</li> </ul>	<ul style="list-style-type: none"> <li>•Pay attention to the speaker</li> <li>•Participate when asked</li> <li>•Answer questions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Enter and exit following hallway procedures</li> <li>•Stay seated in assigned area</li> <li>•Wait until it is your turn to exit</li> <li>•Walk quietly down the bleachers</li> </ul>	<ul style="list-style-type: none"> <li>•Listen and watch the speaker</li> <li>•Use appropriate applause</li> <li>•Show appreciation</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>•Be ready and on time</li> <li>•Keep the bus clean</li> <li>•Take care of belongings</li> </ul>	<ul style="list-style-type: none"> <li>•Sit and face forward in seat, feet down</li> <li>•Leave bus promptly at your stop and go directly to destination</li> </ul>	<ul style="list-style-type: none"> <li>•Follow bus safety rules</li> <li>•Keep hands and feet to self</li> <li>•Report problems to the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to the bus driver</li> <li>•Use a quiet voice and kind words</li> <li>•Greet and thank the bus driver</li> </ul>

# 2024-25 School Calendar



## Pine River-Backus Schools 2024-2025 Calendar Adopted 2/5/24

	Student Days	Teacher Days		
Inservice/ Workshop		10.5		
Quarter 1	42	42		
Quarter 2	42	42		
Quarter 3	42	43		
Quarter 4	44	44		
Conferences (3:30-7:00)		0.5		
	170	182		

  

<p><b>19</b> New Teacher Training  <b>20-23</b> Kindercamp 8-12  <b>26-29</b> Teacher Inservice - Full Day  <b>30</b> Teacher Inservice - Half Day</p>	<p><b>AUGUST '24</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	Th	F	S						1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p><b>5</b> 2 Hr Early Dismissal  <b>14</b> Teacher Inservice - No School  <b>17</b> Presidents' Day - No School</p>
S	M	T	W	Th	F	S																																						
					1	2																																						
4	5	6	7	8	9	10																																						
11	12	13	14	15	16	17																																						
18	19	20	21	22	23	24																																						
25	26	27	28	29	30	31																																						

  

<p><b>2</b> Labor Day  <b>3</b> First Day of School  <b>18</b> 2 Hr Early Dismissal</p>	<p><b>SEPTEMBER '24</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>5</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>5</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>5</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>1</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> <tr><td>20</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	4	1	2	3	4	5	6	5	8	9	10	11	12	13	5	15	16	17	18	19	20	5	22	23	24	25	26	27	1	29	30					20							<p><b>17-21</b> Spring Break  <b>28</b> End of Quarter 3  <b>31</b> Teacher Inservice</p>
S	M	T	W	Th	F	S																																													
4	1	2	3	4	5	6																																													
5	8	9	10	11	12	13																																													
5	15	16	17	18	19	20																																													
5	22	23	24	25	26	27																																													
1	29	30																																																	
20																																																			

  

<p><b>16</b> 2 Hr Early Dismissal  <b>17-18</b> MEA Break</p>	<p><b>OCTOBER '24</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>4</td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>5</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>3</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>5</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>4</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> <tr><td>21</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	4		1	2	3	4	5	5	8	9	10	11	12	13	3	13	14	15	16	17	18	5	20	21	22	23	24	25	4	27	28	29	30	31		21							<p><b>9</b> 2 Hr Early Dismissal  <b>18</b> No School - Good Friday  <b>21</b> Teacher Inservice - No School</p>
S	M	T	W	Th	F	S																																													
4		1	2	3	4	5																																													
5	8	9	10	11	12	13																																													
3	13	14	15	16	17	18																																													
5	20	21	22	23	24	25																																													
4	27	28	29	30	31																																														
21																																																			

  

<p><b>1</b> End of Quarter 1  <b>4</b> Teacher Inservice - No School  <b>14</b> 2 Hr Early Dismissal / Conferences  <b>27</b> 2 Hr Early Dismissal  <b>28-29</b> Thanksgiving Break</p>	<p><b>NOVEMBER '24</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>4</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>5</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>5</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>3</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>18</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1					1	2	4	3	4	5	6	7	8	5	10	11	12	13	14	15	5	17	18	19	20	21	22	3	24	25	26	27	28	29	18							<p><b>7</b> 2 Hr Early Dismissal  <b>26</b> Memorial Day - No School  <b>30</b> Graduation / Seniors Last Day</p>
S	M	T	W	Th	F	S																																													
1					1	2																																													
4	3	4	5	6	7	8																																													
5	10	11	12	13	14	15																																													
5	17	18	19	20	21	22																																													
3	24	25	26	27	28	29																																													
18																																																			

  

<p><b>23-31</b> Winter Break - No School</p>	<p><b>DECEMBER '24</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>5</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>5</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>5</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>16</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	5	1	2	3	4	5	6	5	8	9	10	11	12	13	5	15	16	17	18	19	20	5	22	23	24	25	26	27	16	29	30	31				<p><b>4</b> Students' Last Day  <b>5-6</b> Teacher Inservice - Full Day</p>
S	M	T	W	Th	F	S																																						
5	1	2	3	4	5	6																																						
5	8	9	10	11	12	13																																						
5	15	16	17	18	19	20																																						
5	22	23	24	25	26	27																																						
16	29	30	31																																									

  

	<p><b>JANUARY '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> <tr><td>19</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		19							<p><b>1-3</b> Winter Break Cont.  <b>17</b> End of Quarter 2  <b>20</b> Teacher Inservice - No School</p>
S	M	T	W	Th	F	S																																													
			1	2	3	4																																													
5	6	7	8	9	10	11																																													
12	13	14	15	16	17	18																																													
19	20	21	22	23	24	25																																													
26	27	28	29	30	31																																														
19																																																			

  

	<p><b>FEBRUARY '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> <tr><td>18</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		18							<p><b>5</b> 2 Hr Early Dismissal  <b>14</b> Teacher Inservice - No School  <b>17</b> Presidents' Day - No School</p>
S	M	T	W	Th	F	S																																													
						1																																													
2	3	4	5	6	7	8																																													
9	10	11	12	13	14	15																																													
16	17	18	19	20	21	22																																													
23	24	25	26	27	28																																														
18																																																			

  

	<p><b>MARCH '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						15							<p><b>17-21</b> Spring Break  <b>28</b> End of Quarter 3  <b>31</b> Teacher Inservice</p>
S	M	T	W	Th	F	S																																																				
						1																																																				
2	3	4	5	6	7	8																																																				
9	10	11	12	13	14	15																																																				
16	17	18	19	20	21	22																																																				
23	24	25	26	27	28	29																																																				
30	31																																																									
15																																																										

  

	<p><b>APRIL '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> <tr><td>20</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				20							<p><b>9</b> 2 Hr Early Dismissal  <b>18</b> No School - Good Friday  <b>21</b> Teacher Inservice - No School</p>
S	M	T	W	Th	F	S																																													
		1	2	3	4	5																																													
6	7	8	9	10	11	12																																													
13	14	15	16	17	18	19																																													
20	21	22	23	24	25	26																																													
27	28	29	30																																																
20																																																			

  

	<p><b>MAY '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> <tr><td>21</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21							<p><b>7</b> 2 Hr Early Dismissal  <b>26</b> Memorial Day - No School  <b>30</b> Graduation / Seniors Last Day</p>
S	M	T	W	Th	F	S																																													
				1	2	3																																													
4	5	6	7	8	9	10																																													
11	12	13	14	15	16	17																																													
18	19	20	21	22	23	24																																													
25	26	27	28	29	30	31																																													
21																																																			

  

	<p><b>JUNE '25</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>4</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>18</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>25</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	4	8	9	10	11	12	13	14	15	16	17	18	19	20	18	22	23	24	25	26	27	25	29	30						3							<p><b>4</b> Students' Last Day  <b>5-6</b> Teacher Inservice - Full Day</p>
S	M	T	W	Th	F	S																																													
1	2	3	4	5	6	4																																													
8	9	10	11	12	13	14																																													
15	16	17	18	19	20	18																																													
22	23	24	25	26	27	25																																													
29	30																																																		
3																																																			

## *School Attendance*

Children need to be in class in order to get the very best possible education. Our intent is to work with you in providing the best possible education for your children. Research shows that the importance of daily attendance will provide them with the best possible education. It is our intent to be fair and consistent with students in all buildings within the district when handling attendance.

