

**Northland Community Schools
INDEPENDENT SCHOOL DISTRICT NO. 118
Remer, Minnesota**

**POLICY COMMITTEE MEETING AGENDA
Friday, October 27, 2023 - 10:00am District Office Conference Room
316 Main St E
Remer, MN 56672**

1. Policies for Review

1. MSBA Mandatory Policies

Review Cycle: every three years or as needed

1. Policy #515 Protection and Privacy of Pupil Records (MSBA issued a 2nd revision on 7/19/23)
2. Policy #612.1 - Development of Parent and Family Engagement Policies for Title I Programs
3. Policy #614 - School District Testing Plan and Procedure
4. Revisit Policy #620 - Credit for Learning

Please see student comment below:

Hello Miss Mary,

So I have talked to Mr. Motherway about this last year along with Mr. Peterson the fact that PSEO classes are affecting high school GPA'S, I am a full PSEO student with a full caseload. My workload is way more, the credits are more, and the hours needed are more. But yet if I get a B or a C in a class my high school GPA drops tremendously. I know schools around our district dont count PSEO into a GPA or if they do they alter it as the work is harder. As students we are pushed and encouraged to take these classes but when it comes to high school these students are the least supported, and affected the most. I'd like you guys to seriously talk and consider changing this.

2. Northland Community Schools Policies

Review Cycle: Every three years or as needed

1. Policy #608 - Instructional Services - Special Education
2. Policy # 609 - Religion
3. Policy # 610 - Field Trips
4. Policy #611 - Homeschooling
5. Policy #613 - Graduation Requirements
6. Policy #614.1 - Indian Policies and Procedures

2. Policy #624.1 - Equipment & Supplies Selection & Adoption	3
3. Guideline only #625 - Pupil-Teacher Ratio	4
4. Policy #629 - Use of Behavior Interventions with Pupils	5

Adopted: 12/3/97
Rescinds: IFAC
Issued: 1/21/82
Revised: 7/22/03
Reviewed: 12/11/18

Independent School District #118 Policy 624.1

624.1 EQUIPMENT AND SUPPLIES SELECTION AND ADOPTION

The Board may approve the purchase of equipment and supplies upon the recommendation of the superintendent. The Board authorizes the Superintendent to make purchases not to exceed \$5000.

This does not include purchases which are part of approved plans with approved budgets. Examples: computers as part of the technology plan, textbooks after courses approved by SAC, capital outlay items after plan reviewed by facility committee. In these cases, purchases are limited to the approved budget.

Legal References: Minn. Stat. 1978, 123.36, Subd. 2;

Adopted: 12/3/97

Independent School District #118 Policy 625

Rescinds: IEB

Issued: 8/25/88

Revised: 05/20/04, 2/24/10, 11/13/18

Guideline Only

PUPIL-TEACHER RATIO GUIDELINE

Pupil-teacher ratio. The acceptable maximum pupil-teacher ratio is 33 to 1 in any class in grades 7 to 12. It is a goal of the school district to have class sizes in grades K-6 to have the following maximum class sizes:

<i>Grade</i>	<i>Enrollment</i>	<i>Teachers</i>	<i>Para</i>	<i>Split #</i>
K-1	1-19	1	0	
	20-27	1	1	28
Grades 2-3	1-24	1	0	
	25-29	1	1	30
Grades 4-6	1-27	1	0	
	28-33	1	1	34

The above guidelines may be exceeded in any one or more of the following circumstances:

- A. Classroom, facility and supply constraints;
- B. Funding and financial considerations;
- C. Curriculum and instruction considerations;
- D. Availability of licensed staff and other staff considerations;
- E. Student enrollment and demographics;
- F. Location of students and transportation considerations.

Whenever the pupil-staff ratios exceed the above guidelines, the superintendent of schools shall make a written report to the school board describing the circumstances which make exceptions to the guidelines necessary.

629 THE USE OF BEHAVIORAL INTERVENTIONS WITH PUPILS

It is the philosophy of Remer/Longville that positive approaches to foster appropriate behavior and skill acquisition are to be pursued regularly and diligently. The district is committed to providing direction and training to programs for special needs students that meet the following specifications in policy.

I. Purpose

This policy is intended to encourage the use of positive approaches to behavioral interventions. The objective of any behavioral intervention must be that pupils acquire appropriate behaviors and skills. It is critical that behavioral intervention programs focus on skills acquisition rather than merely behavior reduction or elimination.

Behavioral intervention policies, programs, or procedures must be designed to enable a pupil to benefit from an appropriate, individualized educational program as well as develop skills to enable them to function as independently as possible in their communities.

II. Application.

All behavioral interventions not covered in the IEP must be consistent with the district's discipline policy. Continued and repeated use of any element of our district's discipline policy must be reviewed in the development of the individual pupil's IEP.

