

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - N10 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, August 20, 2024 4:30 PM
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*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the Osseo School Board is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/info-center/school-board](https://district279.org/info-center/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### Agenda Items

1. Check in  
Amy Moore, General Counsel
2. 400 Series: Personnel
  - A. Policy and Procedure 432 - Teacher Involuntary Transfer Process, proposed for repeal 3
  - B. Policy 441 - Digital Technologies and Digital Systems Acceptable Use, proposed edits 5
3. 600 Series: Educational Program
  - A. Policy and Procedure 640 - Class Size and Student-Teacher Staffing Ratio, proposed for repeal 14
  - B. Policy and Procedure 643 - Human Sexuality and Sexually Transmitted Infections Education (continued discussion) 15
  - C. Policy and Procedure 652 - Instructional Materials Selection, Production and Reevaluation (continued discussion) 21
4. 500 Series: Students
  - A. Policy and Procedure 507-Corporal Punishment and Prone Restraint, statutory updates 32
5. Cell phone policy discussion
6. Student journalism policy discussion
7. Social media policy discussion
8. 2024-25 policy goals
9. Next Meeting: October 8, 2024
10. 5:45 p.m. Adjournment

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](http://www.district279.org), under "Info Center > School Board."*

## **POLICY 432 – TEACHER INVOLUNTARY TRANSFER PROCESS**

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- I. When applying the teacher involuntary transfer process, personnel will be assigned on the basis of seniority and license, as specified in Policy 432 – Teacher Involuntary Transfer Process.
- II. Policy 432 – Teacher Involuntary Transfer Process will not apply to the initial staffing consideration when opening a new building.

Policy 432 Adopted: 2/2/99 (formerly Policy 4111.2)  
Revised: 5/3/94  
Revised: 1/22/91  
Revised: 4/4/89  
Policy Adopted: 6/7/83

## **PROCEDURE 432 – TEACHER INVOLUNTARY TRANSFER PROCESS**

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### **I. Eligibility**

- A. Probationary teachers will not be eligible for an involuntary transfer. A probationary teacher's contract will be terminated when an involuntary transfer is required at a grade level or within a department.
- B. A teacher will be exempt from the involuntary transfer process if it would cause a violation of any state/federal equal opportunity and/or affirmative action guidelines.
- C. A teacher will not be required to accept an involuntary transfer two consecutive years, unless required due to "Strand" realignment.
- D. A teacher on a building or district leave assistance program will not be eligible for an involuntary transfer, unless required due to "Strand" realignment.
- E. When transfers become necessary due to boundary changes, decrease in enrollment, and/or reduction in staff, qualified volunteers will receive first consideration.
- F. In the event that there are insufficient numbers of qualified volunteers, the least senior teacher at the grade level/department will become the involuntary transfer, unless exempted under I.C.-F below.

### **II. Procedure**

- A. Teachers identified for involuntary transfer will be informed in writing of their involuntary transfer status no later than April 20th and will be informed in writing of the transfer vacancies for which they are licensed no later than five (5) working days before the scheduled involuntary transfer meeting date.
- B. Teachers making an involuntary transfer will be notified of their assignment prior to May 1 immediately preceding the school year in which the assignment is to take place unless there are some unpredictable emergencies.
- C. An involuntary transferee may elect to return to his/her previous year's assignment, if the exact position s/he occupied becomes open prior to the first student day.

Procedure 432 Adopted: 2/2/99 (formerly Procedure 4111.2)

Revised: 5/3/94

Revised 1/22/91

Revised: 4/4/89

Dated: 6/7/83

## **POLICY 441 – DIGITAL TECHNOLOGIES AND DIGITAL SYSTEMS**

### **~~RESPONSIBLE~~ACCEPTABLE USE**

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- I. Purpose: The purpose of this policy is to set forth ~~policies and~~ guidelines for ~~access to the~~ responsible use of Osseo Area School District’s digital technologies, ~~digital systems,~~ digital security and ~~resources acceptable including and~~ safe use of the Internet and digital security.~~7 including electronic communications.~~
- II. General Statement of Policy
  - A. The school district provides students, ~~and~~ employees, and limited contractors with access to district digital technologies and digital systems including Internet access, in order to further educational and professional goals consistent with the policies and mission of the school district.
  - B. Use of district digital technology and Internet resources must support the curriculum and enhance student learning opportunities, support accurate and appropriate communication of school district information, or increase efficiency and effectiveness of school district work.
  - C. All electronic communication that is sent or received on the school district digital technology and digital systems is considered property of the school district.
  - D. The school district monitors online activities and operates technology protection measures that protect against access to unacceptable material through school district technologies and digital systems.
  - E. Ultimately, parents and guardians of minors are responsible for setting and conveying the standard that their children should follow when using technology and Internet resources. While the school district will monitor student technology and Internet uses as closely as possible, the school district cannot guarantee that students will not independently access technology and Internet resources.
  - F. The Superintendent or Superintendent’s designee will establish plans, procedures, and guidelines for technology asset management, cybersecurity, and internet safety.
- III. Definitions
  - A. Digital Systems- means systems to transmit and store electronic data. This includes but is not limited to the interconnected WAN (wide area network), LAN (local area network), internet, SIS (student information system), LMS (learning management system), FIS (finance information system), HRIS (human resource information system), and SAN (storage area network).
  - B. Digital Technology- means physical hardware or components that gather, transmit, or display digital media and/ or information. This includes but is not limited to computers, switches, phones, monitors, servers, digital displays, document cameras, security cameras, and access points.
  - C. Digital Resource- software, application, or web-based software utilized for teaching, learning, or district operations.
- IV. Guidelines for Responsible~~Acceptable~~ Use
  - A. School district employees will provide guidance and instruction to students in the responsible use of the Internet and other digital resources for educational and informal purposes that

enhance student learning such as research, instruction, collaboration, education projects and other support of the curriculum.

- B. The school district ~~is responsible for educating~~~~to will educate~~ students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- C. Users ~~are responsible for will~~ ~~using~~~~use~~ the Internet, digital technologies, digital systems, and digital resources for professional learning, teaching and learning, collaborative education projects, school district operations, and dissemination of school district information.
- D. School district employees may utilize district issued digital technology for incidental personal use.
- E. Users should engage with and share educational content that is appropriate for the school setting, fostering a positive and respectful environment by using language that is kind, respectful, and suitable for educational purposes, enhancing the learning experience for everyone.
- F. Users are encouraged to access and distribute materials that support and enrich the educational process, contributing to a safe and constructive online space by only sharing information and resources that promote safety, learning, and collaboration.
- G. Users should communicate in ways that are positive and inclusive, avoiding any content that may be harmful or disruptive by engaging in discussion and sharing materials that advocate respect, understanding, and diversity.
- H. Users are encouraged to share accurate and truthful information, fostering a trustworthy online community by communicating respectfully with others, avoiding any form of harassment or personal attacks.
- I. Users should engage in activities that are legal and align with local, state, and federal laws, promoting a lawful and ethical use of technology by protecting and respecting the property and information of others, ensuring that all interactions are lawful and ethical.
- J. Users are responsible for maintaining the integrity and security of the school district's digital systems by using them responsibly and reporting any security concerns immediately.
- K. Users are responsible for using technology in ways that support the smooth operations of the District's digital systems, contributing to a secure and efficient environment.
- L. Users are responsible for protecting their own and other's personal information, sharing it only when appropriate and with the proper consent.
- M. Users are responsible for engaging with digital resources ethically, ensuring all materials are used and shared legally respecting all applicable copyright laws.
- N. Users are responsible for using the District's digital systems to support the educational objectives, avoiding personal financial or commercial activities.
- O. Users are responsible for engaging in positive online behavior, refraining from bullying or cyberbullying, and promoting a safe and supportive digital environment.
- P. Users are responsible for ensuring that off-premise activities do not disrupt the educational or work environment.
- Q. If a user accidentally accessed inappropriate materials, they are responsible for reporting it immediately to a teacher, supervisor, or administrator to ensure a safe online environment.

