



SCHOOL BOARD MEETING AGENDA

POLICY:	203.5
ADOPTED:	04/05/00
REVISED:	08/22/22

FIRST READING FOR REVIEW: 07/14/25
SECOND READING FOR REVIEW: 08/18/25

I. Purpose

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. General Statement of Policy

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion on agenda items.~~of each matter to be acted upon.~~

III. Procedures

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, community status (student, parent, guardian, resident, taxpayer, staff, other), ~~provide his or her name, address,~~ purpose of the item, action desired and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.
- C. The tentative agenda and supporting documents are provided to the school board members at least 3 days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials relating to the meeting's agenda items prepared by, or distributed to, or at the direction of, the school board must be made available for inspection in the meeting room while the school board considers its subject matter if the printed materials were also:
 - 1.~~(i)~~ distributed at the meeting to all members;
 - 2.~~(iii)~~ distributed before the meeting to all board members;

3. ~~(iii)~~ available in the meeting room to all board members; or (iv) posted on the district website or using other district technologies in advance of the meeting. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross Reference: Policy 203 - Operation of the School Board Governing Rules Policy 203.2 - Order of the Regular School Board Meeting
[Policy 203.2 - Order of the Regular School Board Meeting](#)
Policy 203.6 - Consent Agenda
Policy 204 - School Board Meeting Minutes
Policy 207 - Public Hearings



STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

POLICY:	513
ADOPTED:	02/22/05
REVISED:	07/19/21

FIRST READING FOR REVIEW: 07/14/25
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I. Purpose

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

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

A. Enrollment

The district retains the right to determine grade level and school placement of students enrolling in the district.

B. Promotion

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

C. Retention

Retention of a student is not supported by research in most cases and is rarely recommended. Retention of a student may only be considered in extreme instances when school and district professionals, in collaboration with parents, use multiple data points to determine it is in the best social emotional and academic interest of the student; and that the student is likely, if retained, to achieve and, at minimum, maintain academic and/or social proficiencies at grade level or above throughout their schooling. Physical development and health, maturity, emotional factors, birthdate, and family situation (sibling in a grade level behind) shall be considered as well as academic achievement. The superintendent's decision shall be final.

D. Program Design

1. The superintendent, with participation of the professional staff and parents **and/or guardians**, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating **the comprehensive achievement and civic readiness. world's best workforce.**

2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs **and services consistent with Minnesota Statutes, sections 120B.11**. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
3. The school district ~~must~~**will** adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
4. The school district ~~must~~**will** adopt procedures **consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2).** ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners.~~ The procedures must be sensitive to under-represented groups.
3. With requests for early entrance into kindergarten, the district will adopt procedures which include a comprehensive evaluation in social, emotional, and academic proficiency in order to determine a child's ability to meet the grade level expectations. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. These procedures must be sensitive to under-represented groups.
4. Early Entrance to Kindergarten Procedures can be found in Appendix I of this policy.

Legal References:

Minn. Stat. § 120B.15 Gifted and Talented Program
Minn. Stat. § 123B.143, subd. 1 Superintendents

Cross References:

Policy 613 - Graduation Requirements

Policy 620 - Credit for Learning

MSBA/MASA Policy 614 - School District Testing Plan and Procedure

MSBA/MASA Policy 615 - Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students

MSBA/MASA Policy 618 - Assessment of Student Achievement

APPENDIX I

EARLY ENTRANCE TO KINDERGARTEN PROCEDURES

I. Purpose

The purpose of this procedure is to provide criteria and procedures for early entrance into Kindergarten in the Inver Grove Heights Community Schools prior to age 5. Early entrance student success is contingent on mature levels of social, emotional, and academic proficiency. The early entrance assessment is designed to select students who demonstrate superior development in all these areas.

II. General Statement of Procedure

1. The admission of student will be in accordance with Minnesota Statute 120A.20, Subd. 1 - Admission to Public School.
2. The school board will allow early school entrance.
3. Students who have met ALL criteria set by Inver Grove Heights Schools will be allowed to enter Kindergarten early. The decision made by the administration shall be final.
4. The District reserves the right to close all early entrance enrollment on those years when Kindergarten classes are projected to be full or open enrollment is closed.
5. Children will be admitted to school as a Kindergarten student if the child is five years of age on or before September 1 of the school year for which admission is sought.
6. Children who become five years of age on September 2 through October 31 of the school year for which admission is requested may enroll in Kindergarten based upon successful completion of an assessment process. Early admission procedures will guide the final recommendation for acceptance of the child.
7. An application must be filled out and received by the Director of Special Services no later than May 15. Applications for students who move into the district over the summer will be considered on an individual basis.
8. ISD 199 encourages careful consideration of both the benefits and disadvantages of the early entrance option.

