

Policy Committee

Monday, September 14, 2020 6:00 PM

Virtual Meeting via Google Hangout, To view or listen to this meeting, send request to: jkilian@isd110.org, or , call: 952-442-0600

1. Series 600 Education Programs

1.A. 608 Instructional Services - Special Education

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need for special educational services on the part of some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided the special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability)
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Policy Adopted: January 2004 / revised July 2006

Independent School District No. 110
Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 608

Orig. 1995

Revised: _____

Rev. 2005 2009

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide for special educational services on the part of to some students in the school district.

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Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
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20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

1.B. 612.1 Development of Parental Involvement
Policies for Title 1 Programs

Adopted: _____

MSBA/MASA Model Policy 612.1

Orig. 1996

Revised: _____

Rev. 2005 2016

612.1 DEVELOPMENT OF ~~PARENTAL INVOLVEMENT~~ PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop ~~parental involvement~~ parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the ~~parental involvement~~ parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is the~~ The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the ~~involvement of those parents~~ engagement of parents and families in its Title I programs.
- B. ~~It is the~~ The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written ~~parental involvement~~ parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental meaningful parent and family~~ involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school

district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

~~C. Build the schools' and parents' capacity for strong parental involvement;~~

~~D C.~~ Coordinate and integrate ~~parental involvement~~ parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state administered preschool programs;

~~E D.~~ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, and, particularly, with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, ~~or English proficiency,~~ or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

~~F E.~~ Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level ~~parental involvement~~ parent and family engagement policies; and

~~G F.~~ Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of ~~parental involvement~~ parent and

family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement school parental involvement policy and the joint development of the school-wide program plan, ~~unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children~~ except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to the education of their child's education; children, and ~~to~~ respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children

achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as including ~~coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs,~~ other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home~~ to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train ~~and support~~ parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or have conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

- E. To carry out the requirements of ~~parental involvement~~ parent and family engagement, the school district and schools, to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents ~~with~~ and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), ~~limited English proficiency or with disabilities~~, including providing information and school ~~profiles reports~~ in a format and, to the extent practicable, in a language ~~and form~~ that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ inform parents and parent organizations ~~by informing such parents and parent organizations~~ of the existence ~~and purpose~~ of ~~such centers~~ family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (~~Parental Involvement~~ Parent and Family Engagement)

Cross References:

1.C. 615 Basic Standards Testing Accommodations
Modifications and Exemptions for IEP Section 504
Accommodations and LEP Students

**BASIC STANDARDS TESTING, ACCOMMODATIONS,
MODIFICATIONS, AND EXEMPTIONS FOR IEP,
SECTION 504 ACCOMMODATION, AND LEP STUDENTS**

615

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having IEP, Section 504 Accommodation, or LEP needs to meet the graduation requirements of basic skills testings.

II. GENERAL STATEMENT OF POLICY

- A. The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.
- B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See “Basic Standards Testing Accommodations and Modifications for Students with IEPs or 504 Plans” and “Basic Standards Testing Students with Limited English Proficiency” documents attached.

**IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS,
OR EXEMPTIONS FOR BASIC STANDARDS TESTING**

See “Basic Standards Testing Accommodations and Modifications for Students with IEPs or 504 Plans” and “Basic Standards Testing Students with Limited English Proficiency” documents attached.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Cross References: Policy 104 (School District Mission Statement)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 616 (School District System Accountability)

Policy Adopted: March 2004

Independent School District No. 110
Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 615

Orig. 1997

Revised: _____

Rev. ~~2017~~ 2019

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b. MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

- b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodationsLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

1.D. 623 Mandatory Summer School Instruction

Adopted: _____

MSBA/MASA Model Policy 623

Orig. 1999

Revised: _____

Rev. ~~2002~~ 2019

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]

- 1. Remedial instruction at the _____ level(s);*
- 2. Make-up and review courses at the _____ level(s);*
- 3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;*
- 4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and*
- 5. Other mandatory summer school programs as determined by the school district.*

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

- C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

[Note: The Compulsory Instruction Law at Minn. Stat. § 120A.22, Subd. 5, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]

[Also, pursuant to Minn. Stat. § 120B.12, as of the 2011-2012 school year, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Such students must be screened for characteristics of dyslexia. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]

[Alternative]

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction.

These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.