## V. Security

- A. The District establishes data security classifications, implements procedural and electronic security controls, and maintains records regarding assigned security authorization. Data security measures apply to all users of school district digital systems and digital technologies.
- B. Access to school district digital systems is controlled by the use of unique credentials (usernames and passwords). Unique credentials are assigned to specific users and each user is responsible accountable for all actions occurring under their access credentials.
- C. Users are responsible for may not allow anyone else to use keeping their credentials secure and not sharing with others to access the district digital technologies or digital systems.
- D. Users are responsible for not leaving their may not leave their user accounts logged in on an unattended district digital technology.
- E. ~~Users should not store credentials where others may access them. Users that suspect their account has been compromised must report it to the technology division and change their password as soon as possible. Users are responsible for immediately reporting to the Technology Division in a timely manner if they suspect their account has been compromised.~~
- F. Users are responsible to should immediately report to the Technology Division Department (i.e. within 24 hours if possible) when they believe that a digital technology under their control has been lost, stolen, compromised or significantly damaged.
- G. All acquisitions whether by purchase or otherwise of digital technologies or digital resources must be approved in advance by the Technology Division to assure functionality with district digital technologies and digital systems, comply with digital security standards, and meet legal data privacy requirements.
- H. User accounts will be disabled and users are required to return district issued digital technology to the district upon unenrollment or unemployment with the district.

## VI. Internet Safety

Under the Children's Internet Protection Act (CIPA), districts are required to restrict minors' access to Internet-based materials. The District has a licensed commercial licensed a commercial Internet filtering package that meets or exceeds the CIPA requirements for student protection.

- A. With respect to any of its computers with Internet access, the school district is responsible for will monitoring monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will be designed to block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology must be narrowly tailored and should not discriminate based on viewpoint.
  - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
  - E. ~~The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.~~
  - F. Internet content filtering tools do not guarantee inappropriate content from being accessed. The district will make best effort to prevent this content through a CIPA compliant content filter and establish a process to address content that inadvertently does not get filtered.

#### ~~VII. Prohibited Uses~~

- A. ~~The following uses of the school district system and Internet resources or accounts are considered unacceptable:~~
  1. ~~Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:~~
    - a) ~~pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;~~
    - b) ~~obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;~~
    - c) ~~materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;~~
    - d) ~~information or materials that could cause damage or danger of disruption to the educational process;~~
    - e) ~~materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination;~~
    - f) ~~materials that promote harmful or illegal activities or behavior.~~
  2. ~~Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.~~
  3. ~~Users will not use the school district digital systems or technologies to engage in any illegal act or violate any local, state, or federal statute or law.~~
  4. ~~Users will not use the school district digital system or technologies to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.~~

- ~~5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.~~
- ~~6. Employees will not use the school district's digital systems or technology to publicly post private educational or personnel data about a student, a district employee, or themselves including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable.
  - ~~a) This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education related purposes (i.e., communications with parents or other staff members related to students).~~
  - ~~b) Employees creating or posting school related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
    - ~~(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515 and related appendices; or~~
    - ~~(2) Such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515 and related appendices.~~
    - ~~(3) In addition, prior to posting any personal contact or personally identifiable information on a school related webpage, employees shall obtain written approval of the content of the postings from the building administrator.~~~~
  - ~~c) These prohibitions specifically prohibit a user from utilizing the school district system to post private information about a user or another individual on social media networks.~~~~
- ~~7. Students are prohibited from using the school district systems and technology in a manner that invades the privacy of others or compromises other users credentials. This includes but is not limited to disclosing private information such as addresses, telephone numbers, identification numbers, account numbers, access codes or passwords.~~
- ~~8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.~~
- ~~9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district digital systems or technologies to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.~~

~~10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy—514 or Prohibition Against Discrimination, Harassment and Violence—Policy 413. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.~~

~~11. Users may not use school district systems or technology to directly or indirectly advance or advocate against a ballot proposition or the election of any person to public office. This provision only applies to local, state or federal elections which are regulated under state or federal law.~~

~~B. — A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises or by use of personal digital technology also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district digital system or digital technologies are compromised or if such use creates a substantial disruption to the educational or work environment. If the school district receives a report of an unacceptable use originating from a non school computer or resource, the school district may investigate such reports. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.~~

~~C.VII. — If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to a teacher, advisor or principal (in the case of students) or to their immediate supervisor and/or the building administrator (in the case of a school district employee or other users).~~

## VIII. Privacy Expectations

- A. The school district maintains control of the materials on its digital systems and technologies. Users should not expect privacy in the contents of personal files on the school district digital systems and technologies. Files stored on district issued digital technology, resources computers and systemsservers should not be considered the private property of individuals and may be viewed by supervisory school employees or other authorized representatives of the district.
- B. Routine maintenance and monitoring of school district systems may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search may be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees and students should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees and students should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district may contact and will cooperate with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district systems.

## IX. Social Media

The School Board recognizes the unique characteristics of online social media and/or networks. When social media are used in the classroom or for related school activities, teachers or the responsible employee must ensure compliance with applicable terms of the media site and adhere to all relevant District policies and procedures.

Users should be aware that the ~~responsible unacceptable~~ uses outlined in this policy as well as behavioral expectations identified in Osseo Area Schools policies apply to school related social media use.

To ensure that there are student curriculum materials and structured learning experiences that address proper social media use and general internet safety, the district will work with [library](#) media specialists and other staff members to create, modify, and continually review appropriate curriculum materials and learning experiences.

To assist employees with social media use and expectations, guidelines for employee use of online social media will be formulated from the superintendent or superintendent designee and provided to employees.

## X. Notification Regarding Technology Providers

### A. "Technology Provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

### B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

### C. Within 30 days of the start of each school year, the school district is responsible for providing parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data.