9. Admission to Kindergarten through the early admission process is considered probationary to ensure the child will have a successful experience. The length of time would extend through the end of the first trimester. If it is apparent to the parent or school personnel in the first few weeks of school that the child's adjustment is not satisfactory, the site principal will be notified by the classroom teacher. A team will be convened to determine if the school enrollment is appropriate at that time. If it were determined to be inappropriate at that time, the child would return to Kindergarten the following year in accordance with state statute. The decision of the Superintendent is final.

III. Minnesota Entrance Age Law

MSA 120A.20, Subdivision 1, reads as follows: "Age limitations; pupils. All schools supported in whole or in part by state funds are public schools. Admission to a public school is free to any person who resides within the district that operates the school, who is under 21 years of age, and who satisfies the minimum age requirements imposed by this section. Notwithstanding the provisions of any law to the contrary, the conduct of all students under 21 years of age attending a public secondary school is governed by a single set of reasonable rules and regulations promulgated by the school board. No person shall be admitted to any public school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age."

IV. Early Entrance Criteria

1. The child must have a birth date on or before October 31 of the calendar school year for which ~~they~~^{she or he} seeks admission. A parent ~~and~~^{and/or} guardian must provide proof of age through one of the following documents: an original or copy of the student's legal birth certificate, a valid religious record, an original valid passport, or other official verification with the child's legal name and birthdate.
2. Measured general intellectual ability must be at or about the 98th percentile when compared with the child's same-age peers +/- one Standard Error of Measurement (SEM) for the test used will be required. This area will be assessed using a standardized, norm referenced, individually administered test of intellectual ability that is appropriate for the child given ~~their~~^{his/her} cultural and linguistic background. Subscales or prorated scores will not be accepted as indicative of "general intellectual ability".
3. Social, emotional, and behavioral skills must be within the average to above average range when compared with children who are age-appropriate for

Kindergarten. This area will be assessed using parent and current day care provider checklists and interviews as well as observations by a Kindergarten teacher in Inver Grove Heights during a Summer Academy session.

4. Measured academic readiness skills must be within the average to above average range when compared with children who are age-appropriate for Kindergarten. This area will be assessed using Curriculum Based Measures of early literacy and numeracy and/or criterion based assessment of Kindergarten Readiness skills.
5. Assessments will be administered by a licensed school psychologist or licensed psychologist. The District will consider outside evaluations if submitted by the parents and following the criteria set forth in this procedure.
6. Strong desire by the child to enter Kindergarten must be evident, without undue pressure from the parents.
7. Students transferring from other states or countries, whose admission laws are not consistent with Minnesota admission laws, will have transcripts reviewed by the Director of Special Services and Director of Learning for determination of placement.

V. Procedures for Early Enrollment

1. The early entrance applicant must complete and demonstrate school readiness as evidenced in the preschool screening process that is required of all children before entering Kindergarten.
2. The parent/guardian(s) must complete an Application for Early Admission to Kindergarten by May 15. The application can be obtained from the Director of Special Services at the District office.
3. The early entrance applicant will then be screened by a licensed school psychologist for Kindergarten readiness. If the student scores at the median or higher, additional testing will be completed by a licensed school psychologist or licensed psychologist and a Kindergarten teacher by June 30. Signed consent to complete the assessment will be obtained prior to starting any data collection.
4. Based on the results of the screenings and evaluation, parents will be notified by the office of the Director of Special Services with the decision of whether or not approval for early entrance into Kindergarten was given by July 5.
5. A fee of \$150 will be charged to parents of each out of district student, payable to Independent School District 199. This payment is due starting the assessment.
6. Parents seeking Open Enrollment in Inver Grove Height Schools for their child, as well as Early Kindergarten Admission, must apply for Early Kindergarten

Admission following the procedures above. Non-eligibility for Early Kindergarten Admission will result in the forfeiture of the Open Enrollment seat for the desired academic year.