V. TRANSPORTATION SERVICES

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The school board shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Part 3501 (Graduation Standards)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

- A. The school district shall offer summer school instruction providing opportunities for:
 - 1. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs Extended School Year Program; and
 - 2. Other mandatory summer school programs as determined by the school district.
- B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.
- C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. It is the intent of the school district to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Administrative Regulation 623 and incorporated herein by reference.

V. TRANSPORTATION SERVICES

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The school board shall retain sole discretion, control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References: Minn. Rules Part 3501
Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Intervention)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Cross References: Policy 603 (Curriculum Development)
Policy 604 (Instructional Curriculum)
Policy 605 (Alternative Programs)
Policy 707 (Transportation of Public School Students)

Policy Adopted: March 2004
Independent School District No. 110
Waconia, MN

1.E. 625 Media and Book Selection

625 MEDIA AND BOOK SELECTION

I. OBJECTIVE OF SCHOOL EDUCATION MEDIA CENTER

The primary objective of the school and educational media center is to enrich and support the educational program of the school. It is the policy of the school district to provide a wide range of media materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. The media staff is responsible for organizing and arranging materials to provide easy access, and for a continual evaluation of the collection to keep it relevant.

A. Selection of Material for the Media Center Collections

While selection of media materials involves many people, the responsibility of coordinating the selection of most media materials and making recommendations to Principals for acquisition rests with licensed media personnel. Critical reviews, recommended lists, publishers' announcements, reading and previewing are all to be used to varying degrees in the selection process.

Since the primary objective of the media center is to enrich and support the educational program of the school, criteria for media materials selections should reflect this objective. Materials for purchase are considered on the basis of:

1. Overall purpose
2. Authenticity
3. Timeliness
4. Degree of permanence
5. Importance of the subject matter
6. Quality of the writing/production
7. Readability and popular appeal
8. Authoritativeness
9. Reputation of the publisher/producer
10. Format and price
11. School board values

Suggestion from faculty, students and citizens are given consideration.

The school may accept gift materials and integrate them into the general collection if they meet selection criteria.

The media center is to contain collections of materials that support the current school curriculum. The center is not designed to become an archive or storehouse of all recorded wisdom. Frequent weeding of materials is necessary to keep the collections current and provide shelf space for more useful materials. Materials that are no longer suitable for media collections will be offered to teachers for classroom use or disposed of.

B. Teacher Selected Materials

Materials selected for classroom use may include both print and non-print formats as well as fiction and nonfiction. Classroom materials have as their primary justification the support of the curriculum. Although a textbook may contain the entire curriculum content of a course of study, more commonly, a variety of materials are used. Assumptions underlying the latter practice include the following:

1. No individual or group is likely to present the whole truth of a situation.
2. People usually are better informed for having considered a subject from various points of view.
3. Students in any subject at any given grade level have wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
4. Access to adequate collections of materials is essential to programs that provide students with independent study time.
5. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
6. Teachers can be more flexible and creative if a wide variety of materials are available.

C. Philosophy of Selection

Materials are selected to support curriculum. Every effort is made to select the best from all the materials that are available. Works chosen on the basis of their strengths rather than rejected on the basis of their weaknesses. Most materials are biased to some extent. Young people must learn how to deal with this situation.

If a controversial issue is covered at all in the curriculum or in the media center materials representing all sides of that issue are to be included. Since controversy is a major component of modern life, an enlightened citizenry learns to cope with it. Untested beliefs, dogma, and value structures are likely neither to be as valid nor as durable as those which have been challenged by conflicting ideas.

A mission of the school is to expose children to ideas – not restrict them; to encourage the study of problems – not to hide them. If an increasing portion of the curriculum is to be devoted to issues of real importance to students, many controversial materials will have to be provided. These are the issues about which students seem most to need and want information.

No child will be prevented from reading or viewing any school materials in which he/she has an interest. However, reasonable efforts will be made to comply with requests from parents that certain materials be withheld from their children. On the other hand, no child shall be forced to read or view any materials to which he/she objects based on a genuinely held belief.

II. PROCEDURE FOR HANDLING COMPLAINTS AGAINST MATERIALS

- A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School librarians, the Library Bill of Rights of the American Library Association, and the Students' Right to Read of the National Council of Teachers of English.
- B. Persons who wish to protest the inclusion of specific items in school collections of materials will follow the procedure given below. These steps are intended to give all parties an equal chance to be heard.
 1. An attempt will be made at the building level to informally resolve the problem.

