

Dawson-Boyd School Board
Monday, July 14, 2025 Regular Meeting Time - 6:00 p.m.
Dawson-Boyd Board Room
Monthly Board Meeting
Google Meet joining info:
Regular July School Board Meeting
Monday, July 14 · 6:00 - 9:00pm
Time zone: America/Chicago
Google Meet joining info
Video call link: <https://meet.google.com/ond-hbxv-mqf>
Or dial: ?(US) +1 980-285-3849? PIN: ?890 747 149?#

Meeting Agenda

1. Call to order - 6:00 p.m.
 - Pledge of Allegiance
 2. Adopt/Amend Agenda
 3. Public Comments
 4. Consent Agenda: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSENT APPROVAL
 - a. Approval of Meeting Minutes
 - Regular June 2025 Meeting
 - Special Meeting June 23, 2025
 - b. Approval of Financial Report and Monthly Claims and Accounts
 - c. Approval of Staffing Matters/Personnel
 - Resignation
Erin Johnson-Crosby - substitute school nurse - 6/10/2025

 - Hiring
JH Girls Basketball - Paige Diekmann
C Volleyball - Paige Diekmann
FCCLA Advisor - Loral Webster
Childcare Program Coordinators - Karoline Dahl, Angela Forsberg, Samantha Peterson - effective 07/15/2025
District Administration Support and Payroll - Bryar Kahloff - Start Date 08/04/2025
5. Communication
Communication
 - a. Honoring Ronda Krosch
Honoring Ronda Krosch
 6. Information Items:
 - a. Board Reports
Statement on Behalf of the School Board - Tonya Kelly
Personnel Committee Report - Megan Lynch

Policy Committee Report - Lynn Marotzke
Summary of Superintendent Evaluation - Tonya Kelly

- b. Principal Reports
- c. Director of Activities, Transportation and Community Education Coordinator Report
- d. Superintendent Report
- e. Purchase of Service Agreement for the Transportation of Children and Youth in Foster Care Placement

Information Item: Foster Care Transportation Agreement

Dawson-Boyd Public Schools will enter into a purchase of service agreement with the county to support the transportation of children and youth placed in foster care. This agreement ensures that students remain in their school of origin when it is in their best interest, consistent with the requirements of the Every Student Succeeds Act (ESSA). This collaboration between the district and local child welfare agency is required under Minnesota Statutes, section 260C.212, subdivision 1(c)(5). The statute requires the responsible social services agency and the local education agency to develop a written transportation agreement for children in foster care that prioritizes educational stability. No board action is required at this time.

- f. Local Literacy Plan

Information Item: 2025-26 Local Literacy Plan

Dawson-Boyd Public Schools submitted its annual Local Literacy Plan to the Minnesota Department of Education on June 13, 2025, in compliance with the Minnesota READ Act (Minn. Stat. §120B.12). The plan outlines how the district will ensure all students, including multilingual learners and those receiving special education services, read at or above grade level each year beginning in kindergarten.

Key components include:

- Implementation of FastBridge as the universal screening tool for K-12
 - LETRS training for teachers and administrators to align literacy practices with the science of reading
 - Use of Functional Phonics & Morphology as the foundational curriculum for K-6
 - Continued development of a Multi-Tiered System of Supports (MTSS)
 - Personal Learning Plans for students not reading at grade level
 - Planned use of READ Act Literacy Aid for aligned materials and professional learning
- This plan reflects the district's commitment to structured literacy, equity, and continuous improvement. The full plan is posted on the district website, as required by statute. No board action is required at this time.

- g. Postsecondary Enrollment Options (PSEO) Contract with Ridgewater College

Dawson-Boyd Public Schools intends to enter into a formal PSEO contract with Ridgewater College for the 2025-2026 school year. While Minnesota law allows schools to pay per participating student, establishing a contract helps clarify responsibilities, timelines, and expectations between the district and the college.