There are two types of regulated interventions: conditional procedures and prohibited procedures.

A. Conditional Behavioral Intervention Procedures

1. "Conditional procedures" means interventions that meet the definitions of aversive (or) deprivation procedures (see IEP Annual Review) which are not prohibited conditional procedures include:
 - a. the use of manual restraint;
 - b. the use of mechanical or locked restraints;
 - c. time out procedures for seclusion; and
 - d. temporary delay or withdrawal of regularly scheduled meals or water not to exceed 30 minutes except as provided in Minnesota Rules, part 3525.0200, Subpart 2a.
2. Conditional procedures may only be used when included as part of the pupil's IEP or in an emergency situation according to Minnesota Rules (see IEP Annual Review) in order to utilize a conditional procedure, the IEP team must;

- a. identify the frequency and severity of target behaviors for which the conditional procedure is being considered;
- b. identify at least two positive interventions implemented and the effectiveness of each; and
- c. design and implement conditional based on present levels of performance, needs, goals and objectives, and document in the IEP.

B. Prohibited procedures are interventions that are prohibited from use in schools by school districts employees, contracted personnel, and volunteers. The procedures or actions listed in subitems (1) to (9) are prohibited:

- (1) corporal punishment as defined in Minnesota Statutes, section 127.45;
- (2) requiring a pupil to assume and maintain a specified physical position or posture that induces physical pain as an aversive procedures;
- (3) presentation of intense sounds, lights, or other sensory stimuli as an aversive stimulus;
- (4) use of noxious smell, taste, substance, or spray as aversive stimulus;
- (5) denying or restricting a pupil's access equipment and devices such as hearing aids and communication boards that facilitates the person's functioning except temporarily when the pupil is perceived to be destroying or damaging such equipment or devices.
- (6) faradic skin shock;
- (7) totally or partially restricting a pupil's auditory or visual sense not to include study carrels when used as an academic intervention;
- (8) withholding regularly scheduled meals or water; and
- (9) denying a pupil access to toilet facilities.

III. District Policy.

Each district shall have a specific policy describing the district's procedure for implement this part on the use of conditional procedures with pupils. The policy shall promote the use of positive approaches for the behavioral interventions. Policies must be reviewed regularly and shall include, at a minimum, the following components;

- A. On going personnel development activities for all staff, contracted personnel, and volunteers who work with pupils who are disabled that:
1. promote the use of positive approaches;
 2. provide an awareness of how to limit the use of aversive and deprivation procedures;
 3. provide an awareness of how to avoid abuse of such procedures;
 4. provide an awareness of specific cautions for the use of conditional procedures with specific populations of pupils for the use of certain procedures; and
 5. provide staff training requirements for the design and use of all conditional interventions prior to their use;

IV. Time-Out Procedures

A. Requirements

Time-out procedures that seclude a student in a specifically designated isolation room or similar space must meet the following conditions:

1. specific criteria for returning the pupil to the routine activities and regular education environment;
2. an evaluation to determine whether seclusion is contraindicated for psychological or physical health reasons;
3. provision for the pupil to be continuously monitored by trained staff;
4. adequate access to drinking water and to a bathroom for a time-out that exceeds 15 minutes;
5. documentation of the length of time spent in each time-out procedure and the number of occurrences each day.

B. Isolation Room Specifications.

Time-out procedures that seclude a student in a specially designated isolation room or similar space must meet the following conditions:

1. a safe environment for the pupil where all fixtures are tamper proof, walls and floors are properly covered, and control switches are located immediately outside the room;
2. an observation window or other device to permit continuous monitoring of the pupil;
3. a space that is at least five feet by six feet or substantially equivalent to these dimensions and large enough to allow the pupil to stand, to stretch the pupil's arms, and to lie down;
4. be well-lighted, well-ventilated, adequately heated, and clean; and
5. meets all applicable fire and safety codes.

V. Parental Right to Withdraw Consent

A parent has the right to withdraw consent for a (conditional) behavior intervention plan at any time by notifying the program administrator or designee and the district must stop the procedure immediately. After parental consent is withdrawn and the procedure is stopped, the school will send written acknowledgement to the parent and request parental signature. If a parent's signature to withdraw consent cannot be obtained, the district must document its efforts to communicate and obtain the signature. Parents will be contacted within three school days to determine the need to convene the IEP team to consider a change in program or placement.

VI. Informed Consent Assurances

IEP Notice Requirements and Procedural Safeguards - Notice to parents before proposal or refusal to initiate or significantly change placement or services.

A. Notice Requirement

Written notice that meets the requirements of the Code of Federal Regulations, title 34, section 300.505 (see section B, paragraphs 1-5 and 9, below; and 8.1.1 A) must be given to the parents of a child with a disability a reasonable time before the public agency proposes to initiate or change or refuse to initiate or change the educational placement of the child or the provision of FAPE to the child.

