

Policy Committee Meeting

Monday, October 12, 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. 500 Students

1.A. 525 Violence Prevention [Applicable to Students and Staff]

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any

related policy.

- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- G. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- H. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- I. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- F. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- G. Establish clear school rules that prevent and deter violence.
- H. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- I. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- J. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- K. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.

- L. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- M. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- N. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- O. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- P. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.57 (Crisis Management Policy)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
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Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

Policy Adopted: June 2003 / May 2006 / August 2015
Independent School District #110
Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 525

Orig. 1996

Revised: _____

Rev. ~~2016~~ 2017

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- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

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- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- EF. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- FG. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
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- HI. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- IJ. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- JK. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- KL. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- LM. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- MN. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- NO. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- OP. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- PQ. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting

requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
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Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)
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2. **600 Education Programs**

2.A. 604 Instructional Curriculum

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. ~~The instructional approach will be nonsexist and multicultural.~~
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High

Add under IIB.
Instruction shall be provided in a nondiscriminatory manner, which includes a nonsexist and multicultural approach. In the presentation of subject matter (including controversial issues) teachers shall provide access to a variety of viewpoints, theories, ways of knowing, and methods of inquiry. Teachers shall foster sensitive communication by and among all students, and understand the influence of personal bias on student learning.

schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or

postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately

transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. Schools and districts may administer civics test questions as part of the social studies curriculum.
5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Policy Adopted: January 2004
revised July 2006/ revised Jan. 2016/ reviewed July 2020
Independent School District No. 110
Waconia, MN

Add to Legal References:

8710.2100 (Minnesota Code of Ethics for Teachers)
8710.2000 (Standards of Effective Practice for Teachers)

2.B. 606 Textbooks and Instructional Materials

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the Director of Teaching and Learning the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
1. support the academic standards and goals of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. In addition to formally adopted textbooks and instructional materials, supplemental resources are commonly used to augment or enrich instruction at the classroom level. In making these selections, teachers should refer to School Board Policy 625 Media and Book Selection for guidance.

D. € The Director of Teaching and Learning shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall be coordinated with the school district's curriculum development effort and may utilize the Teaching and Learning Advisory Council for input and consideration.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The Director of Teaching and Learning shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school district shall provide a process for members of the school district community to seek reconsideration of the use of select textbooks or instructional materials.

B. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

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

Add Cross Reference: [School Board Policy 625 Media and Book Selection](#)

Policy Adopted: July 2012 / reviewed July 2020
Independent School District No. 110
Waconia, MN

2.C. 610 Field Trips

610 FIELD TRIPS AND STUDENT TRAVEL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. The school board also acknowledges and supports the efforts of booster clubs and similar organizations in providing extended travel opportunities for students. Student travel will be categorized within five general areas:

A. Instructional Trips

This category pertains to trips that take place during the school day, relate directly to a course of study, and require student participation. These trips shall be subject to the review and approval in writing of the building principal, assistant principal, or special education director, and shall be financed by school district funds within the constraints of the school building budget, which may include support from student tuition, or booster clubs or similar organizations (Minn. Stat. § 123B.37, Prohibited Fees). These trips are subject to District 110 Policy 707 - Student Transportation.

If overnight stays take place in this category the following guidelines apply:

1. Must be requested 9-12 months in advance, including a detailed request form with a tentative itinerary, which must be completed and approved by the building principal, assistant principal, or special education director.
2. A detailed final trip itinerary must be provided to the building principal, assistant principal, or special education director within 4 months of departure to obtain final approval. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance. The building principal, assistant principal, or special education director may modify approval timelines for contingencies or emergencies.
3. Medical emergency information for students and chaperones must be on file with the building principal or special education director and the trip organizer, and student medications must be administered according to Policy # 516 – Student Medication.
4. Parent/guardian authorization must be obtained for all travelers, including completion and submission of the Student Behavior Requirements form (see Appendix VIII).
5. All policies regarding chaperones should be followed (see item III - Chaperones, and Appendix VII - Field Trip and Travel Chaperone Agreement).

B. Extra-Curricular Trips

This category pertains to trips and/or travel in which students participate in a school district sponsored activity that has a pre-determined competition schedule set and approved by the district. This category does not include rotational trips (see section II, item C, Extended Trips, number 2) that are taken by the music or other departments.

If overnight stays take place in this category the following guidelines apply:

1. Must be requested 9-12 months in advance, including a detailed request form with a tentative itinerary, which must be completed and approved by the activities director, building principal, or assistant principal. It is expected that efforts will be made to schedule extra-curricular student trips during non-student school days. In the event that students will need to miss school days, the proposal must include the rationale for scheduling the trip at that time.
2. A detailed final trip itinerary must be provided to the activities director, building principal, or assistant principal within 4 months of departure to obtain final approval. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance. The activities director, building principal, or assistant principal may modify approval timelines for extra-curricular or athletic competitions, post-season events, or contingencies or emergencies.
3. If they are not already on file, medical emergency information for students and chaperones must be placed on file with the building principal and the trip organizer, and student medications must be administered according to Policy # 516 – Student Medication.
4. Parent/guardian authorization must be obtained for all travelers, including completion and submission of the Student Behavior Requirements form (see Appendix VIII).
5. All policies regarding chaperones should be followed (see item III - Chaperones, and Appendix VII - Field Trip and Travel Chaperone Agreement).

C. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which may take place outside the regular school day. Examples of trips in this category involve student activities, clubs, summer activities, community education activities, and other special interest groups. These trips are subject to review and approval of the activities director, program advisor, and/or the school principal or assistant principal. Financial contributions by students may be requested, as well as support from booster clubs or similar organizations. A financial assistance or scholarship process will be established at each school building to assist students with their financial contribution to the supplemental trip. (Minn. Stat. § 123B.36, Authorized Fees.) These trips are subject to District 110 Policy 707 – Student Transportation.