### D. The school district is responsible for providing parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

### E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and
2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

### F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

## XI. School-Issued Devices

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. The school district respects student privacy and will not electronically access or monitor, except for permitted circumstances:
  - 1. any location-tracking feature of a school-issued device;
  - 2. any audio or visual recording or transmitting features of a school-issued device; or
  - 3. Student interactions with the device, such as keystrokes and web-browsing activity.
- C. The school district or technology provider may only access or monitor the device under specific permitted circumstances:
  - 1. Educational Purposes: For instruction, technical support, or exam proctoring by authorized personnel, with prior notice given to the student.
  - 2. Judicial Orders: If required by a judicial warrant.
  - 3. Missing or Stolen Devices: If the device is reported missing or stolen.
  - 4. Emergency Situations: To respond to an imminent threat to life or safety, with access limited to addressing the threat.
  - 5. Legal Compliance: To comply with federal or state laws.
  - 6. Funding Programs: To participate in federal or state funding programs, such as the E-Rate program.
- D. If the school district or technology provider must access the device due to an emergency (as described in point 4 above), they will notify the student or their parent within 72 hours, explaining what features were accessed and the nature of the threat. If notifying immediately would pose a danger, the notice will be given within 72 hours after the threat has passed.

XII. Limit on screen time for children in Preschool and Kindergarten  
A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

~~XIII.~~ Limitations on school district liability  
 The district assumes no responsibility for any loss or corruption of data resulting from the use of district digital technologies and digital systems. The school district will not be responsible for financial obligations arising through unauthorized use of the school district digital systems, digital technologies, or digital resources.

~~XI.~~ XIV. Consequences for Violation of Policy  
 Users who use district digital technologies, digital systems, or digital resources in violation of this policy are subject to discipline including but not limited to revoked access, suspension, expulsion, and termination of employment.

~~XII.~~ XV. User Notification  
 All users shall be notified of the policies related to the use of district digital resources, technologies, and systems.

Revised 04/16/2019  
Revised: 07/29/2014  
Revised: 01/08/2013  
Revised 11/27/2012  
Revised: 5/2/06  
Revised: 10/15/2002  
Adopted: 5/4/99 (formerly Policy 4132 & 4232)  
Adopted 04/15/97

***Cross Reference:***

Policy 652 – Instructional Materials Selection and Production  
[Policy XXX- Discipline, Suspension, and Dismissal of School District Employees](#)  
[Policy XXX- Student Discipline](#)  
[Policy XXX- Bullying Prohibition Policy](#)  
[Policy XXX- Protection and Privacy of Pupil Records](#)  
[Policy XXX- Public and Private Personnel Data](#)

***Legal References:***

[Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)  
[Minn. Stat. § 13.32 \(Educational Data\)](#)  
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)  
[Minn. Stat. § 124D.166 \(Limit on Screen Time for Children in Preschool and Kindergarten\)](#)  
17 U.S.C. 101 et seq. (Copyrights)  
15 U.S.C. 6501 et seq. Children’s Internet Protection Act of 2000 (CIPA)  
47 U.S.C. 254 47 C.F.R. 54.250 (FCC rules implementing CIPA)  
Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 1601, et seq., as amended  
Minn. Stat. § 125B.15 United States v. American Library Association, 123 S. Ct. 2297 (2003)

## **POLICY 640 – CLASS SIZE AND STUDENT-TEACHER STAFFING RATIO**

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Schools will be organized as efficiently as possible using a teacher staffing ratio 31.99 based on those instructional positions detailed in Procedure 640 – Class Size and Student-Teacher Staffing Ratio and dependent on the financial ability of the District.

Proposed for Repeal

### ***Adopted/Revised***

Adopted: 5/15/01 (formerly Policy 6212)

Revised: 2/17/98

Revised: 5/3/94

Revised: 4/3/90

Revised: 10/15/85

Adopted: 4/3/67

## **POLICY 643 – HUMAN SEXUALITY AND SEXUALLY TRANSMITTED INFECTIONS EDUCATION**

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- I. Human sexuality (HS) and sexually transmitted infections (STI) education, including HIV/AIDS and Human Papilloma Virus, will be included as a planned portion of the regular health education curriculum and will be included in the Program Improvement Process for health education.
- II. The District will maintain the following in developing and HS/STI education:
  - A. Parent Communication
    1. Detailed information letters will be sent to parents in a timely fashion, including information on the process for opting students out of HS/STI education.
    2. Opportunity for parents to preview print and media materials related to the HS/STI curriculum will be provided.
    3. If guest speakers are invited to speak in health classes on the topic of HS/STI, the teacher will send home an advance notice to parents of the speaker and the topic. The notice will include a process for opting students out of the speaker's presentation.
  - B. Design and Delivery
    1. Two-track system
      - a. The grade 8 and senior high health classes will be offered as a two-track system, a sexual abstinence-until-marriage track and a sexual abstinence-based track.
      - b. The sexual abstinence-until-marriage track will:
        - 1) Guide and empower students to remain sexually abstinent until marriage
        - 2) Encourage students to seek support and advice from their parents/guardians and their faith community, if any, rather than friends and community resources
        - 3) Discuss contraceptives only within the context of their failure rates.
      - c. The sexual abstinence-based track will:
        - 1) Encourage sexual abstinence as the best choice for teens
        - 2) Encourage students to seek support and advice from their family, and other community resources
        - 3) Define contraceptive methods and identify their effectiveness.
    2. Initial grade level
      - a. Human sexuality education will begin no earlier than grade 4.
      - b. HIV/AIDS/STI education will begin at grade 3 under Disease Prevention.
    3. Gender Separation  
Students will be separated by gender when dealing with information concerning private body parts or sexual and reproductive topics in grades 4, 5, 6, and in the grade 8 sexual abstinence-until-marriage track.
- III. A Human Sexuality Curriculum Advisory Committee will be charged to provide input into the Program Improvement Process for the HS/STI curriculum.

Policy 643 Adopted: 6/3/03  
(formerly Policy 6511)

Legal Reference  
M.S. 121A.23

School Board  
INDEPENDENT SCHOOL DISTRICT 279  
Maple Grove, Minnesota

# Summary

- ▶ Human Sexuality Advisory Committee
- ▶ May 16 (5-people) and June 6 (8-people)
- ▶ Shared purpose of the committee
- ▶ Examined enrollment data for previous four years
- ▶ Examined curriculum writers proposals
- ▶ Discussed implications for policy 543
- ▶ Discussed implications of new health standards
- ▶ Discussed potential survey