Parents and guardians will receive prior written notice of:

1. a proposed placement of their child in, transfer from or to, or denial of placement in a special education program; of
2. the proposed provision, addition, denial, or removal of special education services for their child.

The responsible district shall provide notice according to Minnesota Rules, parts 3524.3200 to 3525.3600, whenever the responsible school district proposes to initiate or change or refuse to initiate or change the educational placement.

Before the initiation or significant change or the refusal to initiate or significantly change a pupil's educational placement or special educational placement or special education services, as set forth in Minnesota Rules, part 3525.2900, subpart 1, item (e) (see above), the school district shall prepare and serve a notice that meets the requirements of Minnesota Rules, parts 35225.3200 (see 8.1).

B. Contents of Notice

1. the notice must include a full explanation of all the procedural safeguards available to parents under the Code of Federal Regulations, title 34, sections 300.500, 300.502-300.515, 300.562-300.569.
2. The notice must include a description of the action proposed or refused by the agency.

VII. IEP Procedural Safeguards

A. Parental right to involvement in decision making process - the district shall take steps to ensure that one or both of the parents of the child with a disability are present at each meeting or are afforded the opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend.
 - a. The notice must indicate:
 - o the purpose of the meeting;
 - o the item of the meeting;
 - o the location of the meeting; and
 - o who will be in attendance.

- b. If a purpose of the meeting is the consideration of transition services for a student, the notice must also;
 - o indicate this purpose;
 - o indicate that the agency will invite the student; and
 - o identify and other agency what will be invited to send a representative.
 2. Scheduling the meeting at a mutually agreed upon time and place. Note: The responsible district is required to invite each student to participate in his or her IEP meeting if a purpose of the meeting is consideration of transition services for the student.

Parents of children with disabilities have a right to be involved by the school district in the education decision-making process by participating or being afforded the opportunity to participate at each IEP meeting to develop, review, or revise the IEP.

The responsible district shall schedule the IEP team meeting at a time and place that is mutually acceptable to the school, parents, and pupil according to Minnesota Rules, part 3525.0700. Note: (It is not) permissible for an agency to have the IEP completed when the IEP meeting begins. It is not permissible for an agency to present a completed IEP to parents for their approval before there has been a full discussion with the parents of the child's need for special education and related services, and what services the agency will provide to the child. It would be appropriate for agency staff to come prepared with evaluation findings, statements of present levels of educational performance, and a recommendation regarding annual goals, short term instructional objectives, and the kind of special education and related services to be provided. However, the agency must make it clear to the parents at the outset of the meeting that the services proposed by the agency are only recommendations for review and discussion with the parents.

- B. When parent is unable to attend IEP meeting. If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls.
- C. When meeting may be conducted without parent. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as:
 1. detailed records of telephone calls made or attempted and the results of those calls.
 2. copies of correspondence sent to the parents and any responses received; and
 3. detailed records of visits made to the parents home or place of employment and the results of those visits.

The district shall proceed if the parents do not respond to the district's efforts for the parent to participate.

- D. Parental right to an interpreter at meetings. The public agency shall take whatever action is necessary to ensure that the parent understands the proceeds at a meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- E. When formal written notice is required.
- F. When parental consent is required. Parental consent must be obtained before initial placement of a child with a disability in a program providing special education related services.

The district shall not proceed with the initial placement of a child in a special education program or the initial provision of special education services for a child without prior written consent of the child's parent or guardian. The refusal of a parent or guardian to consent may be overridden by the decision in a hearing held pursuant to Minnesota Statutes, section 120.17, subdivision 3b.(e), at the district's initiative. The portion of the notice which is specific to the educational placement and provision of services shall inform the parents that the school district will not proceed with the initial placement and provision of services as defined in Minnesota Rules, part 3525.0200 (see definition of Initial Placement in Glossary), without prior written consent of the pupil's parents.

- G. Copies of IEP to parent/resident district. The responsible district shall give the parent, on request a copy of the IEP.

The responsible district shall prepare an IEP in writing before an initial out-of-district placement, ensuring that both districts have representatives participating in the meeting. When the responsible district is not the resident district the subsequent IEP's, a copy of the IEP must be sent to the resident district.

The portion of the notice which is specific to the educational placement and provision of services shall include a copy of the individual education program plan as described in Minnesota Rules, part 3525.2900, subpart 3.

VIII. IEP Timelines

- A. Team meetings. A meeting to develop an IEP for a child must be held within 30 calendar days of a determination that the child needs special education and related services.
- B. Implementation of IEP. At the beginning of each school year, each public agency shall have in effect an IEP for every child with a disability who is receiving special education from that agency. An IEP must:
 1. be in effect before special education and related services are provided to a child;
 2. be implemented as soon as possible following the meetings under the Code of Federal Regulations, title 34, section 300.343.