1. Supplementary Trips that involve an overnight stay.
 - a. Supplementary trips that involve an overnight stay will be overseen by Community Education. This includes the promotion of the trip, fees collection, identification and background checks of chaperones, selection of and contracting with outside vendors and

transportation providers, oversight of passport and guardian permission procedures, gathering of participant medical information, etc.

b. Medical emergency information for students and chaperones must be on file with the building principal and/or Community Education and the trip organizer, and all student medications must be administered according to Policy # 516 – Student Medication.

- i. For students who must travel with medications, all medications must be kept in the original container and appropriately labeled for the student. If the student needs prescription medications while on the field trip, medication(s) must be appropriately labeled by a pharmacist in accordance with law. All medications will be administered in a manner consistent with instructions identified on the label.
- ii. All medications administered on the field-trip will be administered by a field-trip chaperone that has been designated and trained by health services staff. Designee will complete appropriate training for medication administration by district health services staff. Students may self-carry the following prescription medications (epi-pens, insulin, and inhalers) after completion of the *Authorization to Self-Carry Medications* Form (see Appendix X). *NOTE: ISD 110 will not provide any stock medications, in accordance with Minnesota Department of Health – Guidelines for Medication Administration in Schools.*
- iii. For students that require specialized medical procedure(s) during the field trip a health plan will be developed by the field-trip coordinator, parent/guardian, student and health services staff. All medical procedures performed during a field trip will be administered by a field-trip chaperone that has been designated and trained by health services staff. *Note: Parent/guardian must alert field-trip coordinator in advance of their student's specialized medical procedure(s). Adequate timing is needed (48 hours or more) to develop a health plan for the student during the field trip.*

c. Parent/guardian authorization must be obtained for all travelers, including completion and submission of the Student Behavior Requirements form (see Appendix VIII).

d. All policies regarding chaperones should be followed (see item III - Chaperones, and Appendix VII - Field Trip and Travel Chaperone Agreement).

e. Care should be taken to make sure that trips are competitively priced.

f. A financial and experiential report for supplementary trips will be made to the building administration or Community Education within 60 days after completion of the trip.

D. Extended Trips

This category pertains to trips that involve one or more overnight stays and are not considered part of a predetermined school district competition schedule (i.e., Extra-Curricular Trips).

1. All Extended Trips are voluntary and participation or non-participation status may not influence grades or future placement, treatment, or opportunities for students. An extended trip must be requested 9-12 months in advance, and a detailed request form, including a tentative itinerary and fundraising plan, must be completed and approved at each level: student/parent; Activities Director or principal/assistant principal; and superintendent. It is expected that efforts will be made to schedule extended student travel during non-student school days. In the event that students will need to miss school days, the proposal must include the rationale for scheduling the trip at that time. A detailed trip itinerary must be provided within 4 months of departure to obtain final approval by the school board. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance.

2. Extended trips which exceed the 600 mile radius (based on variation of MSHSL Bylaw 410.00 § 2A) will observe a rotational schedule to avoid overlapping extended trip costs. Exceptions can be made on an individual basis. Extended Trip organizers should take particular care to minimize trip costs whenever possible.

3. Extended Trips and supplementary trips that involve an overnight stay will be overseen by Community Education. This includes the promotion of the trip, fees collection, identification and background checks of chaperones, selection of and contracting with outside vendors and transportation providers, oversight of passport and guardian permission procedures, gathering of participant medical information, etc.

4. Medical emergency information for students and chaperones must be on file with the building principal and/or Community Education and the trip organizer, and all student medications must be administered according to Policy # 516 – Student Medication.

- c. For students who must travel with medications, all medications must be kept in the original container and appropriately labeled for the student. If the student needs prescription medications while on the field trip, medication(s) must be appropriately labeled by a pharmacist in accordance with law. All medications will be administered in a manner consistent with instructions identified on the label.
 - a. All medications administered on the field-trip will be administered by a field-trip chaperone that has been designated and trained by health services staff. Designee will complete appropriate training for medication administration by district health services staff. Students may self-carry the following prescription medications (epi-pens, insulin, and inhalers) after completion of the *Authorization to Self-Carry Medications* Form (see Appendix X).

NOTE: ISD 110 will not provide any stock medications, in accordance with Minnesota Department of Health – Guidelines for Medication Administration in Schools.

- d. For students that require specialized medical procedure(s) during the field trip a health plan will be developed by the field-trip coordinator, parent/guardian, student and health services staff. All medical procedures performed during a field trip will be administered by a field-trip chaperone that has been designated and trained by health services staff.
 - a. *Note: Parent/guardian must alert field-trip coordinator in advance of their student's specialized medical procedure(s). Adequate timing is needed (48 hours or more) to develop a health plan for the student during the field trip.*

5. Parent/guardian authorization must be obtained for all travelers, including completion and submission of the Student Behavior Requirements form (see Appendix VIII).

6. All policies regarding chaperones should be followed (see item III - Chaperones, and Appendix VII - Field Trip and Travel Chaperone Agreement).

7. Care should be taken to make sure that trips are competitively priced.

8. A financial and experiential report for extended trips will be made to the building administration or Community Education within 60 days after completion of the trip.

E. International Trips

This category pertains to any trip, which requires travel outside of the continental United States and/or requires travelers to carry a birth certificate or passport. All international trips must be requested in writing 18 months in advance of the trip. A fundraising plan proposal must be submitted with the tentative trip proposal. It is expected that efforts will be made to schedule international student travel during non-student school days. In the event that students will need to miss school days, the proposal must include the rationale for scheduling the trip at that time. A final detailed trip itinerary must be submitted in writing, and final written approval must be obtained from the activities director, building principal, superintendent, and school board at least 6 months prior to the trip. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies. All International Trips will be overseen by Community Education via the same rules as those for Extended Trips.

2. International Trips are voluntary and participation or non-participation status may not influence grades or future placement, treatment, or opportunities for students.