Absences should only be for illness or very important family events. A doctor's statement may be requested by the building principal when illness interferes with the child's achievement.

- **If your child has missed school, or will be missing school for any reason, you must call the office before 9:00 a.m. on the day of your child's absence to verify.** If there is no notification by this time, the absences will be considered an unexcused absence. If you do not call, the school will call your home. Communication must be made between parent and school by phone or in writing for all absences.
- Even if the school has called your home, a note is requested for:
  - Being tardy
  - Being absent
  - Going anywhere except home after school. (Examples: Visiting friends; Going to birthday parties; Going to Grandma's house; Taking a different bus, etc.)
- If your child reports after 9:30, it will be considered a morning absence. If your child leaves at 2:00 or before, it will be considered an afternoon absence.
- If your child misses one hour or more of instructional time, morning or afternoon, it is considered an absence.
- Lunch hour/recess is considered non-instructional time. Parents may check their children out in the office during this time and it will not be counted as an absence if he/she is returned before the lunch/recess time is over.

**NOTE:** Please check your child's homeroom schedule for lunch/recess times.

### **TARDINESS**

- Tardiness is an extremely negative habit because it is harmful to the teaching/learning process. Tardiness interrupts the progress of the entire class each time it occurs and results in a loss of instructional time.
- Students will be considered tardy if they enter school after 8:25 and before 9:30. If they leave school between 2:05 and 3:10 in the afternoon, it will be considered an early out, equal to a tardy.
- Two unexcused tardies will be considered as a half-day absence.

- Four unexcused tardies will be considered as a whole day absence.  
*Excused absences may include, but are not limited to the following:*
- Illness: Illness of a student is an acceptable excuse for missing school. A doctor's note may be required for excessive illness(es) beyond 5 consecutive school days. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.
- Emergency: A family emergency such as death, fire, flood, etc.
- Vacations: Family trips are normally excused if the trip is with parents or guardians. Prior approval from the principal is required and student academic performance may be considered.
- Appointments: Parents are urged to make dental and medical appointments and other prearranged absences for their children outside of the school day if possible. If a student is taken for a doctor or dentist appointment during noon or recess and returned to school, the student will not be counted absent.
- Religious instruction offered through release time.
- School sponsored activities.
- 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.

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

### **CONTACTING OR REMOVING A STUDENT DURING SCHOOL HOURS**

- Parents are always welcome to visit Pine River-Backus Elementary School. We require that all visitors register in the school office and get a name badge and lanyard before going to the classrooms. If it should be necessary for a parent to contact a child during school hours, this must be done THROUGH THE SCHOOL OFFICE.
- **Do not go directly to the classroom with messages, lunches, money, etc.** These should be left in the office for the students. You may be asked to present a form of identification when picking up a child at the school if office staff do not recognize you or anyone else picking the student up. Please do not feel offended if we ask you for this. We want to keep your children safe.
- Parents may not text or call their child's cell phone to make arrangements to pick up their student. Your child is not allowed to use a cell phone during school and would be subject to school discipline if they use their phone to communicate with their parents.
- If it is necessary for a parent or guardian to remove a student before the end of the school day, the student must be signed out of the District Office. No student will be able to leave his/her classroom until the office has notified the teacher that the parent/guardian is in the office. All phone calls requesting students be dismissed will be redirected to the office. Teachers may have students ready to leave, however, students must wait in their classroom until notified. Students must be signed out in the office before leaving. If the student is not signed out, the student's absence will be considered the same as truant. In the case that a parent or guardian is suspected of alcohol or drug use, or under the influence, authorities may be called. Pine River-Backus Schools realizes that in today's world there are individual cases of custodial rights of parents. Divorce and custody rights can be hard for the school to sort out. When there are questions, local police authorities will be called. Please ensure that papers are on file in the office regarding these cases and who is allowed to pick up your child. Remember to send notes if something changes regarding custody arrangements.

## *Field Trips*

- On occasion, classrooms may take educational field trips off campus. Field trips offer the opportunity to bring real-world learning experiences to our students and to enhance curriculum.
- Our teachers will always follow all of our safety protocols when taking students off campus.
- Students are expected to follow our school rules and ROAR expectations when on a field trip. In the event a student has a major behavior violation (fighting, running/hiding from the class, leaving the designated area, etc.) parents will be called and expected to make arrangements to pick their student up.
- Parents are required to sign the school field trip permission form that is sent home with their student.

## *Backpacks*

- Students in grades 5 and 6 are not allowed to carry backpacks from class to class.
- Backpacks should remain in their locker at all times unless accommodations are necessary. In this event, the administration will need to approve this. This is for safety and consistency reasons.

## *School Hours*

- School begins at 8:25 a.m. for all students
- The Elementary School dismisses on a staggered dismissal schedule to keep traffic safe and efficient. The dismissal schedule is as follows:
  - 1st Grade 3:04
  - 2nd Grade: 3:06
  - 3rd Grade: 3:08
  - 4th Grade: 3:10
  - Kindergarten: 3:12
  - 5th/6th Grade: 3:15
  - 3:10 p.m. for grades K-4 and 3:15 p.m. for 5/6
- The elementary school does not provide morning supervision until 7:30am. Students are encouraged to not arrive at the building before 7:45am. If a pattern is noticed by a specific student or family and/or we have documented behavior concerns with your child arriving early, the parent(s) will be called for a conference. For your child's safety, he/she cannot be in the building when supervision is not scheduled.
- Students wishing to eat breakfast may enter the cafeteria at 7:45am
- Students are not allowed to enter the elementary part of our building until 8:00 a.m.

## *Building Security*

- In order to ensure the safest learning environment possible, our building access for students in grades K-6 is limited to one district office entrance (door 33). This door is locked and you will need to be let in. Check with the office for information regarding access.
- Parents of early childhood students (ages 4 and under) may enter through door 26 in our Early Childhood Center. Students ages kindergarten and over need to be dropped off at door 33. This is for safety and security reasons.

## Transportation

- Any general changes in transportation of a student need to be communicated through the Transportation Director, Charity Crannel at 587-2026. Questions or concerns regarding behavioral or safety issues also need to be addressed through the Transportation Director. School bus rules are listed on the following pages.
- All transportation rules procedures are governed by our district transportation policy. It is a privilege to ride the bus. Students that do not follow the bus safety rules and our ROAR expectations may have a bus referral written. These students are subject to discipline by the building principal. This may include losing the privilege of riding the bus.

### **\*\*CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR\*\***

- Consequences for school bus/bus stop misconduct will be imposed by the building principal. Serious misconduct may be reported to the Department of Public Safety and may be reported to local law enforcement.

### **\*\*CONSEQUENCES OF POOR BUS CONDUCT\*\***

#### Elementary (preK-6)

- 1st Offense - Warning. Principal or designee will meet with the child.
- 2nd Offense - 3 school day suspension from riding the bus. Principal will meet with the child.
- 3rd Offense - 5 school day suspension from riding. Principal will communicate with parents.  
Possible further consequences.
- 4th Offense - 10 school day suspension from riding the bus. Parent or guardian will be responsible for arranging a meeting with the Principal prior to their child returning to the bus.
  - Further offenses will be individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

Note: Students must be in attendance at school during the days of bus suspension.

Note: **Building principal or designee reserves the right to assess each situation and impose consequences that are best fit for the student based on past history, age, and intent.**

#### 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 may also result from school bus/bus stop misconduct.
- Records of school bus/bus stop misconduct will be forwarded to the individual's school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records will also be maintained in the transportation office.
- Evening Route
  - If a student performs an act that obviously jeopardizes the safe operation of the bus on the evening route, the building principal in consultation with the transportation department may suspend the student from riding the bus the next morning. The principal will notify the parents and transportation director of this action.- If this is a substitute driver, he/she

must also notify the regular driver. A written report shall also be filled out and delivered to the transportation director immediately following the next morning's route detailing the incident. Riding privileges may not be reinstated until a conference is held with the driver, parent, child and administrator.