Using a contract allows the district to:

- Secure consistent tuition and fee rates
 - Streamline administrative processes
 - Improve communication and coordination on student supports
 - Ensure alignment with local scheduling and transportation needs
- This approach is authorized under Minnesota Statutes §124D.09, which governs PSEO agreements and encourages cooperation between school districts and postsecondary institutions. No board action is required at this time.

- h. Federal Title Funding Delay

The U.S. Department of Education has delayed the release of federal funds for several key Title programs, which were expected July 1. This delay has immediate financial impacts for Dawson-Boyd Public Schools:

- Title II (Supporting Effective Instruction): -\$4,960.33
- Title III (English Language Acquisition): No direct allocation to Dawson-Boyd, but reduced funding through MRVED will limit resources available for our multilingual learners
- Title IV (Student Support and Academic Enrichment): -\$10,000
 The Minnesota School Boards Association (MSBA) is actively advocating at the federal level and monitoring the situation. District leaders are encouraged to contact congressional representatives regarding the impact on students and staff.
 No board action is required at this time.

7. Discussion/Approval Items:

a. Language Access Plan

This Language Access Plan follows Minnesota Statute § 123B.32 and Title VI of the Civil Rights Act of 1964, which require school districts to provide processes and procedures that effectively assist students and adults who communicate in a language other than English. This plan provides information about the language access tools, processes, and resources available for students, families, and staff in Dawson-Boyd Public Schools.

Federal Requirements

Title VI of the Civil Rights Act of 1964 protects students and families from discrimination based on race, color, or national origin.

Equal Educational Opportunity Act (EEOA) requires our district to help students learning English overcome language barriers.

Individuals with Disabilities Education Act (IDEA) For students with disabilities:

- Students are tested in their home language when needed
- Individual Educational Plans (IEPs) are written in the family's home language
- IEP meetings are conducted in the family's home language with a qualified interpreter

Minnesota State Requirements

Minnesota Statutes, Section 123B.32 Starting in 2025-2026, our school board must create a language access plan that:

- Uses trained interpreters for important conversations about your child's academic progress and special programs
- Informs families about their language access rights
- Is reviewed and updated every two years

Minnesota LEAPS Act of 2014 Sets three goals for students learning English:

1. Academic English proficiency
2. Grade-level content knowledge
3. Multilingual skills development

8. Action Items:

a. Resolution-District Donations

6/25/2025	Backpack for Kids	Minnwest Bank	\$12,000.00
6/26/2025	Tympani for band department	Greater Community Credit Union	\$1,300.00
6/26/2025	Farm Credit Services-Jordan Croatt	BJBabies playground equipment	\$600.00
7/8/2025	Clarkfield Fire Department	Backpack for Jacks program	\$500.00

b. Approval of Fundraisers

Each year, Dawson-Boyd student groups and activity programs submit fundraising requests to support participation costs, equipment needs, travel, and special events. The proposed

fundraisers for the 2025-2026 school year have been reviewed by administration to ensure they align with district guidelines.

c. Account Signatories

Due to recent staff turnover, Dawson-Boyd Public Schools will update signatories on district financial accounts to reflect current personnel. This ensures proper access, authorization, and oversight of district funds. Updates will be made in coordination with the district's financial institutions and in compliance with internal controls.

d. Youth Skills Training Grant

Dawson-Boyd Public Schools has been awarded a \$100,000 Youth Skills Training (YST) Grant to launch a Precision Agriculture program. The primary goal of this initiative is to build a sustainable agriculture program that offers ongoing industry certifications, paid internships, and hands-on work experience for students beyond the two-year grant period. This grant serves as an entry point into the long-term development of more robust Precision Agriculture offerings that align with local workforce needs and student interest.