3. Medical emergency information for students and chaperones must be on file with the building principal and/or Community Education and the trip organizer, and all student medications must be administered according to Policy # 516 – Student Medication.

e. For students who must travel with medications, all medications must be kept in the original container and appropriately labeled for the student. If the student needs prescription medications while on the field trip, medication(s) must be appropriately labeled by a pharmacist in accordance with law. All medications will be administered in a manner consistent with instructions identified on the label.

a. All medications administered on the field-trip will be administered by a field-trip chaperone that has been designated and trained by health services staff. Designee will complete appropriate training for medication administration by district health services staff. Students may self-carry the following prescription medications (epi-pens, insulin, and inhalers) after completion of the *Authorization to Self-Carry Medications* Form (see Appendix X).

NOTE: ISD 110 will not provide any stock medications, in accordance with Minnesota Department of Health – Guidelines for Medication Administration in Schools.

f. For students that require specialized medical procedure(s) during the field trip a health plan will be developed by the field-trip coordinator, parent/guardian, student and health services staff. All medical procedures performed during a field trip will be administered by a field-trip chaperone that has been designated and trained by health services staff.

- a. *Note: Parent/guardian must alert field-trip coordinator in advance of their student's specialized medical procedure(s). Adequate timing is needed (48 hours or more) to develop a health plan for the student during the field trip.*

4. Parents'/guardians' authorization must be obtained for all travelers, including completion and submission of the Student Behavior Requirements form (see Appendix VIII). Proof of necessary passports and/or birth certificate copies for all travelers must be obtained prior to departure.

5. All policies regarding chaperones should be followed (see item III - Chaperones, and Appendix VII - Field Trip and Travel Chaperone Agreement).

6. Care should be taken that all trips are competitively priced.

7. A financial and experiential report for international trips will be made to the building administration or Community Education within 60 days after completion of the trip.

III. CHAPERONES

The number and gender of adult chaperones must be provided appropriate to the age and maturity level, gender, and needs of students. The ratio of at least one chaperone for every 12 students is recommended.

B. All chaperones for extended trips and international trips must sign a chaperone expectation form (see Appendix VII – Field Trip and Travel Chaperone Agreement) and undergo a District 110 background check either at their own expense or at the expense of the organization sponsoring the trip.

IV. STUDENT CONDUCT

All students are subject to and the organizer is responsible for enforcing compliance with the District 110 Code of Ethics, Minnesota State High School League Student Code of Responsibilities, District 110 Policy 506 – Student Discipline, and the Student Behavior Requirements Form (see Appendix VIII). Any student who violates these guidelines while on the trip may be sent home from the trip at the parent's or guardian's expense.

V. TRANSPORTATION

Transportation for all trips is subject to District 110 Policy 707 – Student Transportation. All air travel must be provided by a commercial airline.

VI. NON-APPROVED TRIPS

A. Staff, booster clubs, or similar organizations entering into contracts or agreements with commercial agencies without formal district approval do so at their own risk. As such, any extended trip not approved by the district is considered a private venture. Prior to committing financial resources to a trip not sponsored by the district, participating students and parents must sign a release form indicating they understand the trip to be of a private nature and not sponsored, endorsed, or approved by the district (see Appendix IX).

B. Employees engaging in a private venture, cooperating with, receiving benefit from, or serving as agents for a commercial agency, shall not use school work time, materials or other district resources to promote, plan, organize, or recruit students for the non district-sponsored trip.

LEGAL REFERENCES:

Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities; Insurance)
Minn. Stat. § 148.271 (Nurse Practice Act)
Sonkowsky v. Board of Educ. For Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
MSHSL Official Handbook, Beliefs
MSHSL Official Handbook, Calendar of State Events
MSHSL Bylaw 206.00 § 2
MSHSL Bylaw 410.00 § 2A

CROSS REFERENCES:

Policy 412 (Expense Reimbursement)
Policy 421 (Gifts to Employees)
Policy 413 (Harassment and Violence Policy)
Policy 418 (Drug-free Workplace/Drug-free School)
Policy 419 (Tobacco Free Environment and Enforcement)
Policy 423 (Employee-Student Relationships)
Policy 433 (Volunteer Service in District 110)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 510 (School Activities)
Policy 511 (Fundraising)
Policy 514 (Bullying Prohibition Policy)
Policy 516 (Student Medication)
Policy 706 (Acceptance of Gifts)
Policy 707 (Transportation of Public School Students)
Policy 709 (Student Transportation Safety Policy)
Policy 710 (Extracurricular Transportation)
Policy 908 (District Acceptance and Use of Contributions from Individuals and Groups for Educational Program Support)
Policy 911 (Booster Communications)
District 110 Code of Ethics, District 110 Team/Parent Handbook, Policies/Guidelines

APPENDIX I

610 FIELD TRIPS AND TRAVEL PROCEDURES FOR INSTRUCTIONAL AND EXTRA- CURRICULAR TRIPS

I. TENTATIVE TRIP PROPOSAL

A. A tentative trip proposal is required for all instructional and extra-curricular trips. It is intended to provide the administration and school board with background information about the proposed trip. The tentative trip proposal should include the following information:

1. Name of the organizer
2. Destination
3. Purpose of the trip and its educational benefits
4. Trip dates, highlighting school days missed
5. Transportation arrangements
6. Lodging and meal arrangements
7. Budget, including estimated cost to each student and chaperone
8. Funding sources/proposed fundraising activities or events
9. Availability and type of financial assistance or scholarships
10. Number of student participants
11. Number of school staff chaperones
12. Number of non-staff adult chaperones
13. Provisions for obtaining necessary parent/guardian permissions for all travelers.

B. It is expected that efforts will be made to schedule student travel during non-student school days. In the event that students will need to miss school days, the proposal must include the rationale for scheduling the trip at that time.

II. FINAL TRIP ITINERARY

The final trip itinerary is required for all instructional and extra-curricular trips. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance. A final itinerary is intended to provide the administration with pertinent details about the trip. No instructional or extra-curricular trip will receive final approval without the submission of a final trip itinerary.