2. If not resolved at step 1, the complainant will complete a Citizen's Request for Reconsideration of Materials. This form can be obtained from the building Principal's offices. The complainant also will receive a copy of this policy.
3. The completed form is then filed with the Principal.
4. The Principal will set up an ad hoc materials review committee within fifteen working days to review the challenged material. The review committee is appointed by the Principal with the concurrence and assistance of the media personnel. The review committee includes the Principal, one media professional, one classroom teacher representative, and one citizen. The teacher(s) involved with the dispute should not be a member of the review committee. The Principal shall chair the review committee at all meetings held in reviewing the said challenged material.
5. The complainant and the faculty member(s) most involved shall be invited to present their points of view to the review committee.

The review committee will take the following steps after receiving the Citizen's Request.

- a. reads, views, or listens to the material in its entirety;
 - b. checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c. determines the extent to which the material supports the curriculum;
 - d. weighs the value and faults of the material against each other and forms opinions based on the material as a whole (not on passages pulled out of context).
6. In matters requiring a vote, all members shall have an equal vote.
 7. The committee will discuss and decide on one of the following courses of action:
 - a. Make the item in question no longer available to students.
 - b. Retain the item in question for unrestricted use by students.

If the committee selects "b", it will be attempted to make reasonable arrangements for alternative for the complainant has the right to arrange for alternative instruction if the complainant believes that alternative instruction offered by the school district does not meet his or her concerns. The school district is not required to pay for the alternative instruction provided by the complainant.

The school district may not impose academic or other penalty on a student merely for arranging alternative instruction. The school district, however, may evaluate and assess the quality of the student's work.

8. Simply because there is a complaint about material is not sufficient reason to withdraw circulation from all students.
10. The review committee will present a written recommendation to the Superintendent and the school board. The complainant and faculty member(s) will be notified of the review committee's decision. A completed report will be filed with the Superintendent, the Principal and the media staff involved within ten working days of the completion of the review committee's deliberations.

Policy Adopted: June 10, 2002
Independent School District No. 110
Waconia, MN 55387

CITIZENS REQUEST FOR RECONSIDERATION OF MATERIALS
INDEPENDENT SCHOOL DISTRICT #110

Creator/Author _____ Type of Material _____

Title _____

Publisher/Producer, Source _____

Request initiated by _____ Phone _____

Complainant represents himself/herself _____

And/or (organization or other individuals)

1. In which class(es) is this material being assigned?

2. To what in the material do you object? (Please be specific; cite portions)

3. What do you feel might be the result of the students' continued exposure to this material?

4. For what are the good portions of this material?

5. What are the good portions of this material?

6. Did you read, view, listen to, or observe the entire material? Yes _____ No _____

If not, what parts? _____

1.F. 611 Homeschooling

611 HOME SCHOOLING

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

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these

purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not make a determination as to whether Shared Time Programs should be offered to any pupil. However, it is required that home-schooled children be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b. The home school is solely responsible for any costs or fees

associated with its application for and/or subsequent membership in the Minnesota State High School League.

- c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (School Boards May Require Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Policy Adopted: January 2004 / May 2006 / November 2012

Policy Reviewed: September 2017

Independent School District No. 110

Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 611

Orig. 1996

Revised: _____

Rev. ~~2017~~ 2019

611 HOME SCHOOLING

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

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental

cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not make a determination as to whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative

sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (School Boards May Require Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material,

Standard Tests)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Minn. Stat. § 123B.86 (Equal Treatment - Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials,
Standardized Tests)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

2. **Series 100 School District**

2.A.106 Access to Public Data

2.B.107 Access to Data for Individual Subjects

723 107 ACCESS TO DATA FOR INDIVIDUAL DATA SUBJECTS

I. PURPOSE

The purpose of this policy is to explain the process for an employee or other individual to review or obtaining data about that individual or that individual’s minor child maintained by the school district and to comply with the Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13.

II. DEFINITIONS AND CONSTRUCTION

This policy must be construed as consistent with the MGDPA and Minnesota Rules Chapter 1205. All terms used herein that are defined by the MGDPA must be given the same definition as listed in the MGDPA and Rules Chapter 1205. This policy does not confer upon an individual the right to access data not otherwise provided in any applicable or other school district policy. Nothing in this policy shall be interpreted to contradict any other school district policy.