IX. IEP Periodic and Annual Reviews

- A. Requirements - The providing school district shall determine the effectiveness of the pupil's IEP by conducting periodic reviews of the pupil's program plan.
1. The IEP team shall address the plan for, location of, and frequency of at least one periodic review and one annual review of the pupil's progress in achieving the prescribed educational goals and objectives, and the appropriateness of the program and placement. If only one periodic review is done, it must not be done at the same time as the annual review.
 2. The periodic review shall determine:
 - a. The degree to which the periodic review objectives as identified in the educational program plan re being achieved.
 - b. The appropriateness of the educational program plan as it relates to the pupils current needs.
 - c. What modifications, if any, need to be made in the program plan.
 3. The initial review shall be made when specified in the program plan, but at least once a year following placement.
 4. These periodic reviews shall be made by those persons responsible for implementing the educational program and by other school district agents as may be needed to ensure an informed and adequate review.
 5. The results of period reviews shall be included in the pupil's school records and a copy sent to the parent and to the resident district if different from the providing district. This copy shall inform the parents and the resident district that they may request a conference to review the pupils program plan at any time and the procedure to do so.
 6. The reviews shall be made in accordance with the requirements for nondiscrimination and recognized professional standards.
- B. Private Schools
1.
 - a. If a child with a disability is enrolled in a parochial or private school and receives special education services from a public agency, the public agency shall initiate and conduct meetings to develop, review, and revise an IEP for the child.
 - b. After a child with a disability enters a private school or facility any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency.
 - c. If the private school or facility initiates and conducts these meetings, the public agency shall ensure that the parents an the agency representative are involved in any decision about the child's IEP and agree to any proposed changes in the program before changes are implemented.
 2. In the provision of special education to an eligible pupil who attends a nonpublic school, the district may:

- a. meet periodically with the nonpublic school staff to review progress of the pupil in the pupil's special education program.
- b. periodically observe the pupil in the nonpublic school classroom to evaluate the result of the special education provided.

X. IEP Annual Review

- A. Requirements - Each public agency shall initiate and conduct meetings to review each child's IEP periodically and, if appropriate, revise its provisions. A meeting must be held for this purpose at least once a year.

The IEP team shall address the plan for, location of, and frequency of at least one periodic review and one annual review of the pupil's progress in achieving the prescribed educational goals and objectives, and the appropriateness of the program and placement. If only one periodic review is done, it must not be done at the same time as the annual review. The initial review shall be made when specified in the program plan, but at least once a year following placement. The review shall be made in accordance with the requirements for nondiscrimination and recognized professional standards.

B. Private Schools

1.
 - a. If a child with a disability is enrolled in a parochial or private school and receives special education services from a public agency, the public agency shall initiate and conduct meetings to develop, review, and revise an IEP for the child.
 - b. After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency.
 - c. If the private school or facility initiates and conducts these meetings, the public agency shall ensure that the parents and an agency representative are involved in any decision about the child's IEP and agree to any proposed changes in the program before those changes are implemented.
2. In the provision of special education to an eligible pupil who attends a nonpublic school, the district may:
 - a. meet periodically with the nonpublic school staff to review progress of the pupil in the pupil's special education program.
 - b. periodically observe the pupil in the nonpublic school classroom to evaluate the result of the special education provided.

XI. Emergency

"Emergency" means a situation in which immediate intervention is necessary to protect a pupil or other individual from physical injury, emotional abuse due to verbal and non-verbal threats and gestures, or to prevent severe property damage. The emergency intervention must be the least intrusive intervention possible to reasonably react to the emergency situation. This part does not prohibit staff persons from using reasonable force to protect themselves or other pupils or students as provided in Minnesota Statutes, section 609.379. If an emergency intervention is used twice in a month or a pupil's pattern of behavior is emerging that interferes with the achievement of the pupil's educational goals and objectives, a team meeting must be called to

determine if the pupil's educational goals and objectives, a team meeting must be called to determine if the pupil's IEP is adequate, if additional assessment is needed, and, if necessary, to amend the IEP including the behavioral intervention plan. Districts may use conditional procedures in emergencies until the IEP team meets, provided the emergency measures are deemed necessary by the district to protect the individual pupil or others from harm. The IEP team shall meet as soon as possible but not later than three school days after emergency procedures have commenced. The further use of conditional procedures is governed by the standard process for implementing a behavioral intervention plan as provided in this part. Districts must document their efforts to involve parent.

District administration and parents must be notified immediately when conditional procedure is used in an emergency situation.

Deprivation Procedure means the planned delay or withdrawal of goods, services or activities that the pupil would otherwise receive: (1) contingent upon the occurrence of a behavior identified for reduction or elimination on the IEP, or (2) in an emergency as defined above.