# Current Reality-High School

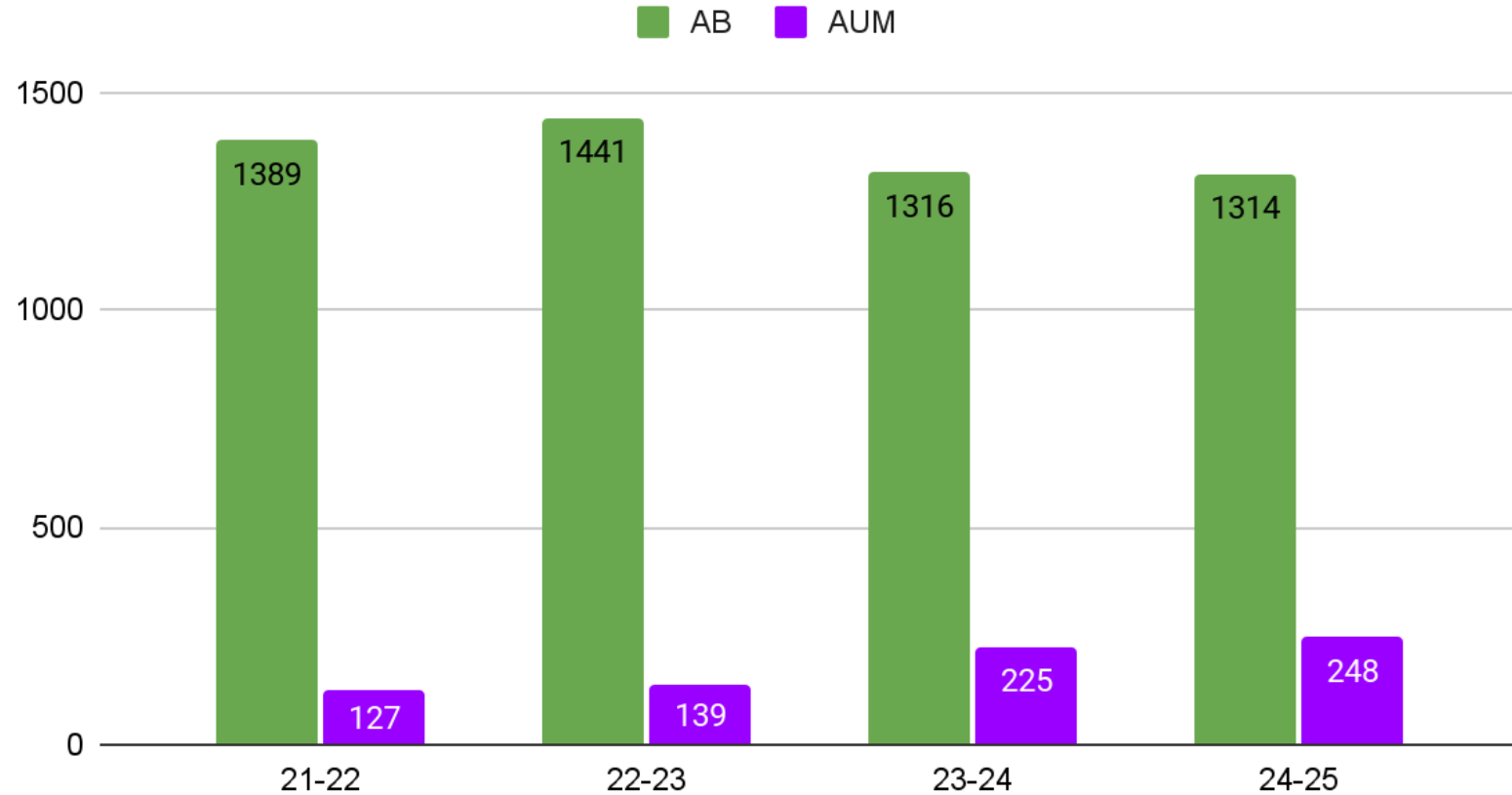
## Abstinence Based (AB)

- ▶ Encourage sexual abstinence as the best choice for teens
- ▶ Encourage students to seek support and advice from their family, and other community resources
- ▶ Define contraceptive methods and identify their effectiveness.

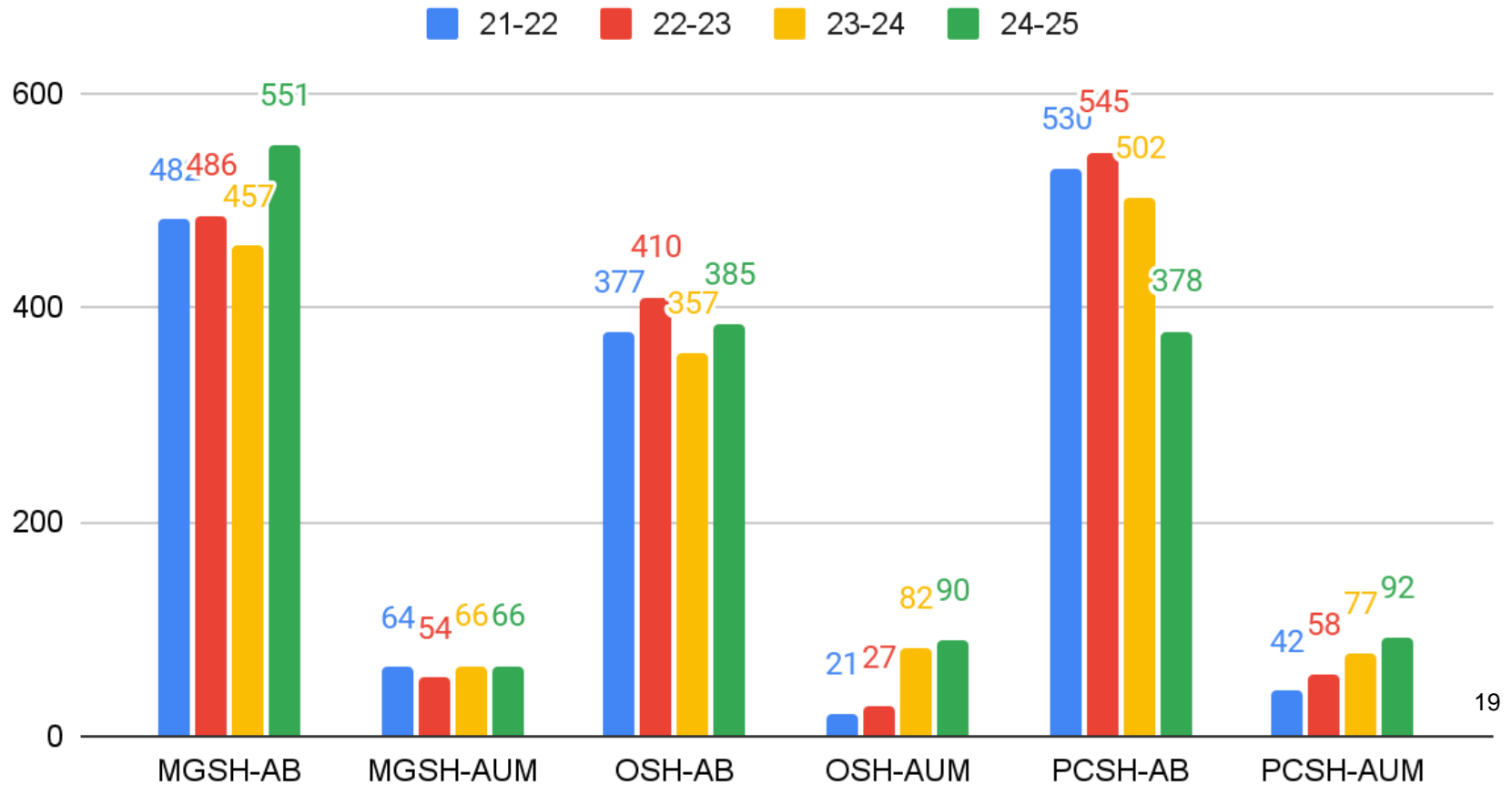
## Abstinence Until Marriage (AUM)