To begin this work, we recommend:

- Board approval to accept the grant award
- Approval to post and hire a 0.4 FTE agriculture teacher for the 2025-26 and 2026-27 school years
We are also seeking community support to help bring this vision to life:
- Launch an annual Agriculture and Ag-Adjacent Career Fair for students in grades 7-12
- Connect us with individuals interested in partnering as we grow this new program
- Encourage local experts in farming, ag business, and ag finance to guest speak or mentor students
- Offer tours of local farms, ag operations, and ag-related businesses or manufacturers
- Provide paid internships or work experiences for students in agriculture-related fields
This program reflects a strong partnership between our school and local industry leaders to prepare students for high-demand careers in agriculture and ag technology.

e. Minnesota Air Ventilation Pilot Grant Program

Dawson-Boyd Public Schools has the opportunity to apply for the Minnesota Air Ventilation Pilot Grant Program, which could bring up to \$50,000 in additional funding to support the replacement of remaining heat exchangers in the district.

This funding would help address ongoing facility needs related to air quality, energy efficiency, and long-term infrastructure improvements.

We recommend board approval to secure the Upper Minnesota Valley Regional Development Commission (UMVRDC) as our grant writer for this application. There is no cost to the district for this service, as UMVRDC has secured external funding to support this work.

The application will be submitted to the Minnesota Department of Commerce before the December 31, 2025 deadline.

f. 2025–2026 Extra-Curricular Fee Schedule

Carrie Kleven

Dawson-Boyd Public Schools has reviewed and updated the extra-curricular activity fees and gate admission rates for the 2025-2026 school year. These updates reflect a comparison of area school rates, past district fees, and the need to balance affordability with program sustainability.

Key updates include:

- Athletic participation fees set at \$55 for grades 7-8 and \$70-\$80 for grades 9-12, depending on the sport
- A maximum annual fee of \$200 per student or \$350 per family
- Activity fees ranging from \$25 to \$75, depending on the event or program
- Updated gate prices: \$8 for adults and \$5 for students/seniors
- Season passes available for adults (\$85), students (\$40), seniors (\$55), and families (\$175)

As part of this update, the district also aims to transition to a cashless system for gate fees and concessions. This shift is intended to reduce financial risk and support internal controls in a small school setting.

These changes reflect thoughtful consideration of local comparisons, historical data, and district capacity, while still prioritizing access for students and families.

g. Handbooks

Amy Hiedeman and Carrie Kleven

Dawson-Boyd Public Schools has completed annual updates to the High School, Elementary, and Preschool handbooks for the 2025-2026 school year. Updates reflect changes in district policies, procedures, and program offerings, along with minor edits for clarity and consistency.

Each handbook has been reviewed by building administration and reflects current expectations for students, staff, and families.

h. First Reading and Adoption of Policy Updates Recommended by MSBA

In response to recent legislative changes and in alignment with MSBA guidance, Dawson-Boyd Public Schools recommends adoption of the following policy revisions and additions on the first reading, pursuant to Policy 208. These updates ensure our district remains compliant with current state and federal requirements.

MSBA has advised districts to adopt these policies following a single reading due to the time-sensitive nature of the changes.

Policies for Adoption:

- Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- Policy 418: Drug-Free Workplace / Drug-Free School (updated to include tobacco in definitions)
- Policy 501: School Weapons Policy
- Policy 503: Student Attendance (note: Dawson-Boyd-specific language retained from prior revisions)
- Policy 515: Protection and Privacy of Pupil Records (revised per updated state law on directory and parent contact information)
- Policy 516: Student Medication and Telehealth
- Policy 516.5: Overdose Medication (new policy for Dawson-Boyd)
- Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety

These policies reflect significant legal updates, including changes to privacy law, parent data protections, and student support protocols. The district recommends adoption as presented to remain in compliance with legislative requirements.

9. Close Meeting for Purpose of Negotiation Strategy
Close Meeting for Purpose of Negotiation Strategy

10. Adjournment

Dawson-Boyd Independent School District No. 378

Regular June Board Meeting

June 9, 2025

The regular June meeting of the Board of Education was held on June 9, 2025, in the Dawson-Boyd Blackjack Den (board room). Members present were Marotzke, Schacherer, Schindler, Bothun, and Lynch, along with administrative staff. Jurgenson was absent, and Kelly attended virtually. Vice Chair Marotzke called the board meeting to order at 6:00 pm. The agenda was approved as presented (Bothun/Schindler). There were no public comments.