**\*\*RULES ON THE BUS (ROAR EXPECTATIONS)**

- Responsible: Be ready and on time, keep the bus clean, take care of belongings.
- On-Task: Sit and face forward in your seat, feet down, leave the bus promptly and go to your destination.
- Always Safe: Follow bus safety rules, keep hands and feet to self, report problems to the bus driver.
- Respectful: Listen to the bus driver directions, use a quiet voice/kind words, greet and thank the bus driver.
- Bus Safety Rules:
  - Keep all parts of your body inside the bus.
  - Keep your arms, legs and belongings to yourself.
  - No fighting, harassment, intimidation or horseplay.
  - Do not throw any object.
  - No eating, drinking or use of tobacco or drugs.
  - Do not bring any weapon or dangerous object on the bus.
  - Do not damage the school bus.
  - No sunflower seeds at any time.
  - Open and close windows only with permission of the bus driver.
  - In case of a road emergency, students should stay on the bus.
  - Remain seated until the bus is completely stopped and the door is opened.
  - Watch your step and use the hand-rail.
  - After getting off the bus, move away from the bus.
  - If you must cross the street, always cross 10 feet in front of the *bus*. Look both ways and watch for the driver's signal to cross.
  - Never cross behind the bus.
  - If you drop any paper or other items near the bus, wait for the bus to leave before you pick it up.
  - Get to the bus stop 5 minutes before your scheduled pick up time; the bus driver will not wait for late students.
  - Respect the property of others while waiting at your bus stop.
  - Keep your arms, legs and belongings to yourself.
  - Use appropriate language.
  - Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
  - After getting off the bus, move away from the bus.
  - If you must cross the street, always cross at least 10 feet in front of the bus where the bus driver can see you. Wait for the driver to signal to you before crossing the street.
  - No fighting, harassment, intimidation or horseplay.
  - No use of alcohol, tobacco, or drugs. The use of alcohol, tobacco, or drugs of any kind will be subject to immediate bus riding suspension.

**Parent/Guardian Responsibilities for Transportation Safety:**

- If a child is riding a different bus at night, he/she must have a note or a phone call from parents and receive approval from the office. **PLEASE CALL BEFORE 1:00** regarding a bus change. Under no conditions will we transfer a student without parent permission. Become familiar with district rules, policies, regulations and principles of school bus safety.

- Assist students in understanding safety rules and encourage them to abide by them.
- Recognize their responsibilities for the actions of their students.
- Support safe riding practices and reasonable discipline efforts.
- When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
- Support procedures for emergency evacuation, and procedures in emergencies as set up by the school district.
- Respect the rights and privileges of others.
- Communicate safety concerns to school administrators.
- Monitor bus stops, if possible.
- Support all efforts to improve school bus safety.

**Parent and Guardian Notification:**

- A copy of the school district school bus and bus stop rules are made available through our parent/student handbook. They can be found on our school website or requested at anytime.  
*The complete Student Transportation Policies 707, 708, 709, 710 & 711 are available in the elementary office or online.*

## *Phone Use*

- School phones are to be used by students for emergencies only. The phone is not to be used for any other reasons (forgotten notes, books, assignments, permission to visit friends after school, etc.). Students will not be called out of class except in cases of emergency.

### **CELL PHONES**

- Cellular phones and personal listening devices may not be used by students during the school day (8:00am-3:10pm). If brought to school, they are to be kept in a locked locker or the office during the school day. These devices are disruptive in school and very prone to theft. Items that are used during school hours may be confiscated.
- All students will be warned at 5/6 open house about our cell phone policy, so the first offense their phone will be confiscated and parents will be required to come to the school and get the phone from the principal. Further offenses will be handled with consequences such as detention and up to an in-school suspension. Parents will be contacted and items will be held for parents to pick up in the office.
- **Parents and students should NOT call or text each other on their cellphone during the school day. If parents need to get a hold of their student, they should call the district office at 587-4447.**

*The complete Use of Cell Phone, Digital Imaging Devices, and other personal electronic devices policy is available in the elementary office or online.*

## *Media Use*

- The school may use photographs of school events, classrooms, games and activities from time to time. These photographs may be published internally or on school-related social media outlets (Facebook, Instagram, Twitter, etc.). Parents of currently enrolled and newly enrolled students will be given a form annually to “opt out” of having any photographs of their student taken or posted. A parent/guardian can also contact the classroom teacher or school directly if there is a change in their decision at any time.

## *Incoming Calls from Parents to Students*

- Notes and messages will be taken unless there is an emergency. You may leave a voicemail for teachers to contact you. If a message regards such things as different evening travel plans for a student, the classroom teacher and student will be informed from the main office. PLEASE CALL BEFORE 2:00 p.m.

## *After School Activities*

- If your child will be participating in any after school activity, a note or phone call from a parent should be given to the office. Please call the office no later than 2:00! If we do not hear from you by 2:00, the student will be directed to leave school as usual.

## *Legal Names*

- All records and official documents will use the child’s legal name. The school district will not take responsibility for the child using another name.

## *Student Dress and Appearance*

- It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- **Appropriate** clothing includes, but is not limited to, the following:
  - Clothing appropriate for the weather.  
NOTE: Students go outside for recess unless the temperature is below zero or the wind chill is -10 degrees.  
\*Boots should always be worn on wet or cold days.
  - Clothing that does not create a health or safety hazard.
  - Clothing appropriate for the activity. All students are required to wear clean, dry tennis shoes for physical education.
- **Inappropriate** clothing includes, but is not limited to, the following:
  - Short shorts, tank tops, tops that expose the midriff or under garments, and other clothing that is not in keeping with community standards.
  - Clothing bearing a message that is lewd, vulgar, or obscene.
  - Apparel promoting products or activities that are illegal for use by minors.
  - Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
  - Any apparel or footwear that would damage school property.
  - Hats are not allowed in the building except with the approval of the building principal.
  - Students wearing clothing or apparel that causes a material and/or substantial disruption to our school day will be asked to change or cover up.

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

## *Lost and Found*

- Check in the office to find the location of the lost and found area. Items not collected by the owner are cleared quarterly and donated to the Pine River-Backus Family Center. **Please label all clothing with your child's name.**

## *Progress Reports*

- Progress reports will be issued at the end of each quarter. A teacher may send home other progress reports as needed throughout the year.

## *Emergency Drills*

- The Elementary School will perform 5 lock down, 5 fire, and 1 tornado drill each year. Emergency drills will be conducted periodically so that every person in the building knows the procedure to be followed in the event of an emergency.
- Students and staff are trained annually in crisis management and response strategies.

## *Library Media Center*

- The Media Center is open from 8:00 a.m. to 3:00 p.m., Monday through Friday, for student and faculty use.
- We have book return, book check-out, and a story and/or library skills class time. Students needing extra time may come to the library throughout the week with a pass. Books are checked out on a weekly basis with the exception of certain research books that are to be checked out for 24 hours at a time.
- Books left at home? We ask the students to refrain from checking out more books until those are returned or paid for. Your money will be returned if a lost book is returned in good condition within one year. Payment is expected for books that are damaged beyond repair (i.e.: severely ripped, dog chewed, or colored in). Please notify us if books are written in, ripped, or mutilated.
- Are you moving? You need to return all library materials.
- If a student loses a library book, he/she will be responsible for paying a book fine fee. At the end of the school year, students that have outstanding fines or books that have not been returned, may not be eligible to participate in our Track & Field Day.

## *Lunch Procedure*

- Pine River Backus Public Schools participates in the National Lunch Program, School Breakfast Program and Kindergarten Milk Program in addition to other child nutrition programs. School Lunches and School Breakfasts are Free to all Students grades K-12. Every family will be required to complete an application for benefits.
- Pine River Backus Schools utilize a computerized system to record student and staff meal payments and purchases. Staff will be required to PREPAY for Meals and Entree, Milk Purchases. Students will need to PREPAY for milk purchases and any extras. The cost of a Milk is .40 and the cost of an extra entree is 1.25. All accounts will be set up as individual accounts. Payments may be made online, via mail or in the food service office. Students will be notified daily if their balance is getting low. Email and Phone notification will go out.
- All Students in grades K-12 are issued a personal ID#. When a student receives a meal, extra milk, or extra entree, the student presses in his/her ID# and the meal is recorded and the extra items are deducted from his/her account.
- Applications for meal qualification are available online, and in all school offices and food service offices. They may be filled out at any time.
- Applications will be mailed to every family prior to the first day of school. If you have any questions please contact Jill Blanchard at 587-2865.