III. RIGHT TO ACCESS DATA FOR INDIVIDUAL DATA SUBJECTS

Upon request to a responsible authority or designee, an individual shall be informed whether that individual, the individual’s minor child or person for whom the individual has been appointed legal guardian, is the subject of stored data and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data shall be shown that public or private data about themselves without any charge and, if desired, shall be informed of the content and meaning of that data. Except as required by law, after an individual has been shown this data and informed of its meaning, then the school district need not disclose the data to that individual for six (6) months unless additional data on the individual has been collected or created.

IV. MAKING A DATA REQUEST

To review or request copies of data on the individual that are in the school district’s possession, the individual should make a written request using the form found in Attachment B and submit this request to the appropriate data practices contact described in Attachment C. The school district reserves the right to accept verbal requests for data or reduce verbal requests to writing, at its sole discretion.

V. PROCESSING A DATA REQUEST

If possible, the school district will respond to a written request submitted pursuant to this policy immediately. If immediate compliance is not possible, then the school

district will respond within ten (10) business days of the written request. If it is unclear what data the individual is requesting, then the school district will seek clarification. If the school district does not have the data requested, then it will notify the individual in writing as soon as reasonably possible.

If the school district has the data requested, and the data may lawfully be disclosed to the individual, then the school district will respond to the request by doing one of the following:

- a. Arrange a date, time, and place for the individual to review the data without cost to the individual; or
- b. Provide the individual with copies of the data. The individual may choose to pick up the copies, or the school district will mail or fax copies of the data to the individual. The school district will provide electronic copies (such as email or CD-ROM) only if the school district keeps the data in electronic format. Prepayment of copies is required unless other arrangements are approved by the responsible authority or designee. Additional information about copy charges is included on Attachment B.

If the school district determines that the requested data is classified so as to deny the requesting individual access, then the school district shall inform the requesting individual of that determination either verbally at the time of the data request, or in writing as soon as reasonably possible.

Upon the request of any individual that has been denied access to data, the responsible authority or designee will certify in writing the denial of the request and cite the specific statutory section, temporary classification, or specific provision of law upon which the denial was based.

VI. CREATING NEW DATA OR RESPONDING TO QUESTIONS

Nothing in this policy or the MGDPA requires the school district to create data in response to a data request, collect new data in response to a data request, or to provide data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

Nothing in this policy or the MGDPA requires the school district to respond to questions that are not requests for data.

VII. IDENTIFICATION

The school district reserves the right to require an individual requesting private data on the individual or the individual's minor child to provide valid and sufficient photo identification at the time that the data is requested or provided.

The school district will not disclose private data on anyone other than the individual requesting the data or that individual's minor child without receiving a valid release signed by the subject of the data.

VIII. RIGHTS OF DATA SUBJECTS

A. Challenging Inaccurate or Incomplete Data

Consistent with the MGDPA, any individual who believes that information contained in the school district's records regarding that individual, the individual's minor child or person for whom the individual has been appointed legal guardian, is inaccurate or incomplete may request that the school district amend those records. To exercise this right, the individual must notify the responsible authority or designee described in Attachment C in writing of the nature of the disagreement. Upon receiving such notification, the school district will take action as required by the MGDPA. Please note that the submission of a challenge to data does not guarantee that the school district will amend its records.

B. Information Provided When Data is Requested by the School District

Consistent with the MGDPA and other applicable law, certain circumstances may require the school district to notify an individual who is asked to provide the school district with private or confidential data concerning that individual of the ways in which the school district can use the data collected.

C. Other Rights of Data Subjects

Nothing in this policy shall be construed as limiting the rights provided by the MGDPA. Individuals that are the subject of data in the school district's possession have all of the rights afforded by Minnesota Statutes Section 13.04.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Public Data Access Policy; Data Subject Rights and Access Policy; Availability of Public Data Access Policies)
Minn. Stat. § 13.03 (Access to Government Data; Costs for Providing Copies of Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.43 (Civil Investigative Data)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Rules Part 1205.1200, subpart 2 (Duty of Responsible Authority to Inform Public Where to Direct Inquiries)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
Minnesota Department of Administration Advisory Opinion 13-007
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

Cross References: 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 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
Waconia Public Schools Records Retention Schedule

Policy Adopted: April 2015
Waconia Public Schools
Waconia, MN

Attachment A
Copy Costs – Requests for Data on Individuals

The school district charges individuals for copies as authorized under Minnesota Statutes Section 13.03, subdivision 3(c). An individual must pay for the copies before the school district will provide the copies requested.