In the Consent Agenda, Lynch motioned to move the approval of the financial report and monthly claims, and accounts to later in the meeting due to needing more time for review. Bothun seconded. The board approved the meeting minutes from the May Regular Meeting and staffing matters: resignations - Shelby Moen, JH Girls Basketball Coach, 6/3/2025; Tara Bachmeier, HR Coordinator, 6/25/2025; hirings - Autumn Hinman, Custodian I, 6/10/2025; Amber Anderson, Daycare Teacher, 8/11/2025 (Schacherer/Lynch - MCU). The Financial Report included monthly claims and accounts totaling \$433,216.72, \$0 for construction, and \$27,393.70 for student activities and was approved later in the meeting (Lynch/Schindler).

There was nothing in Communications.

In Information Items, Elissa Christensen shared about her experience taking the Spanish Club to Costa Rica. Principal Stotesbery updated on the end of the year, graduation, state reporting, MRVED, and upcoming handbook changes. AD Stotesbery gave an update on spring sports, the UNITED wrestling co-op, budgeting, and changes to concussion and impact testing. Principal Hiedeman updated on end-of-the-year happenings and field trips, summer food program, summer programming including Education Express and Challenge, grants, literacy plan, and handbook changes. Superintendent Ward updated the board on celebrations within the district, the end of the school year, grants, budgeting, and staffing changes. Finance Director Stratmoen shared the proposed 2025-2026 budget along with the 2025-2026 property, auto, and workers' compensation insurance with EMC Insurance. The board reviewed the Ten-Year Long-Term Facilities Maintenance Revenue, Expenditure, and Statement of Assurance for FY 2026-2035, which will both be voted on later in the meeting. Ward shared that summer office hours for the high school, elementary school, and district office will be Monday-Thursday from 9 am - 1 pm.

In Discussion/Approval Items, the board approved a district-level job realignment, including elimination of a 1.0 FTE administrative assistant position, redistributing administrative support duties amongst the three administrative support professionals, and establishing a 1.0 FTE position encompassing Athletics and Transportation Director and Community Education Coordinator (or Director, depending on qualifications) (Bothun/Lynch - MCU). The board directed Superintendent Ward to explore a 4-day school week (Schacherer/Schindler - MCU).

RESOLUTION #R1-88A NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$1,000 from the Boyd Fire Department be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the Industrial Arts Classroom. RESOLUTION #R1-88B NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$487 from Garfield Lutheran Church be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the Backpacks for Jacks program. RESOLUTION #R1-88C NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$3,700 from F&M Bank

be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used for Sideline Athletic Chairs. RESOLUTION #R1-88D NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$28.40 from the Casey's Loyalty Program be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the general fund. RESOLUTION #R1-88E NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$400 from Tim & Ann Borstad be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the band department for student activities. RESOLUTION #R1-88F NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$8,701.95 from the FCCLA student members be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the Backjacks for Jacks program. RESOLUTION #R1-88G NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$8,701.95 from the FCCLA student members be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the Dawson Area Food Shelf. RESOLUTION #R1-88H NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$175 from Loral Webster be accepted by the district. BE IT FURTHER RESOLVED that the gifts will be used by the band department for student activities.