APPENDIX II

610 FIELD TRIPS AND TRAVEL PROCEDURES FOR EXTENDED AND INTERNATIONAL TRIPS

I. TENTATIVE TRIP PROPOSAL

A. A tentative trip proposal is required for all extended and international trips. It is intended to provide the administration and school board with background information about the proposed trip. The tentative trip proposal should include the following information:

1. Name of the organizer
2. Destination
3. Purpose of the trip and its educational benefits
4. Trip dates, highlighting school days missed
5. Transportation arrangements
6. Lodging and meal arrangements
7. Budget, including estimated cost to each student and chaperone
8. Funding sources/proposed fundraising activities or events
9. Availability and type of financial assistance or scholarships
10. Number of student participants
11. Number of school staff chaperones
12. Number of non-staff adult chaperones
13. Provisions for obtaining necessary parent/guardian permissions for all travelers.
14. Provisions for obtaining necessary passports or copies of birth certificates for all international travelers.

B. It is expected that efforts will be made to schedule student travel during non-student school days. In the event that students will need to miss school days, the proposal must include the rationale for scheduling the trip at that time.

II. FINAL TRIP ITINERARY

The final trip itinerary is required for all extended and international trips. It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the trip, improve upon its organization, or allow for unforeseen changes of circumstance. A final itinerary is intended to provide the administration and school board with pertinent details about the trip. No extended or international trip will receive final approval without the submission of a final trip itinerary.

III. POST-TRIP REPORTING

A financial and experiential report for extended and international trips will be made to the building administration and/or Community Education within 60 days after completion of the trip.

APPENDIX III

INSTRUCTIONAL FIELD TRIP AND TRAVEL/
EXTRA-CURRICULAR FIELD TRIP AND TRAVEL
APPLICATION FOR PRELIMINARY APPROVAL

Must submit to applicable building principal, assistant principal, special education director, or activities director 9-12 months prior to travel

School _____

Group/Class _____

Organizer submitting request _____

of students _____ # of school personnel _____ # of chaperones _____

Destination _____

Mode(s) of transportation _____

Miles round trip _____

Educational objective or benefit _____

Lodging and meal arrangements

TIME

Dates of the trip _____

Days absent: When school is in session _____ Non-school days _____

COST

Total estimated cost per student/chaperone \$ _____

Funding breakdown:

Student/chaperone \$ _____ District \$ _____ Other \$ _____

PRELIMINARY APPROVAL REQUIRED SIGNATURES

Building administration _____ Date _____

cc: Health Services

APPENDIX IV

**EXTENDED FIELD TRIP AND TRAVEL/INTERNATIONAL TRAVEL
APPLICATION FOR PRELIMINARY APPROVAL**

***Must submit to applicable building principal, activities director, and superintendent
9 months prior to extended travel, and
18 months prior to international travel***

School _____

Group/Class _____

Organizer submitting request _____

of students _____ # of school personnel _____ # of chaperones _____

Destination _____

Mode(s) of transportation _____

Miles round trip _____

Educational objective or benefit _____

Lodging and meal arrangements

TIME

Dates of the trip _____

Days absent: When school is in session _____ Non-school days _____

COST

Total estimated cost per student/chaperone \$ _____

Funding breakdown:

Student/chaperone \$ _____ District \$ _____ Other \$ _____

PRELIMINARY APPROVAL REQUIRED SIGNATURES

Building administration _____ Date _____

Superintendent _____ Date _____

Community Education Director _____ Date _____

cc: Health Services

**APPENDIX V
INSTRUCTIONAL FIELD TRIP AND TRAVEL/
EXTRA-CURRICULAR FIELD TRIP AND TRAVEL
APPLICATION FOR FINAL APPROVAL**

*Must submit to applicable building principal, assistant principal, special education director,
or activities director within 4 months prior to departure*

School _____ Group _____

Organizer submitting request _____

of students _____ # of school personnel _____ # chaperones _____

Destination _____

Educational objective or benefit _____

Name of travel agency, if applicable: _____

TIME

LEAVE: Date: _____ Time: _____ RETURN: Date: _____ Time: _____

TIME ABSENT: School days: _____ Non-school days _____

HEALTH AND SAFETY

- Have reasonable accommodations been made for travelers with disabilities? Y or N
- Is special insurance protection offered for students? Y or N
For adults? Y or N
- Have all necessary contact information and health-related forms been received from participants?
Y or N Submitted to administration? Y or N
- Do you have at least one chaperone for every 12 students? Y or N
If less than one chaperone per 12 students, how many? _____
- Have you obtained proof that all participants have appropriate identification necessary to the trip?
Y or N
- Have all chaperones completed:
District 110 criminal background checks Y or N
Signed chaperone agreements? Y or N
- Who has signed off on discussing student conduct policies with students?

- What emergency procedures are in place? Please give an assessment of medical or emergency
personnel and facilities available, and procedures to follow if student(s) become lost or separated
from the group. *Attach information to this application.*

TRANSPORTATION

Mode(s) and name(s) of carrier(s): _____

Lodging arrangements, where applicable, with dates:

Meal arrangements: _____ # included w/trip _____ # not included

COST ESTIMATE PER STUDENT/CHAPERONE

TOTAL: \$ _____ Expenses paid by traveler: \$ _____

Transportation: \$ _____ Expenses paid by district: \$ _____

Meals: \$ _____ Expenses paid by other means: \$ _____

Lodging: \$ _____ Explain financial assistance or scholarships for

Other: \$ _____ instances of financial need: _____

FINAL APPROVAL

Required signatures:

Building Administration: _____ Date: _____

Distribution: Signed original to building, signed copies to organizer and school office.

cc: Health Services

APPENDIX VI

**EXTENDED FIELD TRIP AND TRAVEL/
INTERNATIONAL FIELD TRIP AND TRAVEL
APPLICATION FOR FINAL APPROVAL**

***Must submit to applicable building principal, activities director, and superintendent
within 4 months of departure for extended trips,
within 6 months of departure for international travel***