For 100 or Fewer Paper Black and White Copies -- \$0.25 per Page

The charge for 100 or fewer pages of black and white, letter or legal size paper copies is \$0.25 for a one-sided copy and \$0.50 for a two-sided copy.

Most Other Types of Copies – Actual Cost

The charge for more than 100 pages of black and white copies, or other types of copies, is the actual cost of searching for and retrieving the data, and making the copies or electronically transmitting the data.

In determining the actual cost, the school district includes the cost of the employee time, the cost of the materials, and any mailing costs. If the request is for copies of data that the school district cannot reproduce itself, such as photographs, then it will charge the requester the actual cost it must pay an outside vendor for the copies.

The cost of employee time to search for the requested data, retrieve the requested data, and make copies of the requested data is based upon the lowest hourly rate of the appropriate school district employee. If, because of the subject matter of your request, the school district finds it necessary for a higher-paid employee to search for and retrieve the data, then the search and retrieval portion of the copy charge will be charged at the higher salary/wage. There is no charge for time spent separating public from not public data.

Discretionary Copy Charge Waivers

In some cases, whether the school district charges an individual a copy charge will depend on the costs to the department for providing the copies compared to the costs for collecting and recording a copy charge payment from an individual. If the cost of providing the copies is outweighed by the costs to the school district for collecting and recording payment, then the school district may waive a copy charge.

If the school district determines that it is in the best interests of the public and the school district to release data without copy charges, then the school district may waive such copy charges.

Attachment B
Data Request Form – Requests for Data on Individuals

Date of Request: _____

Method of Access to Data:

In-Person Review Copies Both (in-person review and copies)

(Note: In-person review is free, but there is a charge for copies)

Description of Requested Public Data:

(Note:
Describe the data you are requesting as specifically as possible. If you need more space, please use
the back of this form or additional pages.)

Contact Information for Individual Requesting Data:

Name: _____

Address: _____

Telephone: _____ Email: _____

Verification of Identity:

Driver's License Personal Knowledge Other Form of Identification _____

Return Completed Form To:

Sonya Sailer, Data Practices Compliance Official
Waconia Public Schools
512 Industrial Boulevard
Waconia, Minnesota 55387
ssailer@isd110.org

You may also direct your data request to one of the school district's other data practices contacts as listed on Attachment C.

Attachment C
Data Practices Contacts

The employees listed below are available to assist you with data practices requests and concerns:

Responsible Authority

Patrick Devine, Superintendent
512 Industrial Boulevard
Waconia, Minnesota 55387
Telephone: (952) 442-0600; pdevine@isd110.org

Data Practices Compliance Official

Sonya Sailer, Data Practices Compliance Official
512 Industrial Boulevard
Waconia, Minnesota 55387
Telephone: (952) 442-0600; ssailer@isd110.org

Data Practices Designees

Type of Data Requested	Name	Position	Email Address	Telephone Number
Personnel Data	Sonya Sailer	Director of Human Resources	ssailer@isd110.org	952-442-0600
Student Special Education Records	Paul Tordoff	Director of Special Education	ptordoff@isd110.org	952-442-0600
Student Educational Data Southview Elementary	Khuzana DeVaan	Building Principal	kdevaan@isd110.org	952-442-0620
Student Educational Data Bayview Elementary	Ann Swanson	Building Principal	aswanson@isd110.org	952-442-0630
Student Educational Data Laketown Elementary	Keith Baune	Building Principal	kbaune@isd110.org	952-442-0690
Student Educational Data Waconia Middle School	Shane Clausen	Building Principal	sclausen@isd110.org	952-442-0650
Student Educational Data High School and WLC	Mark Fredericksen	Building Principal	mfredericksen@isd110.org	952-442-0670

3. **Series 700 Non-Instructional Operations**

3.A. 722 Public Data Requests

Adopted: _____

MSBA/MASA Model Policy 722
Orig. 2017

Revised: _____

722 PUBLIC DATA REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority **or data practices designee**.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

- a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Discretionary Copy Charge Waivers

1. The school district has the discretion to waive a copy charge depending on the size of the request and the amount of time needed to provide the copies. For example, if the costs of providing the copies is outweighed by the costs to the school district for collecting and recording payment, then the school district may waive the copy charge. The school district may also waive such copy charges if it determines that it is in the best interests of the public and the school district to release data without copy charges.