In Action Items, the board approved district donations (Lynch/Schacherer - MCU), fundraisers including Robotics selling subs at Riverfest, ECFE Turkey Trot, and Volleyball selling beach towels and rally towels (Bothun/Schindler - MCU), Holly Ward to act as the Identified Official with Authority (IOwA) (Schacherer/Schindler - MCU), fall coaching staff (Football: Cory Larson, Head Coach; Preston Schwegel, Assistant Coach; Kevin Brent, Assistant Coach; Keifer Stratmoen, Volunteer Coach; Terry White, Volunteer Coach; Hank Ireland, JH Coach; Justin Wager, JH Coach. Volleyball: Hailey Gritmacker, Head Coach; Amber Omland, Assistant Coach; OPEN, Assistant Coach; Rhonda Olson-Nelson, JH Coach) (Bothun/Schindler - MCU), and property, auto, and workers' compensation insurance with EMC Insurance for 2025-2026 (Schindler/Schacherer - MCU). The board awarded the bread bid to Pan-O-Gold for 3 years (Schacherer/Bothun - MCU). The milk bid was awarded to Cass-Clay (Schindler/Lynch - MCU). The board approved the paraprofessional pay scale adjustment (Bothun/Lynch - Marotzke - yes, Lynch - yes, Bothun - yes, Schacherer - yes, Schindler - yes), the 2025-2026 budget (Lynch/Schindler - Marotzke - yes, Lynch - yes, Bothun - yes, Schacherer - yes, Schindler - yes), and approval of the 2026-2035 LTFM 10 year plan (Schacherer/Lynch - Marotzke - yes, Lynch - yes, Bothun - yes, Schacherer - yes, Schindler - yes).

With no further business, Vice Chair Marotzke adjourned the meeting at 7:49 pm (Schindler/Schacherer).

Clint Schindler, School Board Secretary

Dawson-Boyd Independent School District No. 378

Special June Board Meeting

June 23, 2025

A special meeting of the Board of Education was held on June 23, 2025, in the Dawson-Boyd Blackjack Den (board room). Members present were Kelly, Marotzke, Schacherer, Schindler, Bothun, and Lynch. Jurgenson was absent. Chair Kelly called the board meeting to order at 6:00 pm. The agenda was approved as presented (Bothun/Schacherer).

The board approved staffing matters: hirings - Carrie Keleven, Director of Activities, Transportation, and Community Education Coordinator, 07/01/2025; (Marotzke/Schindler).

The meeting was closed to conduct the annual evaluation of Superintendent Ward.

The meeting reopened to discuss negotiation of a 2027-2029 contract for Superintendent Ward. Ward presented the board with area comparables, a costing model, and the MSBA/MASA model contract. The board will table this discussion to a later date. The board will hold a closed negotiating strategy session following the regular July 14 meeting.

With no further business, Chair Kelly adjourned the meeting at 7:51 pm (Schindler/Schacherer).

Clint Schindler, School Board Secretary

ISD 378 Dawson Boyd Public Schools Reconciliation Worksheet Report 06/30/2025

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1037	06/30/2025	0378	BNK3	Greater Community Credit Union Student Activities

Statement Amount	65,392.78
Deposits in Transit	0.00
Outstanding Payments	
Checks	400.61
Wires	0.00
SHR - Payments	0.00
SHR - Third Party	0.00
Cash	0.00
ACH	0.00

Adjustment Amount

Amount Per Bank	64,492.17
GL Account Balance	64,492.17
Difference	0.00

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty
0378	B	01	101	030				F

Adjustments				
Manual	06/30/2025	Manual	Check	(500.00)

Bank Code: BNK1 Voucher Number: 0-999999999 Due Date: 7/14/2024-7/14/2025 Disc Date: 7/14/2024-7/14/2025