School _____ Group _____

Organizer submitting request _____

of students _____ # of school personnel _____ # chaperones _____

Destination _____

Educational objective or benefit _____

Name of travel agency, if applicable: _____

TIME

LEAVE: Date: _____ Time: _____ RETURN: Date: _____ Time: _____

TIME ABSENT: School days: _____ Non-school days _____

HEALTH AND SAFETY

- Have reasonable accommodations been made for travelers with disabilities? Y or N
- Is special insurance protection offered for students? Y or N
For adults? Y or N
- Have all necessary contact information and health-related forms been received from participants? Y or N Submitted to administration? Y or N
- Do you have at least one chaperone for every 12 students? Y or N
If less than one chaperone per 12 students, how many? _____
- Have you obtained proof that all participants have appropriate identification necessary to the trip? Y or N
- Have all chaperones completed:
District 110 criminal background checks Y or N
Signed chaperone agreements? Y or N
- Who has signed off on discussing student conduct policies with students?

- What emergency procedures are in place? Please give an assessment of medical or emergency personnel and facilities available, and procedures to follow if student(s) become lost or separated from the group. *Attach information to this application.*

TRANSPORTATION

Mode(s) and name(s) of carrier(s): _____

Lodging arrangements, with dates:

Meal arrangements: _____ # included w/trip _____ # not included

COST ESTIMATE PER STUDENT/CHAPERONE

TOTAL: \$ _____ Expenses paid by traveler: \$ _____

Transportation: \$ _____ Expenses paid by district: \$ _____

Meals: \$ _____ Expenses paid by other means: \$ _____

Lodging: \$ _____ Explain financial assistance or scholarships for

Other: \$ _____ instances of financial need: _____

FINAL APPROVAL

Required signatures:

Building Administration: _____ Date: _____

Community Education Director (if Community Ed oversees planning of trip):
_____ Date: _____

Superintendent: _____ Date: _____

School Board approval date: _____

Distribution: Signed original to building administration or Community Education, signed copies to organizer and school office.

cc: Health Services

APPENDIX VII

FIELD TRIP AND TRAVEL CHAPERONE AGREEMENT

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE () _____ CELL PHONE () _____

EMAIL _____

The following guidelines are designed to help volunteers understand their responsibilities while performing within the course and scope of a volunteer chaperone position. Volunteer chaperones are expected to abide by all Waconia Public Schools' and Minnesota State High School League policies. This agreement is effective for the _____ school year and may be used for multiple events. The goal of Waconia Public Schools is to provide a safe, fun, and positive experience for both youth and adults. As an adult chaperone, you play a valuable role in attaining this goal. Please read through this code of conduct and sign below.

As an adult chaperone, you agree to:

1. Complete the background check required by the district at your own expense.
2. Have a valid driver's license and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself and others. Also, ensure that all passengers use seatbelts.
3. Not possess or use any alcohol, illegal drugs, or tobacco products while involved in any Waconia Public Schools' meeting or activity.
4. Not leave the premises of the event without the approval of the organizer of the field trip or travel event when chaperoning students.
5. Represent Waconia Public Schools well by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model to youth and adults, by using reasonable conflict resolution skills, and by refraining from inappropriate physical contact with students.
6. Abide by all applicable Waconia Public Schools' rules, policies, and guidelines.
7. Accept supervision and support from the field trip organizer or designated activity volunteer leader.
8. Accept the responsibility to promote and support the vision, mission, and values of Waconia Public Schools.
9. Ensure that students follow the guidelines and participate appropriately in all activities and travel.
10. Immediately inform the field trip or travel event organizer of any violations of district policies so that he/she can respond appropriately.
11. Participate in activities to the best of your ability, and with a cheerful attitude.
12. Respect the privacy of students, staff, and other volunteers at all times, and abide by Waconia Public Schools' confidentiality and data privacy rules.

I have read this document. I understand its contents and agree to its terms. I also understand that if I do not follow this code of conduct, my participation in Waconia Public Schools-sponsored activities for this and the future school year will be terminated.

Chaperone's signature: _____ Date: _____

Please return this document to the trip organizer or designee immediately upon receipt. Failure to return a signed copy of this document will result in a potential chaperone's exclusion from Waconia Public Schools' field trips and other student travel activities.

cc: Health Services

APPENDIX VIII

Waconia School District #110 Field Trip and Travel STUDENT BEHAVIOR REQUIREMENTS

Parents and students must read the following expectations for student behavior below and sign your name where requested. Your signature indicates that you have read and agree to follow these rules while you are participating in this field trip or extended travel.

1. A student shall not: use any beverage containing alcohol; use tobacco; use or consume, have in their possession, buy, sell, or give away any controlled substance, including alcohol and illegal or prescription drugs; possess any weapon in violation of School Weapons Policy #501.
2. A student will not violate the sexual harassment policy of District #110, which prohibits unwanted speech or physical contact of a sexual nature.
3. A student may not leave the group individually. Any small group activities must be arranged with and approved by a teacher/advisor, and a teacher/advisor or chaperone must accompany any sub group. Students shall remain mindful and respectful of their own personal safety and well-being, and the safety and well-being of others, at all times.
4. On overnight trips, students must stay in their assigned hotel room/quarters and not switch rooms. Further, once bed checks have been completed, students may not leave their assigned quarters. At lights out time, students will refrain from loud or other behavior that disrupts the sleep or comfort of others.
5. Students may not enter or ride in any unapproved motorized vehicle (car, scooter, motorbike, boat, train, airplane). The only approved vehicles are those arranged by a teacher/advisor or vehicles of public transportation.
6. Students are expected to show respect to and follow the directions of teachers/advisors and chaperones at all times. Students are expected to show respect to their fellow students and other people they may encounter during the field trip/extended travel. Disrespectful or inappropriate language or behavior will not be tolerated.
7. Respect for the property of others is expected. Theft, borrowing items without prior permission, vandalism, and any other illegal or improper acts will not be tolerated.
8. This field trip/extended travel is an extension of school programs and all school rules and regulations, even those not included in this listing, will apply.
9. Students are expected to conduct themselves in a manner that reflects positively on themselves, their families, their school, and their community.
10. Students who disregard any of these requirements may be removed from the group for the duration of the field trip/extended travel and/or be returned home at the expense of the student's parent/guardian.