## *Elementary Newsletter*

- Elementary Newsletters and a calendar is sent home with elementary students each month. It is also posted on our website. The newsletter will provide pertinent information including upcoming events and reminders from the office. If you have questions about current or future happenings, please feel free to call the office at 587-4447.

## *Birthdays*

- Birthdays are a special time for elementary children. In school: Please check in advance with your child's teacher if you wish to bring treats for your child's birthday. The treats must be purchased in a store or bakery. Please try to consider wellness in providing treats for students. Treats should be brought to the office, and not directly to the classroom. Flowers and balloons are not allowed as it causes distraction in the classroom and also hurt feelings.
  - Parties at home: If you are having a party for your child at home, please mail the invitations or phone parents unless you are inviting the entire class. Sometimes we have hurt feelings if invitations are passed out in school and some children are excluded.

## *School Closing*

- An "all call" alert will be sent out to families when weather prevents school from being held, when we start later than normal, or when we have to dismiss early. We will call you via our School Connects system and also announce on radio and TV from the following stations:

### Radio Stations

WJJY Brainerd (106.7)

KTIG Pequot Lakes (102.7)

KLKS Breezy Point (104.3)

### TV Stations

KCCO (TV 7/12) Alexandria ([www.wcco.com](http://www.wcco.com))

KSTP (TV 5/16) Minneapolis ([www.kstp.com](http://www.kstp.com))

KARE (TV11/14) Minneapolis ([www.kare11.com](http://www.kare11.com))

\*\* Always listen to one of the above when:

- 1) Heavy snow occurs overnight.
- 2) Rain occurs at freezing temperature.
- 3) School is in session, and a storm is approaching.

\*\* We sometimes dismiss early. Parents need to have a plan with arrangements for their children when school is dismissed early due to unexpected weather conditions or school emergencies.

## *Recess*

- All students go outside for recess unless the temperature is below zero or the wind chill is colder than -10 degrees. EXCEPTIONS would include either a doctor's note or the school nurse's/building principal's determination.

## *Enrollment*

- When a student registers for school during the school year, they can complete an online enrollment form. Families can do that by going to our website or coming into the office for assistance. The school will make the determination as to when the student may start. The parent/guardian must provide the district with the required immunization record, birth certificate and transfer information.

## *Open Enrollment*

- Students not residing in the Pine River-Backus School District, who wish to attend one of our schools, must fill out an Application for Open Enrollment form available in the office of either district and also on the MDE website.

*The complete Enrollment of Nonresident Students Policy 509 is available in the elementary office or online.*

## *Withdrawal*

- If you are moving from the school district, please notify the principal and the classroom teacher. Leave information as to where you are moving, so that school records may be transferred at the earliest possible time. Records will be transferred by our school once we receive notification of enrollment from your new school.

## *Teacher Requests*

- The Pine River-Backus School District uses a data-driven decision-making model. Our staff study a variety of data in order to ensure your child's academic success each year. Students are placed into balanced classrooms based on academic, behavior, and social/emotional needs. Parent requests are not taken by the Elementary Office. If you wish to discuss your child's placement, please set up an appointment with the elementary principal. You will receive notice of your child's homeroom teacher in a mailing to be sent out before the beginning of the school year.

## *Visitor Information*

### **SAFETY**

- All visitors must report to the office to check in. A visitors badge will be issued. Anyone wishing to enter the building once school has started must use the Visitor Entrance (Door #33). All other doors will be locked during the school day to ensure the safety of our students.

### **VISITING SCHOOL**

- **PARENTS:** Parents are welcome to visit school. Visits to your child's classroom **MUST** be pre arranged with the office and the classroom teacher. Adult visitors are asked not to interact with the students unless the teacher asks. If you are interested in volunteering, please let our office staff know. We would like all visitors volunteering to first report to the office so that we may assist and call the teacher. You must sign in and wear identification. **Do not go directly to the classroom. The office will assist you.** This is also for the safety of our students. Please sign out upon leaving the building.
- **STUDENT GUEST:** A guest is only allowed to visit during the lunch and recess period. We prefer not to have guests during the first and last week of school. Emergency phone numbers should be left in the office. Permission should be acquired from the building principal the day before the visit.
- Parent volunteers will be denied if the purpose is to “watch your child” to see how they are behaving or to see how other kids are treating your child. This is for confidentiality reasons and no exceptions will be made.

### **VISITOR PARKING**

- Visitor parking is available in the lot outside the visitor entrance (Door #33). Please do not park in bus loading zones or no parking zones.

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

## *PRB Volunteer Program*

- Volunteers provide opportunities that enhance the educational experience for students while supporting our teachers and staff. Our motto is: **VOLUNTEERS MAKE A DIFFERENCE.**
- We encourage and welcome volunteers to our school. Whether you are a parent, guardian, grandparent, relative or a friend, your time spent at Pine River-Backus as a volunteer is an important contribution to a child's educational experience.
- To further explain the volunteer program, Volunteer Handbooks are available at the school. If you would like to be a part of the Pine River-Backus Volunteer Team, and/or receive a Volunteer Handbook, please contact Elementary Principal Rick Aulie by calling 587-8309 or

emailing [raulie@prbschools.org](mailto:raulie@prbschools.org). The staff and students at Pine River-Backus invite you to become active and involved with our volunteer program. We look forward to meeting each and every one of you!

- Parent volunteers will be denied a request to volunteer if the purpose of volunteering is to “watch your child” to see how they are behaving or to see how other kids are interacting with your child. This is for confidentiality reasons and no exceptions will be made.

## *Classroom Pets/Visitors*

- It is important to keep the conditions and building free from plants and animals that are likely to cause allergies or other illnesses to students who are sensitive to those kinds of allergies. Therefore, we do not have pets in the classroom. We also do not allow students to bring pets in as a part of a sharing activity for safety reasons. If you have a special request or circumstance that you would like considered, contact the building principal.

## *Drug Prevention*

- 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 and controlled substances without a physician’s prescription and is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- It shall be a violation of this policy for any student, teacher, administrator, other school district personnel, or member of the public to use alcohol, toxic substances, or controlled substances in any school location.
- 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. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Statute 121.5.40 subdivision 10, and proposed for expulsion.

Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with Pine River-Backus School Board policies related to search and seizure.

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

## *General Rules and Procedures*

### **GENERAL RULES**

- \*School personnel have authority over all students, at all times, in all areas of the school. Students are under the supervision of all school representatives, not only their classroom teacher.
- \*Respect authority and the rights and property of others.
- \*Pass through the corridors in a quiet and orderly manner.
- \*No gum chewing allowed in school.
- \*Personal items, such as toys, cell phones, iPods, MP3 players, portable Play Stations (PSP), skate boards and balls, should be left at home to prevent loss or injury.
- \*Weapons of any kind are not allowed. (Toy weapons included.)
- \*Students riding bicycles to school are reminded to follow bicycle safety rules when on community streets. As an added safety precaution, we ask that all persons with bicycles walk them on and off the school grounds.
- \*Elementary students are not permitted to use vending machines in the Commons between 8:00-3:15.
- \*The cooperation of the entire student body is asked in caring for the school building and school property. The defacing of school property will not be tolerated. Students defacing or destroying school property will be reprimanded and are expected to repair or pay for damages.

## *Behavior Expectations and Discipline Procedures*

The goal of the elementary school behavioral procedure is to allow all students to learn in a safe environment that promotes respect of self and others. This procedure will improve consistency in dealing with behavioral concerns. Students are responsible for making good choices. Classroom teachers will use their positive behavior management plans to handle mild infractions that do not substantially disrupt the learning of others or create a safety issue for students. School administration will be called to intervene for major violations such as harming or injuring themselves or others, if it is a case of verbal, physical, or sexual harassment, or it is a persistent problem. Interventions and consequences will be determined based on the nature and severity of the infraction. The goal is for students to learn from the choices they make and to practice positive character traits, such as truthfulness, compassion, responsibility, forgiveness, etc.

All students shall follow our ROAR Expectations:

- Be Responsible for self and belongings.
- Be On-Task at all times and in all areas. Respect the education process through the display of appropriate language, attitude, and physical behavior.
- Be Safe at all times!
- Respect and honor the rights of other students to learn in an environment free of intimidation or harassment.

Take care of yourself:

- Maintain satisfactory attendance and report to school on time.
- Comply with dress code.