Grp Code	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	5178	N	ARBITERSPORTS LLC	071425	3901	INV71316	450.00	0.00	450.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$450.00			
1	5045	N	BAIRD PUBLISHING	071425	3905	YEAR 2 2025-2026	4,500.00	0.00	4,500.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$4,500.00			
1	1337	N	BOLD HIGH SCHOOL	071425	3939	2025-2026 SCHOOL YR	300.00	0.00	300.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$300.00			
1	4990	N	CRISISGO, INC	071425	3906	0006137	3,725.00	0.00	3,725.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$3,725.00			
1	5175	N	EDUCATIONAL BIOMETRIC TECHN	071425	3907	2768	450.00	0.00	450.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$450.00			
1	2268	N	HIGH POINT NETWORKS	071425	3908	274407	693.00	0.00	693.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$693.00			
1	2348	N	IFD FOODSERVICE DISTRIBUTOR	071425	3910	INV-611433	423.90	0.00	423.90	07/14/2025	07/14/2025	07/14/2025
1	2348	N	IFD FOODSERVICE DISTRIBUTOR	071425	3913	INV-616058	1,788.46	0.00	1,788.46	07/14/2025	07/14/2025	07/14/2025
1	2348	N	IFD FOODSERVICE DISTRIBUTOR	071425	3912	INV-611440	5,317.60	0.00	5,317.60	07/14/2025	07/14/2025	07/14/2025
1	2348	N	IFD FOODSERVICE DISTRIBUTOR	071425	3911	INV-611435	811.64	0.00	811.64	07/14/2025	07/14/2025	07/14/2025
1	2348	N	IFD FOODSERVICE DISTRIBUTOR	071425	3909	INV-611430	36.54	0.00	36.54	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$8,378.14			
1	2450	N	JMC COMPUTER SERVICE INC	071425	3914	3066	4,571.58	0.00	4,571.58	07/14/2025	07/14/2025	07/14/2025
1	2450	N	JMC COMPUTER SERVICE INC	071425	3915	3067	6,641.33	0.00	6,641.33	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$11,212.91			
1	2540	N	KEMPS LLC (DBA CASS-CLAY CREF)	071425	3918	5829703	128.88	0.00	128.88	07/14/2025	07/14/2025	07/14/2025
1	2540	N	KEMPS LLC (DBA CASS-CLAY CREF)	071425	3917	5804130	1,039.59	0.00	1,039.59	07/14/2025	07/14/2025	07/14/2025
1	2540	N	KEMPS LLC (DBA CASS-CLAY CREF)	071425	3916	5799895	313.88	0.00	313.88	07/14/2025	07/14/2025	07/14/2025
1	2540	N	KEMPS LLC (DBA CASS-CLAY CREF)	071425	3919	5833792	387.88	0.00	387.88	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$1,870.23			
1	5176	N	KRISTINA MALACEK	071425	3920	SUMMER REC REFUND	125.00	0.00	125.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$125.00			
1	2858	N	MASA/MASE	071425	3923	1495	1,507.00	0.00	1,507.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$1,507.00			

Bank Code: BNK1 Voucher Number: 0-999999999 Due Date: 7/14/2024-7/14/2025 Disc Date: 7/14/2024-7/14/2025

Grp Code	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	2866	N	MASSP	071425	3924	1624	890.00	0.00	890.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$890.00			
1	2917	N	MENARDS	071425	3921	41737	321.70	0.00	321.70	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$321.70			
1	2928	N	MESPA	071425	3925	19198	972.00	0.00	972.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$972.00			
1	3064	N	MINNESOTA STATE H. S. LEAGUE	071425	3927	043345	1,000.00	0.00	1,000.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$1,000.00			
1	3138	N	MREA	071425	3922	2025-2026 MEMBERSH	1,706.00	0.00	1,706.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$1,706.00			
1	3142	N	MSBA/MASA POLICY SERVICE	071425	3926	INV-13534-G3N9M3	7,424.00	0.00	7,424.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$7,424.00			
1	3289	N	NORTHLAND BOND SERVICES	071425	3930	SERIES 2019A	343,621.88	0.00	343,621.88	07/14/2025	07/14/2025	07/14/2025
1	3289	N	NORTHLAND BOND SERVICES	071425	3929	SERIES 2023A	99,295.00	0.00	99,295.00	07/14/2025	07/14/2025	07/14/2025
1	3289	N	NORTHLAND BOND SERVICES	071425	3928	SERIES 2015A	5,946.25	0.00	5,946.25	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$448,863.13			
1	3390	N	PAN-O-GOLD BAKING COMPANY	071425	3931	10001425154007	266.95	0.00	266.95	07/14/2025	07/14/2025	07/14/2025
1	3390	N	PAN-O-GOLD BAKING COMPANY	071425	3933	10001425175006	226.90	0.00	226.90	07/14/2025	07/14/2025	07/14/2025
1	3390	N	PAN-O-GOLD BAKING COMPANY	071425	3932	10001425161012	245.80	0.00	245.80	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$739.65			
1	3666	N	RIDDELL/ALL AMERICAN SPORTS	071425	3903	952243185	1,831.83	0.00	1,831.83	07/14/2025	07/14/2025	07/14/2025
1	3666	N	RIDDELL/ALL AMERICAN SPORTS	071425	3902	60529208	6,351.53	0.00	6,351.53	07/14/2025	07/14/2025	07/14/2025
1	3666	N	RIDDELL/ALL AMERICAN SPORTS	071425	3904	952244157	1,167.42	0.00	1,167.42	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$9,350.78			
1	4155	N	SANTANDER LEASING LLC	071425	3934	16273248	40,072.00	0.00	40,072.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$40,072.00			
1	5177	N	SCENARIO LEARNING LLC	071425	3937	INV119038	2,270.00	0.00	2,270.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$2,270.00			
1	4455	N	SUMMIT FIRE PROTECTION	071425	3935	3373443	390.00	0.00	390.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$390.00			