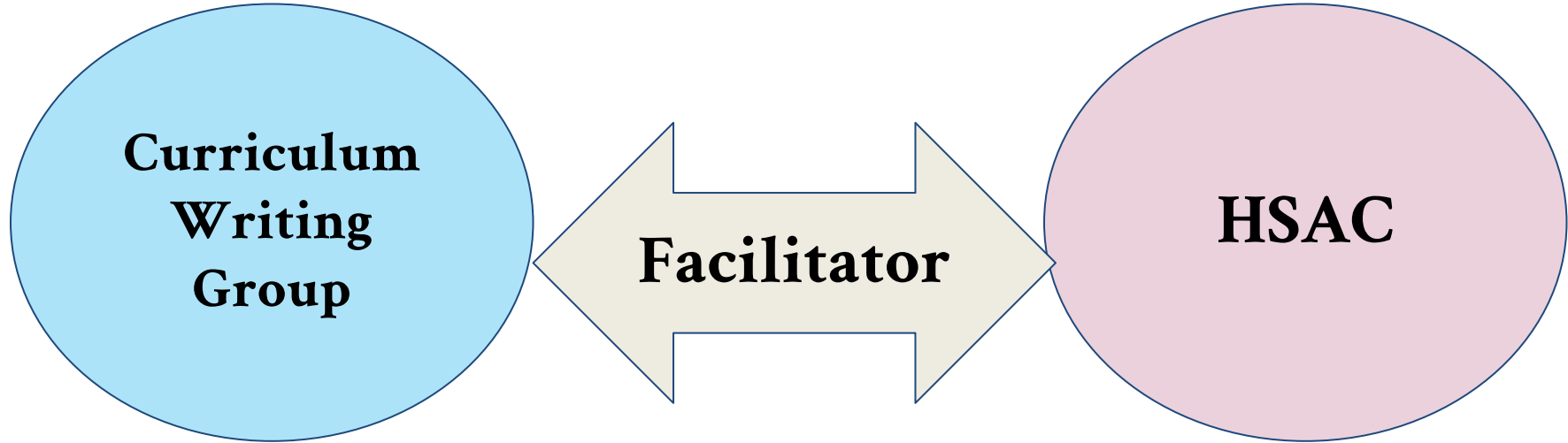
- ▶ Guide and empower students to remain sexually abstinent until marriage
- ▶ Encourage students to seek support and advice from their parents/guardians and their faith community, if any, rather than friends and community resources
- ▶ Discuss contraceptives only within the context of their failure

# AB and AUM Total Enrollment



# AB and AUM by Site





### Proposed:

Sexual Health Unit

Two paths(family/caregiver choice)

- ▶ Comprehensive Sexual Health
- ▶ Abstinence Until Marriage

### Response:

Sexual Health Unit

Three paths(family/caregiver choice)

- ▶ Comprehensive Sexual Health
- ▶ Abstinence Until Marriage
- ▶ Abstinence Based

## **POLICY 652 - INSTRUCTIONAL AND LIBRARY MATERIALS SELECTION AND REEVALUATION**

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### **I. PURPOSE**

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

### **II. GENERAL STATEMENT**

The School Board requires that instructional and library materials be selected in support of the district mission (Policy 104 – School District Mission Statement). The School Board recognizes that instructional and library materials serve a vital component of a student’s education. Instructional materials are critical to the school district’s curriculum. Library materials enrich the breadth of the curriculum as a whole and meet the needs and interests of individual students.

The School Board delegates the responsibility for developing and managing a process for selection of instructional and library materials to the Superintendent and his/her designees.

### **III. DEFINITION OF INSTRUCTIONAL and LIBRARY MATERIALS**

- A. “Instructional materials” are those items which are read, listened to, viewed, observed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they generate.
- B. “Library collection” consists of the library materials made available to students and staff.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

### **IV. PURPOSES FOR SELECTION OF INSTRUCTIONAL MATERIALS**

In reviewing instructional materials during the selection process, the professional staff will select materials which:

- A. support the goals and objectives of the education programs;
- B. consider the needs, age, and maturity of students;
- C. foster recognition, respect or understanding of cultural diversity and varied opinion;
- D. fit within the constraints of the school district budget;
- E. are in the English language unless otherwise necessary to support goals and objectives of an educational program or as appropriate to support and instruct English Learners pursuant to Minn. Stat. §124D.58 to §124D.65;
- F. 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 as required by Minn. Stat. §120B.235; and
- G. 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 as required by Minn. Stat. §120B.235.

### **V. PURPOSES FOR SELECTION OF LIBRARY MATERIALS**

The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

- A. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
- B. Library materials shall be chosen to enrich and support the curriculum as well as to promote independent reading by responding to the personal needs and interests of student users;
- C. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer.
- D. Library materials shall not be banned, removed, or access restricted based solely on its viewpoint or the messages, ideas, or opinions pursuant to Minn. Stat. xxxx.
- E. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
- F. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
  - 1. Artistic quality and/or literary style;
  - 2. Authenticity;
  - 3. Critical thinking;
  - 4. Educational significance;
  - 5. Factual content;
  - 6. High interest for intended audience; and
  - 7. Readability
- G. The selection of library materials shall conform to the constraints of the school district budget.

#### VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIALS

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

#### VII. RESPONSIBILITY OF PRINCIPAL TO ENSURE PROPER USE

The Principal is responsible to ensure that instructional and library materials are used at the building in concordance with curricular goals and, if selected at the site, are developmentally appropriate for the students. This responsibility applies regardless of whether the materials are presented by teachers, parents, students, community members, guest speakers, or other persons. (See also Policy 924 – School Volunteers and Policy 644 – Community Resource Persons.)

#### VIII. REEVALUATION OF INSTRUCTIONAL MATERIALS

- A. District students, parents and guardians of a district student, and employees have the right to express concern or objection relative to the appropriateness or acceptability of instructional and library materials.
- B. Specific curricular outcomes or assessments developed by a formal building or District process, while not ordinarily considered instructional materials, would, if challenged, be subject to the same reevaluation procedures as instructional materials.
- C. The School Board delegates the responsibility for developing and managing a process for reevaluation of instructional and library materials to the superintendent and his/her designees.

Revised 1/15/19  
Adopted 12/2/03 (formerly Policy 6410)

*Policy 6410*  
Revised 5/17/94  
Revised 10/15/85  
Adopted 9/1/81

***Legal References:***

Public Law 94-553 – copyright  
Minn. Stat. §120A.22, Subd. 9  
Minn. Stat. §20B.235  
Minn. Stat. §123B.02  
Minn. Stat. §124D.58 to 124D.65

***Cross References:***

Policy 104 – School District Mission Statement  
Policy 644 – Community Resource Persons  
Policy 924 – School Volunteers

## **PROCEDURE 652A – INSTRUCTIONAL MATERIALS AND LIBRARY SELECTION**

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### **I. GENERAL STATEMENT**

The purpose of this procedure is to regulate the selection of instructional and library materials so that they conform to Policy 652 – Instructional and Library Materials Selection.