- Be on time.
- Have necessary materials.
- Be confident.
- Be truthful.
- Follow directions promptly.
- Complete assigned work on time.
- Stay on task.
- Be responsible for your own behavior.
- Listen to the adult in charge. Follow directions without complaining.
- Ask for help, when necessary.
- Keep your hands to yourself.
- Stay in assigned area or get permission to leave.
- Leave toys and valuables at home.
- Stay within playground boundaries. Line up promptly when the whistle blows.

Take care of each other:

- Be respectful by not using put-downs, touching, pushing, etc.
- Use appropriate voices.
- Allow others to remain on task.
- Listen when someone is speaking to you. Look at them and pay attention to what is being said.
- Smile and be friendly. Show kindness and consideration to everyone.
- Help others.
- Walk in an orderly manner. Speak softly in hallways so other classrooms are not being disturbed.
- Include others at all times.
- Respect the opinion and point of view of others.
- Understand when mistakes are made.
- Know your own space.
- Get adult help when needed.
- Display courtesy.
- Pay attention at performances. Express appreciation by clapping. Yelling, whistling, and booing are not tolerated. Remain seated until dismissed by the teacher.

Take care of the school:

- Put paper in the recycle bins.
- Keep your work area clean.
- Pick up paper and trash even if it isn't yours.
- Keep books, bags, etc., under chairs.
- Take good care of textbooks.
- Carry physical education equipment in hallway.
- Return outside equipment to its proper place after using it. (K-3 use plastic bats; 4-6 may use aluminum.)
- Slide down all slides feet first and bottom down and go around to the back of the line when done.
- Swing with bottom on swing-set chair and swing back and forth. Keep swing chains at standard length.
- Open and close doors as quietly as possible.
- Clean up table and dispose of uneaten food. Practice good table manners.
- Leave sand, rocks, snow, etc. on the ground and keep hands off trees.

- Consequences may be shared verbally, in writing, or both. The goal is for students to make natural or logical connections between their mistakes and the corrective actions and to learn from the choices they have made.
- Mild behavior issues will be handled by the supervising staff by using conflict resolution, class meeting, brief discussion, or other appropriate method for solving the problem.
- Moderate and severe behaviors will be documented on the student's discipline record. Mild behavioral issues may be recorded if these behaviors are chronic and an intervention is appropriate.
- Positive, caring behaviors will be reinforced and recognized through a variety of ways, such as verbal praise, buttons, stickers, certificates and announcements, phone calls, extra free time, lunch with adult of choice, etc.

We believe:

- Behavior can be changed, can be taught, and must be modeled.
- Behavior is non-negotiable in instances of safety and security.
- Behavior has consequences.

We believe:

- Consequences should be fair and not always equal.
- Consequences teach about behavior.
- Consequences should not be punishments.

It is important that you, as a parent, are aware of our discipline plan and that you support us in this endeavor to maintain a positive learning environment at Pine River-Backus Elementary School. Please discuss the expectations that are listed above with your child and keep it on file for future reference. It is the responsibility of all adults to help children feel safe in school and to provide an environment that will allow students to learn and teachers to teach. We are proud to be PRB, a kind and caring community!

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

## Bullying

- Bullying is a form of interpersonal aggression that may include behaviors such as teasing, hazing, sexual harassment, and physical bullying. There is an imbalance of power between the individuals. The consequences experienced by the victim and bystanders are far-reaching and potentially lethal.
- A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.
- Bullying contains several key elements that include:
  - **An Imbalance of Power** - The imbalance can be physical, psychological, or intellectual and hinders the victim from defending him/herself.
  - **Repeated Actions** - The negative actions usually occur repetitively over a period of time.
  - **Intentional Actions** - Bullies purposefully 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 including yelling, crying, withdrawal, or anxiousness. The bully, however, will demonstrate very little emotion or anguish. The person 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:

1. **Physical aggression:** includes destroying property, threatening
2. **Social Aggression:** spreading rumors, racial slurs, exclusion from group
3. **Verbal aggression:** name calling, teasing, threatening, intimidating phone calls
4. **Intimidation:** graffiti, a dirty trick, taking possessions, coercion
5. **Written aggression:** slam books, note passing, graffiti
6. **Sexual harassment:** Any comments or actions of a sexual nature which are unwelcome and make the recipient uncomfortable.
7. **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.
8. **Cyber Bullying:** bullying through email, instant messaging, chat room exchanges, Website posts, or digital messages or images (texting) sent to a cell phone or personal digital assistant (PDA.)

HARASSMENT AND BULLYING BEHAVIOR WILL **NOT** BE TOLERATED.

# School Procedure Regarding Bullying

## Mission Statement

**“To create a positive and safe environment for students and staff.”**

1. All staff members will enforce “no-bullying rules”. (administration, teachers, paraprofessionals, bus drivers, secretaries, custodians, food service, counselors, etc.)
  2. Students will help others by speaking out and getting adult help.
  3. Students will use extra effort to include everyone.
- 
- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    - an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
    - materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
    - The term, “bullying,” specifically includes cyberbullying as defined in this policy. Targeting a child for repetitive negative actions.

## The Serious Nature of Bullying

- Children being bullied **need and deserve adult intervention and help.**
- Problem is too serious for them to solve alone.
- Without intervention, the **problem will not go away.**
- Bullies will keep bullying unless adults do something about it.

Pine River-Backus Schools practice a progressive discipline model. Consequences and behavior interventions will be determined by the child’s age and staff/administration. **Bullying of any kind will not be permitted. Reports of bullying will be investigated according to building procedure.**

## How to Help: Prevention Steps to Bully-Proof Your Child

- Let the school know your safety worries immediately.
- Keep a record of time, date, names and circumstances to show a pattern of harassment.
- Teach your child self-respect—confident kids are less likely to become a victim.
- Let your child know it is O.K. to express anger if done appropriately.
- Encourage friendships—there is strength in numbers.
- Arrange weekend play dates to promote friendships.
- Build social skills early.
- Help shy kids with social skills training—role-play together situations that have occurred previously.
- Explain the difference between telling and tattling. Tattling is when you report something just to get someone in trouble. Telling is when you report that you or someone else is in danger. Verbal abuse and being excluded are dangers, too.

- Stress the importance of body language—a “victim stance” may attract bullies.
- Teach your child effective skills for making friends such as how to share, compromise, apologize, use “I” statements, change the topic to avoid conflict, and use a “diplomatic” approach.
- Teach your child alternative responses—**CALM (Cool down, Assert Yourself, Look Them In The Eyes, Mean It!)**
- Don’t advise either completely ignoring or physically attacking the bully.
- Never coach to “hit back” or “get even”. It does hurt. If we encourage it, it will escalate. When victims feel defeated, there is an increased risk of them taking a weapon, which is certainly not a position for your child to ever be in.

#### **How to inform the school of a bullying situation:**

- Report to the classroom supervisor closest to the situation.
- Request meeting with principal/teachers.
- Request meeting or phone call to the Youth and Family Services Worker.

#### **How parents will be informed of a bullying situation:**

- The school behavior procedure will be followed.
- Plan for **Referring Student for Victim Intervention** in moderate or severe situations:
  - Parent will be contacted by staff involved in resolving the situation.
  - Parent accepts or refuses permission for child to participate in appropriate intervention services.
- Plan for **Referring Student for Bully Intervention:**
  - Parent will be contacted through school behavior procedure.
  - Parent accepts or refuses permission for child to participate in appropriate intervention services.

#### Criminal Conduct

In cases involving criminal conduct (for example; assault, weapons, possession, or vandalism), the superintendent and local law enforcement officials will be informed.

#### PEACEFUL PLAYGROUND RULES

- Be respectful by not using put-downs, touching, pushing, etc.
- Use appropriate language, keep your hands and feet to yourself.
- Harassment/Exclusion games are not allowed.
- No toys.
- No food, candy, gum or beverages.
- No spitting.
- Sand, rocks, snow, pine cones, etc. should not be thrown.
- Stay off of the trees.
- Stay within playground boundaries.
- Do not stand or sit on top of playground equipment.
- Return playground equipment to the proper storage area.
- Follow the rules of the game you are playing.
- Use “rock-paper-scissors” to resolve questionable play.
- Include others in your game.
- Slide rules—sit on your bottom going down, once down, go around.
- Swing rules—sit on your bottom and swing back and forth.
- Sidewalk chalk—only for primary students.
- Get adult help when needed.