Pre Payment Report

Bank Code: BNK1 Voucher Number: 0-999999999 Due Date: 7/14/2024-7/14/2025 Disc Date: 7/14/2024-7/14/2025

Grp Code	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4502	N	SYNTAX INC	071425	3936	25088	7,450.00	0.00	7,450.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$7,450.00			
1	4677	N	UNITED STATES TREASURY	071425	3941	720-V QTR 2	386.15	0.00	386.15	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$386.15			
1	5020	N	WATER WALKERS INC. dba HEALTH	071425	3938	10327	3,286.00	0.00	3,286.00	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$3,286.00			
1	4944	N	ZIEGLER INC	071425	3940	IN001978596	425.98	0.00	425.98	07/14/2025	07/14/2025	07/14/2025
							Check Amount:		\$425.98			
							Report Total:		\$558,758.67			

*Does not meet minimum amount
**Exceeds maximum amount

ISD 378 Dawson Boyd Public Schools Reconciliation Worksheet Report

06/30/2025

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1038	06/30/2025	0378	BNK1	Greater Community Credit Union Finance Checking

Statement Amount 217,324.03

Deposits in Transit 0.00

Outstanding Payments

Checks 73,413.87

Wires 0.00

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount (8,630.36)

Amount Per Bank 135,279.80

GL Account Balance 135,279.80

Difference 0.00

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty
0378	B	01	101	000				F

Adjustments

Manual 06/30/2025 Manual Wire (8,630.36) Partical clear pymt #2693

ISD 378 Dawson Boyd Public Schools Reconciliation Worksheet Report

06/30/2025

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1036	06/30/2025	0378	PMA	PMA/MNTrust PMA Bank

Statement Amount 1,548,235.19

Deposits in Transit 0.00

Outstanding Payments

Checks 0.00

Wires 0.00

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount

Amount Per Bank 1,548,235.19

GL Account Balance 1,548,235.19

Difference 0.00

Co L Fd Org Pro Crs Fin O/S
0378 B 01 104 000

Ty
F

Adjustments
00/00/0000

JUNE 2025 TRANSFERS FROM MN TRUST TO GREATER COMM CO-OP CREDIT UNION

6/30/2025

\$600,000.00

JUNE 2025 TRANSFERS FROM INVESTMENTS (CONSTRUCTION TO GREATER COMM CO-OP CU)