#### **A. General criteria for the selection of any and all instructional and library materials.**

1. Instructional and library materials must be evaluated on the basis of the purposes for selection set forth in Policy 652 – Instructional Materials and Library Selection, as well as the following criteria:
  - a. Instructional and library materials will have favorable recommendations based on examination by district instructional personnel, or
  - b. Instructional and library materials will have favorable reviews found in standard review sources.
  - c. Instructional and library materials will contain accurate information except in those cases when inaccuracy is needed because the purpose of the material is aimed at teaching critical thinking skills, teaching about propaganda, or developing an awareness of a factual, historical context.
  - d. Instructional and library materials will be of high technical quality, except in those cases when the material is of less technical quality because it is a primary resource material or a facsimile of the same.
  - e. Instructional and library materials will have a cost commensurate with their value and/or level of need.
  - f. Instructional and library materials will be judged on the basis of both strengths and weaknesses and the relative influences those strengths and weakness may have upon the development of knowledge, skills, and attitudes by students.
2. Instructional and library materials offered as gifts will be considered using the same criteria as purchased materials.
3. Instructional and library materials will conform to the provisions of current copyright law, Public Law 94-553.

#### **B. Distinction Between Two Classes of Instructional Materials**

1. Core/supplementary instructional materials  
Core/supplementary instructional materials are defined as those instructional materials which are selected to:
  - a. Match a specific course of study and/or specific outcomes.
  - b. Be used as the main instructional materials for that course of study or outcomes.
2. Library materials  
Library materials are defined as those materials which:
  - a. Have content which falls within a general curricular topic, and/or
  - b. Offer a fictional or non-fictional source for reference, and
  - c. Are readily available to students and staff.

#### **C. Process and criteria for selecting core/supplementary instructional materials.**

1. District-level Selection
  - a. District-level core/supplementary instructional materials must be targeted for evaluation and selected as a result of the District's instructional program improvement process which includes recommendations by and approval by the Director of Learning and Achievement.

- b. Prior to selecting core/supplementary instructional materials, a Materials Review Plan must be implemented in accordance with the District's Program Improvement Plan Process Guide. The Materials Review Plan is to include opportunity for review and input by teachers, Principals, and parents/community through the District Planning Advisory Council (DPAC), the Human Sexuality Advisory Committee (human sexuality and sexually transmitted infections education).

2. Building-level Selection

Buildings and individual teachers may select supplementary materials for purposes such as motivating students or extending practice as long as those materials are consistent with the District's instructional goals and the District's scope and sequence for the subject area.

D. Process and criteria for selecting library materials.

- 1. Except in unusual circumstances, instructional materials must be recommended in standard review sources or previewed before purchase. Prior to purchase, Licensed Media Specialists will:
  - a. assess the completeness of the existing collection relative to curriculum topics and instructional needs;
  - b. assess curriculum and instructional needs as expressed by licensed instructional staff in the building;
  - c. consult with the Coordinator of Digital Learning and Instructional Media before selecting materials when they need advice relative to the purpose and/or appropriateness of the materials.

Revised 1/15/19

Adopted 12/2/03 (formerly Procedure 6410)

*Procedure 6410*

Revised 5/17/94

Revised 10/15/85

Adopted 9/1/81

**Legal References**

Public Law 94-553: copyright

**Cross References**

Policy 104-School District Mission Statement

Policy 644-Community Resource Persons

Policy 648-Instructional Programs

Policy 652-Instructional Materials Selection, Production and Reevaluation

Policy 924-School Volunteers

## **Procedure 652B – INSTRUCTIONAL and Library MATERIALS REEVALUATION**

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### I. GENERAL STATEMENT

- A. The purpose of this procedure is to provide a fair and reasonable system for reevaluating instructional and library materials which have been challenged by a student, a parent or guardian of a student, or a district employee.
- B. Distinction Between Two Classes of Instructional Materials
  - 1. Core/supplementary instructional materials  
Core/supplementary instructional materials are defined as those instructional materials which are selected to:
    - a) Match a specific course of study and/or specific outcomes, and
    - b) Be used as the main instructional materials for that course of study or outcomes.
  - 2. Library materials  
Library materials are defined as those materials which:
    - a) Have content which falls within a general curricular topic, and/or
    - b) Offer a fictional or non-fictional source for reference, and
    - c) Are readily available to students and staff.

### II. CRITERIA FOR WITHDRAWAL OF INSTRUCTIONAL AND LIBRARY MATERIALS

Instructional and library materials which have been selected, acquired, and used may be withdrawn from use because the materials are no longer consistent with Policy 652 – Instructional and Library Materials Selection, have become outdated or inaccurate, have become worn or dangerous, have been replaced by a more recent selection, or have been challenged, reevaluated, and deemed inappropriate according to the reconsideration procedures.

### III. PROCESS AND CRITERIA FOR REEVALUATION OF INSTRUCTIONAL AND LIBRARY MATERIALS WHICH HAVE COME UNDER CHALLENGE

The following process for reevaluation of instructional and library materials is provided for use by a student, a parent or guardian of a student, or a district employee.

#### A. Informal Procedures

- 1. Initiating the challenge
  - a) When challenges are presented, the staff member receiving the challenge should first determine if Policy 641 - Alternative Instruction applies rather than Policy 652 – Instructional and Library Materials Reevaluation.
  - b) Challenges are initiated at the building level.
- 2. Initiating the challenge at the building level.
  - a) The person initiating the challenge should communicate with the teacher and/or Library Media Specialist, whichever is appropriate.
  - b) Each challenge will be dealt with in a courteous and confidential manner.
  - c) An informal resolution is defined as a condition in which:
    - 1) Both parties agree to accept the materials as currently used, or
    - 2) The person initiating the challenge does not accept the current use but chooses not to pursue the matter further, or
    - 3) Application of Policy 641 - Alternative Instruction-provides an appropriate remedy.
  - d) If the challenge is not resolved informally with the teacher or Licensed Media Specialist, the person initiating the challenge will contact the building Principal. If the challenge still cannot be resolved informally, then the building Principal will invite the person who is initiating the challenge to complete and submit a Request for Reevaluation Form, (see Appendix A).
  - e) Upon submission of the form to the Principal, the challenge will be defined as formal and the process for formal challenges will be initiated. The Principal will notify the Coordinator of Digital Learning and Instructional Media.

#### B. Formal Procedures

## 1. Reevaluation committee

- 1) The Coordinator of Digital Learning and Instructional Media will identify a reevaluation committee and a chairperson of that committee. That committee will address any challenges received that year.
- 2) Committee composition
  - a) One building Principal or Assistant Principal appointed by the representative principals' organization.
  - b) One teacher at the level (elementary or secondary) the challenge was raised appointed by the representative teachers' organization.
  - c) One Coordinator appointed by the Director of Learning & Achievement.
  - d) One Library Media Specialist appointed by the Coordinator of Digital Learning and Instructional Media.
  - e) A student from each high school appointed by the Principal.
  - f) Four parents/guardians who are members of formal district committees. The Coordinator of Digital Learning and Instructional Media will appoint one of the parent/guardian members to serve as chairperson of the reevaluation committee.
- b) Temporary Replacement of Reevaluation Committee Member
  - 1) If a member of a reevaluation committee:
    - a) Is the initiator of the challenge being addressed, or
    - b) Is the Principal of the building where the challenge is initiated from, or
    - c) Is the teacher or Library Media Specialist, whichever applies, involved in the challenge, or
    - d) Is the Coordinator for the area addressed in a challenge to core/supplementary instructional materials, or
    - e) Is unable to attend the reevaluation meeting.