Data Practices Contacts

Responsible Authority:

Patrick Devine, Superintendent
Educational Services Center
512 Industrial Boulevard
Waconia, Minnesota 55387
Telephone: (952) 442-0600
Email: pdevine@isd110.org

Data Practices Compliance Official:

Sonya Sailer, Director of Human Resources
Educational Services Center
512 Industrial Boulevard
Waconia, Minnesota 55387
Telephone: (952) 442-0600
Email: ssailer@isd110.org

Data Practices Designee(s):

Type of Data Requested	Name	Position	Email Address	Telephone Number
Public Personnel Data	Sonya Sailer	Director of Human Resources	ssailer@isd110.org	952-442-0600
Public Financial Data	Todd Swanson	Director of Finance and Operations	tswanson@isd110.org	952-442-0600
Public Data Southview Elementary	Khuzana DeVaan	Building Principal	kdevaan@isd110.org	952-442-0620
Public Data Bayview Elementary	Ann Swanson	Building Principal	aswanson@isd110.org	952-442-0630
Public Data Laketown Elementary	Keith Baune	Building Principal	kbaune@isd110.org	952-442-0690
Public Data Waconia Middle School	Shane Clausen	Building Principal	sclausen@isd110.org	952-442-0650
Public Data Waconia High School and WLC	Mark Fredericksen	Building Principal	mfredericksen@isd110.org	952-442-0670

- Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Public Data Access Policy; Data Subject Rights and Access Policy; Availability of Public Data Access Policies)
Minn. Stat. § 13.03 (Access to Government Data; Costs for Providing Copies of Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Rules Part 1205.1200, subpart 2 (Duty of Responsible Authority to Inform Public Where to Direct Inquiries)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
Minnesota Department of Administration Advisory Opinion 13-007
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
- Cross References:*** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
Waconia Public Schools Records Retention Schedule

3.B. 722 FORM

INDEPENDENT SCHOOL DISTRICT NO. ____
PUBLIC DATA REQUEST FORM

TO BE COMPLETED BY THE REQUESTOR

REQUESTOR NAME (NOT REQUIRED):	PHONE NUMBER:*
ADDRESS:*	EMAIL ADDRESS:*
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
<p>MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED:</p> <p>INSPECTION ONLY _____ COPIES ONLY** _____ BOTH INSPECTION AND COPIES _____ **</p> <p>**Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.</p>	

FOR OFFICE USE ONLY

DATE REQUEST RECEIVED:	REQUEST RECEIVED BY:
DATE OF RESPONSE:	RESPONSE PROVIDED BY:

* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.

4. **Series 900 School/Community Relations**

4.A. 908 District Acceptance and Use of
Contributions from Individuals and Groups for
Educational Program Support

DISTRICT ACCEPTANCE AND USE OF CONTRIBUTIONS FROM INDIVIDUALS AND GROUPS FOR EDUCATIONAL PROGRAM SUPPORT

The School Board desires to encourage the broadest possible support of the district's educational program which is in the interest of all students. The Board encourages individuals and groups to contribute funds and/or materials in support of educational programs. The acceptance and use of all contributions will be controlled and maintained by the school district to insure the interest of all students is met.

I. GIFT ACCEPTANCE:

- A. Individuals and groups desiring to make a district contribution in support of a school program shall communicate with the superintendent. The contributor shall outline the nature and extent of contribution, as well as other specifics. A written contribution proposal is required for all contributions exceeding \$1,000 (this includes in-kind gifts).
- B. The superintendent is authorized to accept contributions of \$1,000 or less on behalf of the district (this includes in-kind gifts). The contribution must meet the guidelines outlined in this policy.
- C. The school board will authorize acceptance of all contributions exceeding \$1,000 on behalf of the district. The contribution must meet the guidelines outlined in this policy.

II. STAFF POSITIONS AS A GIFT CONTRIBUTION:

If a contribution proposal involves the hiring of personnel, the administration shall oversee the entire hiring process. The school board must approve the posting of all personnel positions and the hiring of all personnel.

Cross References: Policy 706 Acceptance of Gifts
Policy 510 Student Activities
Policy 911 Booster Communications

Policy Adopted: June 14, 1993 \ Amended: June 9, 1997/Amended June 2004
Policy Reviewed: September 2017
Independent School District No. 110
Waconia, Minnesota