STUDENT SIGNATURE:

I, the undersigned, have read, understand, and agree to abide by all of the above behavioral requirements during the _____ field trip/extended travel. I understand that my parent/guardian may be responsible for paying all expenses related to sending me home from trips for disciplinary reasons.

Student signature: _____ Date: _____

PARENT/GUARDIAN SIGNATURE:

I, the undersigned, have read and understand the behavior requirements during the _____ field trip/extended travel and that I may be responsible for paying all expenses related to sending the student home from trips for disciplinary reasons.

Parent/guardian signature: _____ Date: _____

Please return this form to the trip organizer or designee immediately upon receipt. Failure to return a fully signed copy of this document will result in exclusion from the above-named field trip or extended travel event.

APPENDIX IX

**NON DISTRICT-SPONSORED FIELD TRIP AND TRAVEL
PARENT/GUARDIAN RECOGNITION AND DISCLAIMER**

As the parent or guardian of a district student, I grant permission for him/her to participate in the non district-sponsored trip, as described here:

The dates of this non district-sponsored trip are from:

_____ to _____
month/day/year month/day/year

By my signature below, I understand this non district-sponsored trip is not sponsored by, endorsed by, or organized by Waconia Public Schools, Independent District No. 110. This disclaimer is in accordance with School Board Policy 610 – Field Trips.

The district assumes no responsibility for this non district-sponsored trip nor its students when participating in this trip. Any student absence due to participation in a non district-sponsored trip may be considered unexcused by the district. Students are advised to consult their teachers and District Policy 503 – Student Attendance for making up any missed schoolwork. All correspondence and correspondence regarding this trip should be directed to the trip organizer or sponsor.

By my signature below, I, on behalf of the district student named below, waive all rights and release all claims against the district which may arise from the non district-sponsored trip described above. I have read this form in its entirety and understand its contents and terms.

Name of Student: _____

Name of Parent(s)/Guardian(s): _____

_____ Date: _____

Parent/Guardian Signature

APPENDIX X



Parent Request for Medication Administration and Physician Order

Parents of students requesting that medication be administered during school hours must provide for the school:

- Medication in an appropriately labeled container, over the counter medications must be in original container and prescription medications in a prescription bottle.
- Parent/guardian signature.
- A physician signature for prescription medications. *Note: health services recommends a physician signature for non-prescription medications.*

Ask for prescription medications to be divided into two bottles completely labeled – one for home and one for school. Only when a medication is prescribed to be taken during school hours will a student be given medication at school.

Please review the "District 110 Medication Information" on the back of this form.

Student Name:_____ **Birth date:**_____ **School:**_____ **Gr:**_____

Medication:_____ **Route:** Oral _ Inhaled_ Topical_ Other_____

Dosage:_____ **Time Given:**_____

Treatment Of:_____ **Number of tablets sent to school:**_____

Possible Side Effects:_____

Special Instructions:_____ **End Date/Number of days given:**_____

Allergies:_____

I request that this medication be given as indicated above. I understand that administration of medication will not necessarily be done by a Licensed School Nurse or Health Associate, but may be provided by a designated trained school employee. Also, if necessary, the school may request additional information from the physician regarding this illness or medication.

Sign form below and return it with the medication to the school health office.

PARENT/GUARDIAN SIGNATURE:_____

Date:_____ **Daytime Phone:**_____

PHYSICIAN SIGNATURE:_____

Print Physician Name:_____ **Phone/Fax:**_____

Below line for School Health Office Use only:

Date/Time Dose/Initials	Date/Time Dose/Initials	Date/Time Dose/Initials	Date/Time Dose/Initials	Administrator Signature

Waconia High School
Cynthia Van Kirk, LSN
Jodi Anderson, RN
PH: (952)442-0674
Fax: (952)442-0679

Clearwater Middle School
Vicki Sorensen, LPN
PH: (952)442-0654
Fax: (952)442-0659

Southview Elementary
Whitney Thulin, LPN
PH: (952)442-0623
Fax: (952)442-0629

Bayview Elementary
Amy Johnson, LPN
PH: (952)442-063
Fax: (952)442-0609

DISTRICT 110 – Schools Medication Information

District 110 acknowledges that some students may require prescribed and over the counter medications during the school day to function as near to their potential as possible. For more information please refer to ISD 110 student medication policy #516. The school district’s licensed school nurse, health associate, or other designated trained school employee will administer prescribed medications under these conditions:

- **Prescription and non-prescription medication requires a completed signed authorization form from the student’s parent/guardian. For prescription medications a physician is required,** for non-prescription/over the counter medications health services recommends a physician signature. The school district may rely on an oral request to administer medication for up to two days until written authorization is received. It is to include:
 - Student name
 - Name of medication
 - Time of administration
 - Possible side effects
 - Dosage and route of administration
 - Termination date of administration
 - Reason for medication
 - Number of tablets sent to school

This authorization can be faxed to the health office of your child’s school.
**Fax Numbers: High School (952)442-0679, Clearwater Middle School (952)442-0659,
 Southview Elementary (952)442-0629, Bayview Elementary (952)442-0609**

- **Prescription or non-prescription medication must be in the prescription or over-the-counter labeled container.** The pharmacy will divide medication for home and school into two bottles with proper labels.