### Replacement Procedure

If a committee member must be replaced in accordance with b.1, above, then the replacement procedure must be as neutral as possible, involving random drawing if applicable.

- c) Meeting structure
  - 1) Reevaluation committees may set procedural rules such as a time limit on presentations, order of presentations, and number of presentations.
  - 2) In the event a reevaluation committee receives multiple challenges, either simultaneously or overlapping, the Committee will determine the order in which they will be addressed. While the Committee needs to address the challenges in as timely a manner as possible, the committee may extend the four-week timeline requirements listed under the formal procedures of this Procedure 652 – Instructional and Library Materials Reevaluation. The District may not establish additional committees.
- d) Level of authority
  - 1) The reevaluation committee:
    - a) Makes decisions in response to challenges.
    - b) The decisions of the reevaluation committee are binding on all other buildings in the district.
  - 2) Reevaluation committee decisions are rendered by a majority vote. A tie vote maintains the status quo. Voting is by closed ballot.
- e) Formal procedures
  - 1) The Coordinator, will distribute copies of the submitted Request for Reevaluation Form to:
    - a) The chairperson of the reevaluation committee,
    - b) The Assistant Superintendents of Leadership, Teaching, and Learning.

- c) The Director of Learning and Achievement, and
- 2) Use of challenged core/supplementary instructional materials must continue during the formal reevaluation process.
- 3) Availability of library materials must continue during the formal reevaluation process.
- 4) The chairperson of the reevaluation committee:
  - a) Will notify committee members of the challenge and set up a meeting within four weeks of the formal challenge.
  - b) Will invite the building Principal, the teacher(s) and/or Licensed Media Specialist to the meeting.
  - c) Will invite the person initiating the challenge to the meeting.
  - d) Will, in the case of district-level core instructional materials, invite the appropriate Curriculum Specialist or Program Coordinator to the meeting.
  - e) Will provide an opportunity for the committee to hear the views of the person bringing the challenge, as well as the rationale for use from the building Principal, licensed teacher(s) and/or Library Media Specialist, and/or Curriculum Specialist/ Program Coordinator.
  - f) May ask that reviews of the materials be provided by the licensed staff.
  - g) May arrange for testimony from experts/ authorities on the subject.
- 5) The reevaluation committee:
  - a) Will meet to receive and review the challenged materials for examination.
  - b) Will review the purposes set in Policy 652 – Instructional and Library Materials Selection, and its accompanying procedures, identify the objection, and hear testimony, if necessary.
  - c) Will examine the materials in their entirety.
  - d) May check general acceptance of the materials. Will judge relative values and faults of the challenged materials and form opinions.
  - e) Will make a decision within four weeks in an open meeting (a majority of committee members, including the chairperson, must be present for a final decision).
  - f) Will prepare a report of the committee's decision immediately upon a decision.
  - g) Will send a copy of the report to the person initiating the challenge, including instructions as to how to appeal if the initiator is dissatisfied with the district-level committee's decision.
  - h) Will send a copy of the report to the Assistant Superintendents of Leadership, Teaching, and Learning, the Coordinator, and the Director of Learning and Achievement,
  - i) Will maintain a file including the Request for Reevaluation, any written documentation presented or examined, and the report of the committee's decision.
  - j) Will forward the file maintained to the Superintendent if the decision of the committee is appealed.
- 6) Instructional and library materials may not be subject to additional requests for reevaluation for three years following the date of the final resolution of the initial Request for Reevaluation.
- 7) If either the challenger or the person or committee that originally selected the material is not satisfied with the decision of the committee, the decision rendered may be appealed to the School Board by submitting the Request for Reevaluation Form (Appendix A) to the Superintendent within five business days of the district-level decision.
  - a) If the challenge is properly appealed, the School Board will consider the merits of the appeal at the next regular school board meeting after receipt.
  - b) At the option of the School Board, a committee or representative(s) of the Board may be designated by the Board to hear the appeal at this level and report its findings and recommendations in writing to the full Board.
  - c) If a committee is formed, then it must review the documentation collected as part of the reevaluation committee's deliberation. It may hear oral statements by the challenging party and a representative of the reevaluation committee.

Revised 1/15/19  
Adopted 12/2/03 (Formerly Procedure 6410 Appendix B)

*Procedure 6410 Appendix B*

Revised 5/17/94  
Revised 10/15/85  
Adopted 9/1/81

***Cross References***

Policy 652-Instructional Materials Selection  
and Production  
Policy 641-Alternative Instruction

***Legal References***

Public Law 94-553: copyright

## Guidelines for Audience Members during an Instructional Materials Reevaluation

The purpose of the instructional materials evaluation committee is to carry out the business of the school district as outlined in Policy and Procedure 652. It is not a public meeting, but a meeting held in public and open to the public. As such these meetings do not include an opportunity for audience members to address the committee.

1. **Non-Interference:** Observers will refrain from interrupting or interfering with the proceedings of the committee. They are there to observe only and should not attempt to influence the committee's decision-making process.
2. **Silent Observation:** Observers will maintain silence throughout the proceedings, unless invited to speak by the Chair. This includes refraining from making gestures, facial expressions, or other non-verbal cues that could disrupt the meeting.
3. **No Recording:** Observers are not permitted to record audio, video, or take photographs during the proceedings without explicit permission from the Chair, ISD 279 representatives, and all individuals present. This is to protect the privacy of all participants.
4. **Respectful Conduct:** Observers must conduct themselves with respect towards all participants, including committee members, ISD 279 staff, and fellow observers. Disruptive or disrespectful behavior will not be tolerated and may result in removal from the proceedings.
5. **Confidentiality:** Observers must maintain the confidentiality of the discussions and deliberations that take place during the meeting. They are not permitted to disclose sensitive information or discussions outside of the meeting room.
6. **Limited Observers:** The number of observers allowed in the meeting room may be limited to ensure the smooth functioning of the proceedings and to maintain an appropriate atmosphere for discussion.
7. **No Participation in Deliberations:** Observers are not allowed to participate in the deliberative process or decision-making of the committee.
8. **Respect for Decision:** Observers must respect the final decision reached by the committee and refrain from harassing committee members after the final decision has been communicated.
9. **Adherence to School Policies:** Observers must adhere to all ISD 279 policies, including those related to conduct during meetings and visitor protocols.

These ground rules are designed to ensure that observers can witness the committee's decision-making process in a fair, transparent, and respectful manner, while also upholding the integrity of the proceedings and the rights of all participants involved.