VI. Committee Decision

- A. A team of professionals comprised of the Director of Special Services, Director of Learning, a district kindergarten teacher, a district psychologist, and a district principal will assist in the placement decision for each child.
- B. The decision of the committee will be final. The decision will be communicated immediately thereafter to the parents by the Director of Special Services, no later than April 30 preceding the anticipated enrollment.
- C. Copies of the information gathered and the Director of Special Services decision will be available upon request. Current residents missing the March 15 deadline will be expected to send children at the age appropriate time to kindergarten, unless there are extenuating circumstances.

If you have any questions regarding this procedure and/or early enrollment to kindergarten, please contact the Inver Grove Heights Schools District Office at 651-306-7800.



STUDENT SURVEYS

POLICY:	520
ADOPTED:	08/21/06
REVISED:	06/28/21

FIRST READING FOR REVIEW: 07/14/25
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I. Purpose

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. General Statement of Policy

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 [United States Code Section U.S.C. § 1232h](#).

III. Student Surveys in General

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with [Minnesota Statutes chapter. Stat.](#)

~~Ch. 13~~ (Minnesota Government Data Practices Act), 20 ~~United States Code~~
~~section U.S.C. § 1232g~~ (Family Educational Rights and Privacy Act) and 34
~~Code of Federal Regulations C.F.R.~~ Part 99.

- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. Student Surveys Conducted as Part of U.S. Department of Education Program

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents and/or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - 1. political affiliations or beliefs of the student or the student's parent;
 - 2. mental and psychological problems of the student or the student's family;
 - 3. sex behavior or attitudes;
 - 4. illegal, antisocial, self-incriminating, or demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. The school district shall maintain policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.
 - 1. The district shall maintain policies pertaining to the following:
 - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

“Parent” means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
- c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 [United States Code section U.S.C. § 1400](#), *et. seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- (1) “Personal information” means individually identifiable information including a student’s or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
- (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- (a) college or other postsecondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
 - (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.
2. The policies adopted under Section IV.C., Subparagraph 1, above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents and/or guardians of students enrolled in or served by the school district.
- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

- (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
- (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

- c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
- d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. Notice

- A. The school district shall give parents and/or guardians and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district will inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents and/or guardians reasonable notice of planned surveys scheduled after the start of the school year. The school district will give parents and/or guardians direct, timely notice when their students are scheduled to participate in a student survey by the United States mail, e-mail or another direct form of communication.
- C. The school district will give parents and/or guardians the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d
309 (2002)
C.N. v. Ridgewood Bd. Of Educ., 430F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427F.3d. 1197 (9th Cir. 2005)

Cross References: Policy 515 - Protection and Privacy of Student Records
Policy 521 - Student Disability Nondiscrimination
Policy 522 - Title IX Sex Nondiscrimination



STUDENT DISABILITY NONDISCRIMINATION

POLICY:	521
ADOPTED:	10/15/01
REVISED:	04/25/22

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SECOND READING FOR REVIEW: 08/18/25

I. Purpose

The purpose of this policy is to protect disabled students **with disabilities** 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 (Section 504), need ~~special~~ services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. General Statement of Policy

- A. ~~Students with disabilities~~**Disabled students** who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504, need ~~special~~ services, accommodations, or programs in order that such learners may receive a free appropriate public education and to provide written notice to parents regarding the identification, review or placement of students and to give parents the opportunity to consent, refuse, or request a due process hearing.
- C. 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 of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment; ~~or;~~
 - 4. **has an impairment that is episodic or in remission and would materially limit a major life activity when active.**
- D. 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.