- **Parent/Guardian will notify the Health Office of any changes in medication or if it is discontinued.** A written script from the physician will be needed for any changes. This can also be faxed to the appropriate school.
- **The school WILL NOT provide any medications including Aspirin, Tylenol, Ibuprofen, cough drops, Bacitracin (Neosporin), etc., in accordance with Minnesota Department of Health guidelines.**
- **Students will not be allowed to self-administer or carry medications with them unless an exception is made, and a written plan is agreed upon between the licensed school nurse, health associate, parent and physician (if necessary).**
- **District 110 will not administer any “dietary supplements”, herb products, or any other products not regulated by the Food and Drug Administration.** The quality and quantity of their products are free from the scrutiny of a regulatory agency. The labels also do not indicate the action, recommended dosage for age, side effects, interactions, adverse reactions and contraindications.
- Due to the number of students requiring medication to be given at school and out of concern for the safety and well-being of all of our students, District 110 Health Services will follow these guidelines regarding the following medications:
 - Central Nervous System Stimulants (Ritalin, Adderall, Concerta, Focalin, Strattera, etc.)
 - Antipsychotics (Abilify, Risperdal, Haldol, Lithium, etc.)
 - Antidepressants (Lexapro, Paxil, Effexor, Prozac, Cymbalta, Zoloft, Wellbutin, Celexa, etc.)

The parent/guardian is to choose ONE of the following options:

1. An adult will hand carry the medication to the school health office.
2. An adult will call the student’s school health office to alert the School Nurse or Health Associate of the number of tablets that were sent to school with student.

Health Services will count the number of tablets received, store them in a locked cabinet, and administer the correct dosage to the student at the time noted on the, “*Medication Administration and Physician Order*”, sheet.

Please complete reverse side



To be completed by Student

I agree to:

- Follow my health care provider's orders and Emergency Care Plan
- Refill my prescriptions before they expire (or remind my parent/guardian to do so)
- Use correct medication administration technique (demonstrate to nurse)
 - Not allow anyone else to use my medication
 - Keep a current supply of my medication, located: _____
- Check-in with the school nurse: _____ weekly _____ monthly _____ other
- Notify the school nurse or _____ under the following circumstances
 - Questions or concerns regarding medication
 - If I have any symptoms of an allergic reaction

Signature of Student

Date

To be completed by Licensed School Nurse/Health Associate

- This student has demonstrated mastery related to his/her medication and self-carrying skills
- This student needs reinforcement of his/her medication and self carrying-skills
- This student may self-carry/self-administer and should check in with Health Services
_____ weekly _____ monthly _____ daily other _____

Signature of Licensed School Nurse/Health Associate

Date

NOTE: Health Services will assess the student's competencies to self-carry and/or self-administer medication and if there are concerns, will contact the health care provider and parent to discuss further options. If agreement is not reached, the parents may contact the Superintendent of Schools. Permission for self-carry/self-administration may be suspended if the student is unable to follow the above procedure. If there is a disagreement concerning this procedure, the Superintendent of Schools should be contacted.

RETURN TO APPROPRIATE HEALTH OFFICE:

High School

Cindy Van Kirk, LSN
Jodi Anderson, RN
Ph: 952.442.0674
Fax: 952.442.0679

Clearwater Middle

Vicki Sorensen, LPN
Ph: 952.442.0654
Fax: 952.442.0659

Southview Elem.

Whitney Thulin, LPN
Ph: 952.442.0623
Fax: 952.442.0629

Bayview Elem.

Amy Johnson, LPN
Ph: 952.442.0630
Fax: 952.442.0609

Adopted: _____

MSBA/MASA Model Policy 610

Orig. 1995

Revised: _____

Rev. 2012

610 FIELD TRIPS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

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

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle. ~~In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office and such use must be approved in accordance with Policy 710, Extracurricular Transportation.~~
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

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

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities;

Insurance)

[Minn. Stat. § 169.011, Subd. 71\(a\) \(Definition of a School Bus\)](#)

[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards – Exemption\)](#)

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

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

2.D. 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)

2.E. 620 Credit for Learning

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. ~~2017~~ 2019

620 CREDIT FOR LEARNING

~~[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V., online learning courses, as set forth in Section VI., and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]~~

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by ~~the North Central Association of Colleges and Schools~~ an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

Commensurate credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank.

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. ~~Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.~~

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of

Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
- b. ~~Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.~~
- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
- c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school

district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be

granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

~~*[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]*~~

- A. The school district does not offer weighted grades.

~~*[or]*~~

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

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

- ~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of ____ (i.e., 1.07).~~
 - ~~2. A grade awarded in an Honors course will be multiplied by a factor of ____.~~
 - ~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of ____.~~
 - ~~4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of ____.~~
 - ~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of ____.~~
- ~~B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon

request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
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 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

2.F. 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 attempt 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 students 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

II. RECONSIDERATION OF MEDIA AND BOOK SELECTIONS

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. The school district shall provide a process for members of the school district community to seek reconsideration of the use of media and book selections.

C. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of the use of media and book selections.

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? _____

3. **700 Non-Instructional Operations**

3.A. 702.3 Cash Reserves

I. GENERAL STATEMENT OF POLICY

The Board of Directors and the Administration of the District shall maintain the District in the most responsible fiscal positions recommended by State law and by the Department of Education, as well as by the most prudent financial consultants available.

II. RESERVE BALANCE

In order to maintain such fiscal integrity, the District target is to hold a cash reserve of between 8 and 15 percent of its annual budget. Such a reserve shall be used only for those contingencies for which fiscally responsible bodies usually use them; and, when used, the reserve shall be restored to its desirable level as soon as possible.

III. TAX LEVY

Tax levied in order to establish any such reserve shall always be restricted, so that the cash reserve can be established and maintained as originally intended.

4. **800 Buildings & Sites**

4.A. 807 Health and Safety Policy

807 HEALTH AND SAFETY POLICY

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. The provisions of this policy substantially reflect statutory requirements. This policy has been approved by the Minnesota Department of Education.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety
 - 15. First Aid/CPR/AED
 - 16. Food Safety Inspection

17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Policy Adopted: July 2012 / June 2013/ June 2014/June 2015/June 2018
Independent School District No. 110
Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 807

Orig. 2012

Revised: _____

Rev. ~~2014~~ 2015

807 HEALTH AND SAFETY POLICY

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. ~~The provisions of this policy substantially reflect statutory requirements.~~ This policy has been approved by the Minnesota Department of Education.