- Playground supervisors have the right to use their judgment regarding harmful and inappropriate activities.

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

## *Non-Discriminatory Procedures*

### **Harassment and Violence**

- The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Pine River-Backus School District 2174 prohibits any form of religious, racial or sexual harassment and violence.
- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
  - a. name calling, jokes or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the human rights officer, the Superintendent of Schools. You may also make a written report. It should be given to a teacher, counselor, the principal or the human rights officer. Your right to privacy will be respected as much as possible.

We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report. The Pine River-Backus School District will also take action if anyone tries to intimidate or harm you because you have reported.

*The complete Harassment & Violence Policy 413 is available in the elementary office or online.*

**RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE ARE AGAINST THE LAW. DISCRIMINATION IS AGAINST THE LAW.**

**CONTACT: SUPERINTENDENT OF SCHOOLS**  
**NON DISCRIMINATION OF STUDENTS WITH DISABILITIES**

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free

appropriate public education.

For this policy, a learner who is protected under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

HUMAN RIGHTS OFFICER  
Pine River-Backus Schools #2174  
980 First Street N  
PO Box 610  
Pine River, MN 56474  
Phone: 218-587-4720

*Harassment and Violence Report Form is on the next page.*

**INDEPENDENT SCHOOL DISTRICT NO. 2174  
HARASSMENT AND VIOLENCE REPORT FORM**

General Statement of Policy Prohibiting Harassment or Violence

Independent School District No. 2174 maintains a firm policy prohibiting all forms of discrimination, harassment and violence. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator, or other personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant \_\_\_\_\_  
Home Address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_  
Date of Alleged Incident(s) \_\_\_\_\_

Circle as appropriate: sexual / racial / religious / harassment

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

Where and when did the incident(s) occur?

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

List any witnesses who were present

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

This complaint is filed based on my honest belief that \_\_\_\_\_ was harassed. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

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

\_\_\_\_\_  
(Date)

Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

Persons who have questions, comments, or complaints should contact the building principal at 587-4447 regarding grievances or hearing requests regarding disability issues.

#### DISCIPLINE OF DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy provided that their misbehavior is not a manifestation of the student's disability, unless an educational program has specified a necessary modification.

When a disabled student is removed from class, the building's special needs committee will review the educational plan and current assessment data. The committee will determine if the placement was appropriate and recommend, if necessary, other methods of dealing with the behavior. The committee may also make exceptions as necessary and appropriate based on the disabling conditions of the student involved. Such exceptions may be reflected in the student's educational plan.

For students with IEP'S, a team meeting is required within five (5) school days of a suspension or prior to an expulsion or exclusion. If a student is placed on in-school suspension status according to school district policy established for all students, for all or part of the day for two (2) or more consecutive days or three (3) times in one (1) month, a team meeting must be held. A student disabled under Section 504 but not under IDEA shall be entitled to such a meeting only pending expulsion, exclusion, or suspension over ten (10) days. The team shall (a) determine whether the misconduct is related to the disability; (b) review any assessments and determine the need for further assessment; and (c) review the adequacy of the current IEP and amend the goals and objectives or develop an alternative IEP program as appropriate. If it is determined that a student's misconduct is related to the student's disability, the student may not be expelled or excluded, and an alternative program shall be sought.

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 after a period of suspension, if suspension is imposed. The school district shall initiate a review of the student's IEP and conduct a review of the relationship between the disability and the behavior subject to disciplinary action and determine the appropriateness of the student's education plan before commencing an expulsion or exclusion.

***The complete Disability Nondiscrimination Policy 402 and Student Disability Nondiscrimination Policy 521 are available in the elementary office or online.***

## *Weapons*

- No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.
- Weapons are defined as any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air-guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; num-chucks; throwing stars; explosives; fireworks; mace and other propellants; stun-guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- **School Location**: A school location includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- **The Public**: Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

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

## Health Information

### Insurance

- The school district does not carry any type of health or accident insurance for injuries incurred by your child at school. You may purchase a Student Accident Insurance plan that would be a supplement to your existing insurance, or in the event you have no insurance, this plan will provide benefits for medical expenses incurred because of a student accident at school. A letter of explanation and insurance forms will be sent home the first week of school.

### 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 school 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 yearly.
3. The prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with the law and 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 appropriate school district personnel.
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. School nurse or designated personnel to dispense medications.
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 must provide the medication. No over-the-counter medications will be provided by the school district.

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

### **PRB Schools Head Lice Procedure**

Pine River-Backus Schools will require parents to remove their children from school when head lice or untreated nits are found. The parents or guardians must then aggressively deal with this infestation to minimize the time lost from the child's classroom. Protecting others from head lice is essential.

1. When head lice and/or untreated nits are found, parents or guardians will be contacted immediately. When live lice are present, the student will be removed from school with an informational letter describing what is expected for the child's return to school.
  2. After treatment, the student should return to school accompanied by the parent when possible. The school nurse or a designee, with the parent present when possible, will then do a head check before the student can re-enter the classroom.
  3. The student will be checked periodically throughout the following days to assure that he/she is free of head lice and/or untreated nits. The Minnesota Department of Health strongly recommends that parents check their children's heads for lice and nits on a regular basis.
  4. If the student is re-infested, the parent/guardian will be directed to follow the same treatment procedure described in the informational letter. The parent/guardian must contact the school when the student is ready to return to school and again accompany the student upon his/her return if possible. The student will be rechecked by the nurse/designee with the parent when possible.
  5. Should the situation warrant, District personnel will report cases of neglect to county authorities as required by law.
  6. Up to two student absences related to head lice infestation will be excused absences. The administration, with guidance from classroom teachers, will develop student learning plans for students missing more than one day of school.
- Every student should have up-to-date emergency information on file in the office. This information is necessary for our records and will be needed to contact you should an emergency occur. Please inform the school IMMEDIATELY if there are changes in this information during the school year. It is vitally important that we keep all information up-to-date.
  - Minnesota State Law requires all school employees to report cases of suspected abuse/neglect to the proper authorities. Pine River-Backus School complies with this law by contacting the appropriate social services agency and/or the local law enforcement agency that is responsible for investigating the report. Minnesota State Law allows students to be interviewed by authorities at school without parent permission.

## *Computer/Internet Use*

### **COMPUTER AND INTERNET ACCEPTABLE USE POLICY FOR GRADES K-6**

- The Internet Acceptable Use & Safety Policy 524 is in effect in the Pine River-Backus Schools. This document/notice is also posted online on our school website. Teachers will review the contents of this document with students at the beginning of each school year in their homeroom. The school district has Internet protection software in place to limit access to undesirable Internet sites. This implementation of software/hardware does not take the place of the Acceptable Use Policy, but will attempt to help protect our students/staff from these undesirable sites.

## *Infinite Campus*

- Infinite Campus is our online Student Information System. All parents have an account and can access student information such as grades, attendance, assignments, and lunch accounts by logging into the Infinite Campus system. Contact the office for login information if you do not already have it.

## *Responsive Classroom*

- Pine River-Backus Elementary School uses Responsive Classroom in each of our homerooms. The Responsive Classroom (RC) is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day. Since 1981, thousands of classroom teachers and hundreds of schools have used the Responsive Classroom approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using these strategies report increases in student investment, responsibility, and learning, and decreases in problem behaviors.

## *Multi-Tiered System of Supports (MTSS)*

- Pine River-Backus Elementary School uses a Multi-Tiered System of Supports to identify and support struggling students. MTSS is: implementing high-quality, scientifically validated instructional practices matched to learner needs, monitoring student progress using learning rate over time and level of performance, to make important educational decisions based on the student's response to instruction. The three components of a MTSS is:
  - A measurement system that allows for frequent monitoring of progress to inform decisions at each tier of service delivery.
  - Instruction that is evidence-based for both core and interventions.
  - A Problem Solving Process that relies on data to determine who needs interventions, when, how, and what interventions to be delivered.
  -

## *PRB Booster Club*

- The Pine River-Backus Booster Club is a parent/community group that supports student extra-curricular activities and academic enrichment. The goal is to support and enrich the opportunities for the students of our district. Funds raised have been used to help purchase team uniforms, theater supplies/equipment, upgrades for the athletic fields, and more. All persons within the school district, or who have students in the school district, are welcome to participate. Contact the office for more information.