III. Designation of Responsible Employee

The school board hereby designates the Director of Special Education, Abel Riodique, 2990 80th Street East, Inver Grove Heights, Minnesota, 651-306-7828,

riodique@isd199.org, as the Americans with Disabilities Act/Section 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying [Student Disability Discrimination Grievance Report Form](#). ~~The form should be given to the ADA/Section 504 Coordinator.~~

IV. Grievance and Investigation

- A. A parent or guardian of a student or an adult student may grieve a decision to deny 504 review or deny accommodation. The grievance should be submitted in writing to the building principal or program administrator. The grievant must fully state the facts of the alleged violation and the remedy that is sought. If the grievance involves the principal, it should be submitted directly to the designated district 504 coordinator.
- B. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.
- C. Investigation regarding the grievance shall be completed as soon as practicable. The grievant will be notified in writing of the decision. The investigation report shall be filed with the school district's Americans with Disabilities Act/Section 504 Coordinator. If the grievance regards the principal, the investigation report shall be filed directly with the superintendent. The report shall include a determination of whether the allegations of the grievance have been substantiated and what, if any, remedies are to be applied.
- D. If the grievant is not satisfied with the resolution of the grievance, the grievance may appeal the findings of the building administrator to the superintendent or their designee in writing within five days of receipt of the report. The superintendent or their designee will affirm, reverse or modify the report of the building principal or program administrator. The grievant will be notified of the decision in writing.
- E. If the grievant is not satisfied with the findings of the superintendent or their designee, the grievant may within five (5) days of receipt request a review by the board of education. Such requests must be made in writing to the superintendent and will only be considered when the superintendent or designee investigation is complete. The decision of the school board shall be the final decision made by the local education agency.

V. Reprisal

- A. The school district will investigate complaints regarding retaliation against any person who files a grievance regarding an alleged violation of this policy. Retaliation includes, but is not limited to intimidation, reprisal or harassment.

Acts of retaliation will result in disciplinary action. Reports of retaliation should be made to the building principal or program administrator.

VI. Right to Alternative Appeal Procedures

- A. This policy does not deny the right of the individual to pursue other avenues of recourse, which may include:
1. Requesting a due process hearing, or
 2. File a complaint with the Office of Civil Rights, Region V, U.S. Department of Education, III N. Canal Street, Suite 1053, Chicago, IL 60606 (312) 886-8434.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
~~Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)~~
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 et seq. (~~§ 504 of~~ Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 – (Section 504 Implementing Regulations)

Cross References: Policy 402 - Disability Nondiscrimination



HAZING PROHIBITION

POLICY:	526
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I. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.
- G. Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.
- H. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.
- I. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

- J. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- K. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.
- L. The school district shall treat complainants and respondents equitably.
- M. Definitions relating to hazing prohibition can be found in Appendix I of this policy.

III. Reporting Procedures

- A. Any person who believes ~~they~~^{he or she} ~~has~~^{have} been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. **Oral reports shall be considered complaints as well.** 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.
- C. 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.
- D. Each teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

- E. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- F. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- G. 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.

IV. School District Action

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing 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 the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and applicable school district policies, and regulations.
- E. 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 parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of

alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or to respond to hazing 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) team 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 hazing.

V. Retaliation or Reprisal

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

VI. Dissemination of Policy

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 School Student Bullying Policy
Minn. Stat. § 121A.0311 Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act
Minn. Stat. §121A.40 - 121A.56 Pupil Fair Dismissal Act
Minn. Stat. §121A.69 Hazing Policy

Cross Reference: Policy 403 – Discipline, Suspension and Dismissal of School District Employees
Policy 413 – Harassment and Violence
Policy 506 – Student Discipline
Policy 514 – Bullying Prohibition Policy
Policy 524 – Student Electronic Technologies Acceptable Use Policy

APPENDIX I

DEFINITIONS RELATING TO HAZING PROHIBITION

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school ~~or a charter school~~.
- F. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.



USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

POLICY:	532
ADOPTED:	12/19/05
REVISED:	07/19/21

FIRST READING FOR REVIEW: 07/14/25
SECOND READING FOR REVIEW: 08/18/25

I. Purpose

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. General Statement of Policy

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. Definitions

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, a police office liaison, or a state patrol trooper.

- C. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- D. “Physical holding” means physical intervention intended to hold a child immobile or limit a child’s movement, where body contact is the only source of physical restraint and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation in which immediate intervention is needed to protect a child or other individual from physical injury.
- F. “School Resource Officer” means a peace officer who is assigned to work in the school district during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. Removal of Students with IEPs From School Grounds

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the **school resource officer or a peace officer**.

B. Removal by a School Resource Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that a **school resource officer or a** peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a **school resource officer or a** peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or **the school resource officer or** other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by **Minnesota Statutes, section 62A.58**; ~~Stat. § 121A.58;~~
2. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting the student's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect or physical abuse under Minnesota Statutes, section ~~Stat. § 626.556~~;
6. Physical holding (as defined ~~above and in Minnesota Statutes, section Stat. § 125A.0941~~) that restricts or impairs a child's ability to breath, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying the student access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP.