The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe

work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools

10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify

potential hazards and safety concerns.

- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

5. **900 School/Community Relations**

5.A. 906 Community Notification of Predatory Offenders

COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS 906

[Note: School board adoption of a policy regarding a predatory offender notification is discretionary. The statute, Minn. Stat. § 244.052 does not impose any mandatory duty on school districts. The statute imposes duties on law enforcement agencies. However, the school district may wish to adopt a policy if it intends to respond to these notifications from local law enforcement agencies. School districts are cautioned that the procedures contained in this policy are not mandatory or required by the statute and may impose liability upon the school district if they are not properly followed. Accordingly, before this policy is adopted, the school district should consider carefully whether it wishes to undertake the responsibilities outlined herein.]

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of this school district to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.

B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.

C. The superintendent in conjunction with the building principal or designee shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and/or students.

III. DEFINITIONS

(These definitions are compiled from the provisions of Minn. Stat. § 244.052)

A. The "Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.

B. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, subs. 2, 3)

C. “Risk Levels.”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, subd. 3(e))

D. “Notification or Disclosure by Law Enforcement Agency.”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, subd. 4)

E. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the

local law enforcement agency.

F. "Law enforcement agency" means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, subd. 1(c))

G. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

IV. PROCEDURES

A. Level II Notification.

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district's care while they are on or near the school district's premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender's residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.
5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.

6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

[Note: The Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However it is the department's opinion that a school district may release any information contained in the notification to anyone if it determines that the release of data will help secure the school or protect students.]

B. Level III Notification.

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.

2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.

3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date and location of the community meeting.

4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.

5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 244.052 (Community Notification)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy adopted: September 2017

Independent School District No. 110

Waconia, MN

Adopted: _____

MSBA/MASA Model Policy 906

Orig. 1997

Revised: _____

Rev. 2006

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

[Note: School board adoption of a policy regarding a predatory offender notification is discretionary. The Sex Offender Community Notification Act, Minn. Stat. § 244.052, imposes duties on law enforcement agencies but does not impose mandatory notification duties on school districts except as set forth in Paragraph IV.B.6., below.]

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

III. DEFINITIONS

- A. The "Sex Offender Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the

level of risk posed by the predatory offender.

B. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

D. “Notification or Disclosure by Law Enforcement Agency”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

E. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact

Sheets for Level II predatory offenders directly to the school district.

2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.
- F. “Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))
- G. “Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the

school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

[Note: The Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However, it is the department's opinion that a school district may release any information contained in the notification to anyone, including staff, students, parents, and guardians, if it determines that the release of data will help secure the school or protect students.]

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school

district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Community Notification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § ~~14071~~ 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)
Dept. of Admin. Advisory Op. No. 98-004

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

5.B. 907 Rewards

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall approve the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (Reward)

Cross References:

PolicyAdoptedMay2006
Policy Reviewed: September 2017
Independent School District No. 110
Waconia, MN

5.C. 910 Admission to Extra-Curricular Activities

ADMISSION TO EXTRA CURRICULAR EVENT 910

School District 110 recognizes that community attendance at extra curricular events enhances the event for the participants as well as strengthens community/school partnerships. Admission fees will be charged at extra curricular events to ~~pay for~~ **offset** the cost of ~~the events~~ and ~~offset~~ extra curricular programming.

I. ESTABLISHING PRICES

Annually, the school district will establish prices for extra curricular events. These prices will be comparable to neighboring and conference schools.

II. CLASSIFICATION

The following classifications will be used when charging admission to extra curricular events:

- A. Adults- individuals no longer high school students
- B. **Seniors - individuals 60 years of age and older**
- C. Students - all individuals attending a kindergarten through grade 12 school.
- D. Preschool - all individuals who have yet to enter kindergarten. Preschool children are admitted free with the accompaniment of an adult.

III. ADMISSION

- A. Adult Activity **Passes** - **Pass** for one adult to all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.
- B. Student Activity **Passes** - **Pass** for one student for all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.
- C. Senior Adult **Passes** - individuals 60 years of age and older may apply, in writing, for a courtesy activity **pass** to home ~~extra-curricular~~ **regular season** events (**excludes special events and post season competition**). The courtesy

activity **pass** will admit one senior citizen and is a lifetime pass.

D. Lost Activity **Passes** - Any lost activity **pass** will be replaced at the full original price. ~~All activity tickets will be numbered consecutively and a record of to whom they were sold will be kept by number and name. Activity tickets are sold in the extra-curricular office.~~

E. School Board Members - School board members will receive two non-transferable extra curricular **adult activity** passes for a school year.

F. Special Events - special events which are intended for fundraising purposes (i.e. ~~musical performance~~ **invitationals, limited fine arts events**) are not ~~an extra-curricular~~ **considered regular season events for the purpose of admission**, but are ~~rather~~ considered fundraising events. Extra curricular passes will not be recognized at fundraising events.

Original Policy / Amended: June 9, 1997/Amended: June
2004 Policy Reviewed: September 2017) Independent
School District No. 110 Waconia, MN 55387

5.D. 911 School and Booster Club Communications

School District 110 affirms support for booster clubs in the school district. The purpose of the clubs is to provide a 'boost' to specific extra-curricular programs, through volunteer and financial support. The Activities Director is the district liaison for Booster Clubs. All booster groups must be sanctioned by the school district.

I. ADMINISTRATION

The Board of Education will establish the district extra-curricular programs. The school district will administer them, including the recruiting, hiring, and firing of all personnel. The administration will execute programs offered at grade levels, squad levels, by gender, and by season. The administration has the sole communications responsibility with other schools and school officials on matters of interscholastic athletic business. The activity director and the administration will establish schedules and calendars of school events.

Policy Adopted: May 10, 1982/Amended: October 14, 1991/Amended: June 14, 1993/Amended: June 9, 1997/Amended: September 2004

Independent School District No. 110
Waconia MN 55387