## *PRB Community Education*

- The community education program includes the elementary youth sports program along with regular offerings on a quarterly basis for classes that may be of interest to students. The fall bulletin comes out the last week of August, the winter bulletin comes out the first week of January, and the spring bulletin comes out the last week of March. There are some scholarship dollars available on an as needed basis for community education classes offered. Call 218-587-2080 for more information.

## *PRB Parent-Teacher Organization (PTO)*

- Our Mission:  
The PRBE-PTO believes that education is a partnership between parents/guardians/caregivers, teachers and children. It also believes that when parents and teachers work together, children recognize that education is important. The purpose of the PTO is to maintain open communication between home and school, and to foster an on-going, close relationship between parents/guardians/caregivers, teachers and students in order that an enriched educational experience is provided to each child. PTO will also support the school through fellowship, programs and PTO fund raising projects.

### Our Programs and Accomplishments:

- Help pay for preschool through grade 6 field trips.
- Host school breakfasts with family, caregivers, or friends.
- Fundraising is minimal and student focused. Our two primary fundraisers are Big Basket Chance and Move For Our School.
- Host our school and community's Family Fun Night (carnival).
- Encourage innovation and creativity in our school by providing specialized grants to teachers.

### Our Meetings:

- The PTO meets monthly and provides free childcare.
- Membership is free.
- One of the best ways to enhance your child's education is to become actively involved in his or her school.
- Research shows that positive parent involvement in school is a major contributor to student success.
- Please contact the school to learn more about the PTO.

**Pine River – Backus Schools**  
**Network & Internet Policy**

Students are given opportunities to use school-issued technology devices as well as internet access. All students are governed by the rules and procedures outlined in our “Chromebook Procedures & Information Handbook Parent/Guardian & PRB Usage Agreement”. Click [here](#) to view that document or contact the elementary office if you need a hard copy.

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

**Why statewide testing?**

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

**Why does participation matter?**

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

**Academic Standards and Assessments**

**What are academic standards?**

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

**What is the relationship between academic statewide assessments and the academic standards?**

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p><b>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)</b></p> <ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<p><b>ACCESS and Alternate ACCESS for English Learners</b></p> <ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given annually to English learners in grades K–12 in reading, writing, listening and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>
--	---

### Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

### Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

### What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us/Students-and-Families/Statewide-Testing) (education.state.mn.us > Students and Families > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading                      \_\_\_\_\_ MCA/MTAS Science  
 \_\_\_\_\_ MCA/MTAS Mathematics            \_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.                      Student ID or MARSS Number \_\_\_\_\_

<b>Position:</b>	<b>2023-24 Rate of Pay</b>	<b>Recommended Rate Effective 8/6/2024:</b>
Substitute Teacher and Nurse	\$140.00 per day	\$150 per day
Para, Cook and Clerical Subs	\$14.50 per hour	\$15.50 per hour
Cook Short Hour Staff	\$15.25 per hour	\$15.75 per hour
Custodial Subs and Short Hour Staff	\$15.25 per hour	\$16.25 per hour
Sub Bus Driver	\$56.50 per run plus \$500 incentive pay after completing 50 full routes or 100 half routes in the same school year*	\$60.00 per run plus \$500 incentive pay after completing 50 full routes or 100 half routes in the same school year*
Extra-Curric Bus Drivers	\$16.50 per hour	\$17.50 per hour
Sub Van Drivers	\$15.50 per hour	\$17.50 per hour
Nonexempt Varsity Coach	\$18.00 per hour	\$18.00 per hour
Nonexempt Asst/JH Coach	\$16.00 per hour	\$16.00 per hour
Scoreboard/Shot Clock/Stat Panel JH/JV	\$25.00 per game	\$25.00 per game
Scoreboard/Shot Clock/Stat Panel Varsity	\$30.00 per game	\$30.00 per game
Official Book - Varsity	\$25.00 per game	\$25.00 per game
Ticket Takers	\$20.00 per event	\$20.00 per event
Referee/Ump - JH	\$35.00 per game	\$35.00 per game
Referee/Ump - C/JV	\$40.00 per game	\$40.00 per game
Game/Activity Supervisor	\$75.00 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.

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 102

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024~~3~~

## 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 one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodation for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the

demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

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

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

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 104

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2024~~2~~

## **104 SCHOOL DISTRICT MISSION STATEMENT**

### **I. PURPOSE**

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

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

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

### **III. MISSION STATEMENT**

**EXAMPLE** (*Note: the actual mission statement developed by the school board should be inserted here.*)

(example courtesy of Hermantown School District)

### **IV. REVIEW**

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)

**Cross References:** None



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 207

Orig. 1995

Revised: \_\_\_\_\_

Rev. 202422

## **207 PUBLIC HEARINGS**

### **I. PURPOSE**

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

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

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

### **III. PROCEDURES**

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

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

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

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

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

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

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

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

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

**Legal References:**

Minn. Stat. § 123A.15 (Establishing Education Districts)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

**Cross References:**

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 413

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024~~3~~

## 413 HARASSMENT AND VIOLENCE

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
  2. the intentional infliction of or attempt to inflict bodily harm upon another; or
  3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
  2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
  3. otherwise adversely affects an individual's employment or academic opportunities.

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

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

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual who
  - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors ~~being domiciled with~~ having legal status or custody with:
  - a. ~~the~~ minor's parent or parents or the minor's legal guardian or guardians; or
  - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

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

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

**[NOTE: The 2023 Minnesota legislature redefined 'sexual orientation' in the Minnesota Human Rights Act.]**

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

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
  - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
  - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;

- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

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

H. Violence; Definition

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

**IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine

discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates \_\_\_\_\_ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.<sup>1</sup>
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by

---

<sup>1</sup> In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

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

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

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

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

## **V. INVESTIGATION**

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

determination based on all the facts and surrounding circumstances.

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

## **VI. SCHOOL DISTRICT ACTION**

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

## **VII. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident

and nature of the conduct.

#### **VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

#### **IX. HARASSMENT OR VIOLENCE AS ABUSE**

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

#### **X. DISSEMINATION OF POLICY AND TRAINING**

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

**Legal References:** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)

42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:**

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 416

Orig. 1995

Revised: \_\_\_\_\_

Rev. 202~~43~~ (Dec.)

## **416 DRUG, ALCOHOL, AND CANNABIS TESTING**

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

### **I. PURPOSE**

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

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

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

prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

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

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

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

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

#### **B. Definitions**

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct

observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the

case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

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

C. Policy and Educational Materials

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

1. The school district shall provide a copy of this policy and procedures to each

driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

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

D. Alcohol and Controlled Substances Testing Program Manager

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

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

E. Specific Prohibitions for Drivers

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

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

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

F. Other Alcohol-Related Conduct

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

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

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

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

1. Pre-Employment Testing

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

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

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

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

**[NOTE: Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to**

**the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations, section 382.413, and 49 Code of Federal Regulations, section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]**

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

2. Post-Accident Testing

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

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

administered and continue to attempt to administer the alcohol test within eight (8) hours.

- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

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

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

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

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

4. Reasonable Suspicion Testing

**[NOTE: 49 Code of Federal Regulations, section 382.307 governs**

**reasonable suspicion testing of drivers.]**

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

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

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

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

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

7. Refusal to Submit and Attendant Consequences

**[NOTE: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations, sections 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations, sections 382.501-382.507 and in 49 United States Code, section 521(b).]**

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

I. Testing Procedures

1. Drug Testing

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

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued

and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

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

received from the laboratory.

2. Alcohol Testing

**[NOTE: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 Code of Federal Regulations, section 40.225.]**

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

J. Driver/Driver Applicant Rights

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

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

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined

by the school district after consultation with the SAP; and

- b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

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

L. Confidentiality of Test Results

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

M. Recordkeeping Requirements and Retention of Records

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

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

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

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

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

Information obtained from previous employers	3 years
--	---------

Alcohol and controlled substance collection procedures	2 years
--	---------

Negative and cancelled controlled substance tests	1 year
---	--------

Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

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

3. Personal Information

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

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

N. Training

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

O. Consequences of Prohibited Conduct and Enforcement

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

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

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

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

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

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

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

3. Disciplinary Action

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

school district's other rules or policies.