F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, or behavior intervention plan authorizes the use of one or more conditional procedures, the crisis team may employ those conditional procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual

studentwho have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: 20 U.S.C. § 1415(k) (6) - Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
34 C.F.R. § 300.535 - IDEA Regulation Regarding Involvement of Law Enforcement
20 U.S.C. 1232g et seq.-Family Educational Rights and Privacy (FERPA)
Minn. Stat. § 13.01, *et seq.* - Minnesota Government Data Practices Act
Minn. Stat. §§ 121A.40-121A.56 - Minnesota Pupil Fair Dismissal Act
Minn. Stat. § 121A.582 - Student Discipline; Reasonable Force
Minn. Stat. § 121A.61 - Discipline and Removal of Students from Class
Minn. Stat. § 121A.67 - Aversive and Deprivation Procedures
Minn. Stat. § 609.06 - Authorized Use of Force
Minn. Stat. § 609.379 - Permitted Actions
[Minn. Stat. § 626.8482 \(School Resource Officers; Duties; Training; Model Policy\)](#)
Minn. Rule 3525.0210, Subp. 17 - Definition of "Emergency"
Minn. Rule 3525.2900, Subp. 5 - The IEP and Regulated Interventions

Cross References: Policy 506 - Student Discipline
Policy 507 - Corporal Punishment [and Prone Restraint](#)
[Policy 507.5 School Resource Officers](#)
Policy 806 - Crisis Management Policy
Policy 515 - Protection and Privacy of Student Records



ADVERTISING

POLICY:	905
ADOPTED:	05/20/02
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FIRST READING FOR REVIEW: 07/14/25
SECOND READING FOR REVIEW: 08/18/25

I. Purpose

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students, parents, **guardians**, and employees in the schools.

II. General Statement of Policy

It is the school district's policy that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. Advertising Guidelines

- A. School Publications - School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, **tobacco products, tobacco-related devices, or controlled substance electronic delivery devices**, drugs, drug paraphernalia, weapons, or obscene, pornographic or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertising may be rejected if determined to be false, misleading, or deceptive, or if it relates to an illegal activity or antisocial behavior. The Superintendent or their designee is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment. All material considered must be determined to be in conformity to the above standard and shall not conflict with board policies: 421 – Gifts to employees; 505 – Distribution of Non school-sponsored materials on school premises by students and employees; 512 – School-sponsored student publications and activities; 904 – Distribution of materials on school district property, or any other applicable board policies.
- B. Facilities - Advertising on facilities must be brought first to the Superintendent or their designee who will review it for policy compliance. After initial review, the request may be advanced to the school board. All advertising on school facilities must meet the exact specifications as required by the Superintendent or their designee. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A above will apply. The district must not, under any circumstances, incur cost for such advertisement, including but not limited to placement, upkeep, or removal. In no instance will an advertising device be

erected or maintained on school district property or within 100 feet of a school that is visible to and primarily intended to advertise to and inform or to attract the attention of operators and occupants of motor vehicles.

- C. Donations – Donations that include or carry advertisements must be approved by the school board. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks. Any such recognition proposed for facilities must be considered by the school board.
- D. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained through the Superintendent or their designee. Advertising will be limited to the specific event, purpose, timeline, and placement approved by the district.
- E. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- F. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. Accounting

- A. All revenues received from advertising or inclusions in districtwide publications or on or around any school facilities shall be determined to be general fund revenues and any designated expenditure fund shall be determined in advance, by the school board. Advertising revenues must be accounted for and reported in compliance with UFARS. Periodic reports shall be made to the school board by the Superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 Advertising on School Buses
Minn. Stat. § 125B.022 Contracts for Computers or Related Equipment or Service
Minn. Stat. § 173.08 Excluded Road Advertising Devices

Cross References: Policy 421 - Gifts to Employees
Policy 505 - Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Policy 512 - School-Sponsored Student Publications and Activities
Policy 702 - Accounting
Policy 706 - Acceptance of Gifts
Policy 904 - Distribution of Materials on School District Property by Nonschool Persons