## Instructional Materials Reevaluation Committee Member Conduct

1. Preparation and Review: Committee members will thoroughly review the challenged book, including its content, themes, and any relevant materials such as reviews or summaries.
2. Committee Discussion: Committee members should engage in open and respectful discussion regarding the merits of the challenged book, considering factors such as educational value, literary quality, and appropriateness for the intended audience.
3. Focus on Policy and Guidelines: Committee members should base their decision on established school policies and guidelines for book selection and removal, rather than personal opinions or beliefs.
4. Question and Answer Period: Committee members should reserve questions or comments for the challenger or ISD 279 representative for their designated question and answer period. This ensures a structured and fair opportunity for all parties to present their viewpoints.
5. Respectful Conduct: Committee members should conduct themselves with professionalism and respect towards all parties involved, including the challenger, ISD 279 representative, fellow committee members, and ISD 279 staff.
6. Evidence-Based Decision Making: Committee members should base their decision on evidence and facts rather than hearsay or conjecture. Any concerns or objections raised should be supported by specific examples or evidence from the challenged book.
7. Confidentiality: Committee members will maintain the confidentiality of discussions and deliberations within the committee, refraining from disclosing sensitive information outside of the proceedings.
8. Independence and Impartiality: Committee members will approach the decision-making process with independence and impartiality.
9. Audience Interaction: Committee members will refrain from addressing the audience or providing materials to them during the meeting. The focus should remain on the deliberations within the committee.
10. Final Decision: After thorough discussion and consideration, committee members will reach a decision based on consensus or established procedures outlined in 652 Procedure B. The committee's decision is final and will be communicated respectfully and transparently to the parties required in 652 Procedure B.

By adhering to these guidelines, committee members can ensure a fair, transparent, and evidence-based process for considering whether to remove a book from the school library, while also upholding the principles of professionalism and respect for all stakeholders involved.

## **POLICY 507 – CORPORAL PUNISHMENT AND PRONE RESTRAINT**

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### I. PURPOSE

The purpose of this policy is to describe the limitations on the use of corporal punishment and prone restraint upon a student.

### II. GENERAL STATEMENT OF POLICY

All school district employees or agents are prohibited from inflicting corporal punishment, causing corporal punishment to be inflicted upon a student or using prone restraint upon a student. [A school resource officer is not an employee or agent of the district.](#)

### III. PERMITTED RESTRAINT

Reasonable force may be used upon or toward the person of a student without the student's consent when ~~it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another, and for principals and teachers to prevent the imminent bodily harm or death to the student or another~~the following circumstance exists or the actor reasonably believes it to exist:

- A. [When used by a teacher, school principal, school employee, school bus driver or other agent of the district, or other member of the instructional, support, or supervisory staff of a public school upon or toward a student when necessary to restrain a student to prevent bodily harm or death to the student or another. Nothing in Minnesota Statutes, section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.](#)

### ~~III~~.IV. REPORTING

Any school district employee or agent who employs or observes employed corporal punishment or physical restraint upon a student will report the incident in accordance with Procedures 507 – Corporal Punishment.

Policy 507 Revised: \_\_\_\_\_  
Policy 507 Revised: 6/13/17  
Policy 507 Revised: 10/21/14  
Policy 507 Adopted: 12/7/99  
(formerly Policy 4139.1 & 4239.1)  
Policy Adopted: 2/20/90

#### **Legal References:**

M.S. 121A.58  
M.S. 121A.582  
M.S. 123B.25  
[M.S. 125A.0941](#)  
[M.S. 125A.0942](#)  
M.S. 609.06, ~~Subd. 1(6), (7)~~  
[M.S. 609.379](#)  
[M.S. 626.8482](#)  
[M.S. 645.241](#)

#### **Cross References:**

Policy 414 – Mandated Reporting of Maltreatment of Children and Vulnerable Adults

School Board  
INDEPENDENT SCHOOL DISTRICT 279  
Maple Grove, Minnesota



## **PROCEDURE 507 – CORPORAL PUNISHMENT AND PRONE RESTRAINT**

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### I. Definition

- A. “Corporal punishment” is conduct involving:
  - 1. Hitting or spanking a person with or without an object, or
  - 2. Unreasonable physical force that causes bodily harm or substantial emotional harm.
- B. “Prone Restraint” means holding a student in a face-down position.
- ~~B.C.~~ “Employee or agent of the district” does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).

### II. Corporal Punishment

- A. In the event a school district employee or agent strikes, hits, grabs or attempts to apply unreasonable force to a student, or in a violent rude or angry manner, touches or lays hands upon a student, the individual so acting will:
  - 1. Immediately notify the Principal of the incident.
  - 2. Submit a written report of the incident to the Principal prior to leaving the building for the day.
- B. Any school district employee or agent who witnesses an incident such as described in II.A. above will:
  - 1. Immediately notify the Principal of the incident.
  - 2. Report as directed in Policy and Procedure 414 – Mandated Reporting of Children and Vulnerable Adults.
- C. Upon receipt of a report of an incident such as described in II.A. above, the Principal will:
  - 1. Immediately notify the supervising Assistant Superintendent of Leadership Teaching and Learning (DLTL) and the Executive Director of Human Resources of the incident.
  - 2. Determine whether or not it is appropriate for the student and/or school district employee or agent to remain in class or at the job station. When possible, the Principal will make this determination in consultation with the supervising Assistant Superintendent or Executive Director of Human Resources.
  - 3. Inform the student's parent/guardian immediately after reporting the incident to the supervising Assistant Superintendent of DLTL.
  - 4. Submit a written report of the incident to the supervising Assistant Superintendent of DLTL.
  - 5. Report as directed in Policy and Procedure 414 – Mandated Reporting of Maltreatment of Children and Vulnerable Adults.

### III. Permitted Restraint

A school district employee or agent may use reasonable force or a permitted restraint of a student under atypical or strenuous conditions and in accordance with Policy 543, Use of Restrictive Procedures as Behavioral Interventions.

### IV. Prohibitions

- A. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
- B. An employee or agent of a district shall not use prone restraint.
- C. An employee or agent of a district shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
- D. Conduct that violates this prohibition is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct

violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582

V. Notification

Principals will review Policy 507 – Corporal Punishment with their staff annually during the preschool workshop. This Policy 507 – Corporal Punishment will be referenced in building staff handbooks.

Procedure 507 Revised: \_\_\_\_\_  
Procedure 507 Revised: 6/13/17  
Procedure 507 Revised: 9/23/14  
Procedure 507 Dated: 12/7/99  
(formerly Procedure 44139.1 & 4239.1)

Procedure Dated: 2/20/90

***Legal References***

M.S. 121A.58  
M.S. 121A.582  
M.S. 123B.25  
[M.S. 125A.0941](#)  
[M.S. 125A.0942](#)  
M.S. 609.06, ~~Subd. 1(6), (7)~~  
[M.S. 609.379](#)  
[M.S. 626.8482](#)  
[M.S. 645.241](#)

***Cross References***

Policy 414 – Mandated Reporting of Maltreatment of Children and Vulnerable Adults

School Board  
INDEPENDENT SCHOOL DISTRICT 279  
Maple Grove, Minnesota