P. Other Testing

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

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

Q. Report to Clearinghouse

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

R. Annual Clearinghouse Query

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

consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

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

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

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

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

cannabis testing, unless stated otherwise.

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

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

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

b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

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

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

1. General Limitations

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

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

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

2. Cannabis Testing Exceptions

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

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

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

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

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest

procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

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

**5. Random Testing**

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

**6. Reasonable Suspicion Testing**

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

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

**7. Treatment Program Testing**

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

**8. Routine Physical Examination Testing**

The school district may request or require any employee to undergo drug and

alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

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

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

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

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

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

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

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

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

E. Reliability and Fairness Safeguards

1. Pretest Notice

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

2. Notice of Test Results

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

3. Notice of and Right to Test Result Report

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

4. Notice of and Right to Explain Positive Test Result

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

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing

laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

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

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

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

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

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

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

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

H. Chain-of-Custody Procedures

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

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

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

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

**V. POSTING**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 418

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024

## **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, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

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

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

### **III. DEFINITIONS**

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

ingestion, or by any other immediate means.

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

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system,

except under the direction and supervision of a medical doctor.

D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

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

## V. PROCEDURES

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

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

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

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

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

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

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

- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

**VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

**VI. ENFORCEMENT**

- A. Students
  - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
  - 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling,

including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

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

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

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

**Legal References:** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)

Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 419

Orig. 1995

Revised: \_\_\_\_\_

Rev. 202~~4~~3

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

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence

product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

## **V. VAPING PREVENTION INSTRUCTION**

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

**[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. § 121A.08 \(Smudging Permitted\)](#)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 425

Orig. 2001

Revised: \_\_\_\_\_

Rev. 202~~4~~3

## **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 nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term<sup>1\*</sup> 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<sup>\*</sup> 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.<sup>2\*</sup>

---

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

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

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

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

2. The means to achieve the Staff Development outcomes;
  3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
  4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
    - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
    - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
    - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
    - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
    - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
    - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
    - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
  5. The Staff Development Plan also must:
    - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
    - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
-

- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
  - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
  - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

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

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis<sup>3\*</sup> 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 Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

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

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

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

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an

---

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

amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

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

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

- A. On a yearly<sup>4\*</sup> basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor

---

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

who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds, or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

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

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

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

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

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

## **VIII. REPORTING**

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

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
  3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)  
Minn. Stat. § 121A.642 (Paraprofessional Training)  
Minn. Stat. § 122A.187 (Expiration and Renewal)  
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

**Cross References:** None.

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 506

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024 (June)

## **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 [Minnesota Statutes](#), sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

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

#### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
  - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
  - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

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

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section

626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent 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 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. Students with a Disability; 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 student with a disability 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; and**

**O. [Unscheduled Student Removal From Class](#)**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child

abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

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

## **XII. DISMISSAL**

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

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

The school district shall not dismiss any student without attempting to use 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.

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

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

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

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, ~~school readiness plus~~, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nNonexclusionary 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 sSchool bBoard, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same

student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of

the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of

Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a

meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

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

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

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

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

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

#### **XV. STUDENT DISCIPLINE RECORDS**

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

#### **XVI. STUDENTS WITH DISABILITIES**

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

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

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

#### **XVII. OPEN ENROLLED STUDENTS**

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

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

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

The Discipline Complaint Procedure must, at a minimum:

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

## **XIX. DISTRIBUTION OF POLICY**

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

## **XX. REVIEW OF POLICY**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
 Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)  
 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. § 121A.611 (Recess and Other Breaks)  
 Minn. Stat. § 122A.42 (General Control of Schools)  
 Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
 Minn. Stat. Ch. 125A (Special Education and Special Programs)  
 Minn. Stat. § 152.22, Subd. 6 (Definitions)  
 Minn. Stat. § 152.23 (Limitations)  
 Minn. Stat. Ch. 260A (Truancy)  
 Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)  
 MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; [Vaping Awareness and Prevention Instruction](#))  
 MSBA/MASA Model Policy 501 (School Weapons)  
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 MSBA/MASA Model Policy 503 (Student Attendance)  
 MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
 MSBA/MASA Model Policy 507.5 (School Resource Officers)  
 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: \_\_\_\_\_

MSBA/MASA Model Policy 524

Orig. 1996

Revised: \_\_\_\_\_

Rev. 2024

## **524 INTERNET, TECHNOLOGY, AND CELL PHONE 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. While not an exhaustive list, 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," "TikTok," "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. 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. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. 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 may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district 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 seeking technology revenue pursuant to Minnesota Statutes, section 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**

**[NOTE: For a school district that 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 Minnesota Statutes, section 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**

**[NOTE: 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**

**[NOTE: School districts that 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 that 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 may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. 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 Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in

compliance with school district policies conducted through 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 misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on 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 Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **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**

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

**Under the new law, the Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals will collaborate to make best practices available to schools on a range of different strategies to achieve the goals stated above.]**

- ~~\_\_\_\_\_ 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.~~
- ~~. \_\_\_\_\_ 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.~~
- ~~. \_\_\_\_\_ 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.~~

**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. § 121A.73 (School Cell Phone 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. [180](#), 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. 1942003)  
*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 (8<sup>th</sup> 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)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 806

Orig. 1999

Revised: \_\_\_\_\_

Rev. 2024

## 806 CRISIS MANAGEMENT POLICY

**[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]**

### I. PURPOSE

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

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

### II. GENERAL INFORMATION

#### A. The Policy and Plans

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

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

#### B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

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

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

**[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education’s document entitled, “Practical Information on Crisis Planning, a Guide for Schools and Communities.” A website link is provided in the resource section of this Policy.]**

a. Lock-Down Procedures

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

**[NOTE: ~~Minnesota-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: Minnesota 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.]**

**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner (as of June 4, 2024, a response plan is not yet available.)**

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of

students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]**

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

**III. PREPARATION BEFORE AN EMERGENCY**

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

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

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

**[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

**[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]**

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**

C. Facility Diagrams and Site Plans

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

**[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**

**[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]**

D. Emergency Telephone Numbers

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

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

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

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**

G. Media Procedures

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

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**

H. Behavioral Health Crisis Intervention Procedures

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

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

I. Long-Term Recovery Intervention Procedures

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

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

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**

#### **IV. ACTIVE SHOOTER DRILL**

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

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner ~~of the Minnesota Department of Education~~ must ensure the availability of alternative safety education for students who are opted out of

participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

**V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

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

**VI. MISCELLANEOUS PROCEDURES**

A. Chemical Accidents

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

**[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]**

B. Visitors

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

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

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

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

**[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]**

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

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

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

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.038 (Students Safe at School)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, et seq. (Title IX)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to

Hazardous Substances)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to  
Remove Students with IEPs from School Grounds)

MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

*Comprehensive School Safety Guide*

[Minnesota School Safety Center - Resources \(mn.gov\)](http://mn.gov)

**RESOLUTION REQUIRING THE TALLY OF WRITE-IN VOTES ONLY IF  
WRITE-IN VOTES ARE GREATER THAN A BALLOT CANDIDATE'S TOTAL VOTES**

**WHEREAS**, Minnesota Statutes 204B.09, subdivision 3, provides that a school board may adopt a resolution governing the counting of write-in votes for school board elections. The resolution may require that write-in votes for an individual candidate for the school board only be individually recorded if the total number of write-in votes for that office is equal to or greater than the fewest number of non-write-in votes for a ballot candidate; and

**WHEREAS**, the write-in vote counting process can be overly time consuming and require resources that does not result in a change of election results unless a single write-in candidate receives the most votes for election.

THEREFORE, BE IT RESOLVED, that the School Board of Independent School District No. 2174 Pine River-Backus requires that write-in votes for an individual candidate for the school board will only be individually recorded if the total number of write-in votes for that office is equal to or greater than the fewest number of non-write-in votes for a ballot candidate.

This resolution shall remain effective for all future elections until and unless the school board rescinds this resolution.

The motion for adoption for the Resolution was made by Member \_\_\_\_\_, duly seconded by Member \_\_\_\_\_,

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: \_\_\_\_\_  
Chair

By: \_\_\_\_\_  
Clerk