JUNE 2025 MANUAL CHECKS/VOUCHERS/WIRE PAYMENTS

73624	6/25/2025	Dawson-Boyd Education Association	\$ 11,897.09
73625	6/25/2025	Everly Life Insurance	\$ 327.84
73626	6/25/2025	Madison National Life	\$ 2,530.91
73627	6/25/2025	NCPERS Group Life Ins.	\$ 16.00
73628	6/30/2025	American Welding & Gas Inc.	\$ 68.92
73629	6/30/2025	City Of Dawson	\$ 2,962.95
73630	6/30/2025	Dufault Publishing	\$ 25.90
73631	6/30/2025	EMC Insurance	\$ 35.00
73632	6/30/2025	Farmers Mutual Telephone Co.	\$ 459.05
73633	6/30/2025	Great Plains Natural Gas	\$ 742.55
73634	6/30/2025	Gruwell Electric	\$ 245.00
73635	6/30/2025	Hillyard/Hutchinson	\$ 1,742.84
73636	6/30/2025	ICS Consulting	\$ 346.05
73637	6/30/2025	Jason Olson	\$ 1,500.00
73638	6/30/2025	Jim's Clothing	\$ 300.00
73639	6/30/2025	Johnson Memorial Health Services	\$ 211.45
73640	6/30/2025	Ken Sather Construction LLC	\$ 21.22
73641	6/30/2025	Midwest Machinery Co.	\$ 77.19
73642	6/30/2025	Otter Tail Power	\$ 9,725.72
73643	6/30/2025	Pemberton, Sorlie, Rufer & Kerchner	\$ 2,984.80
73644	6/30/2025	Peter Neadeau	\$ 2,000.00
73645	6/30/2025	Quality Forklift Sales & Service Inc.	\$ 208.04
73646	6/30/2025	R & T Manufacturing	\$ 68.48
73647	6/30/2025	Regents of the U of M	\$ 11,471.00
73648	6/30/2025	Runnings Farm & Fleet	\$ 181.77
73649	6/30/2025	SIR Curtis Kirby III	\$ 2,500.00
73650	6/30/2025	Teachwell Solutions	\$ 7,222.50
73651	6/30/2025	Till360 LLC	\$ 600.00
73652	6/30/2025	Tim's Food Pride	\$ 43.71
73653	6/30/2025	Vestis	\$ 186.80
73654	6/30/2025	Greater Community Credit Union	\$ 500.00
WIRE	6/30/2025	Aviben	\$ 30,808.68
WIRE	6/30/2025	TRA	\$134,815.73
WIRE	6/30/2025	WEX	\$ 11,876.12
WIRE	6/30/2025	PERA	\$ 16,971.29
WIRE	6/30/2025	MN Department of Revenue-Garnishment	\$ 241.36
WIRE	6/30/2025	Minnesota UI	\$ 280.00
WIRE	6/30/2025	BCBS of MN	\$ 75,891.50
WIRE	6/30/2025	Delta Dental	\$ 2,678.13
WIRE	6/30/2025	Greater Community Credit Union	\$ 15.00
WIRE	6/30/2025	WEX	\$ 422.34
WIRE	6/30/2025	Colonial	\$ 3,679.60
WIRE	6/30/2025	Merchants Bank	\$ 414.34
WIRE	6/30/2025	Payline Data LLC	\$ 25.00
WIRE	6/30/2025	Healthiest You Holdings Co	<u>\$ 1,138.50</u>
			\$340,460.37

JUNE 2025 MANUAL CHECKS-STUDENT ACTIVITIES ACCOUNT GCCU

WIRE	6/30/2025	Greater Community Credit Union	\$	10.00
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JUNE 2025 FEDERAL & STATE TAX PAYMENT

FEDERAL	6/13/25	\$ 59,038.65	STATE	6/13/25	\$ 9,647.10
	6/30/25	\$138,634.65		6/30/25	\$ 23,579.11



Principal's Report

25-26 Handbook is submitted for questions/approval. Looking at only a few changes: Keeping cell phones out of the classroom during the day, but allowed during lunch. We want to minimize distractions during teaching and learning. There will be a few exceptions we have to work through: A handful of students will continue to have their cell phones due to medical situations, and also when a project requires video work, we will need to lay out procedures.

Another emphasis Andrea Knutson and I have been working on is intervening sooner with attendance concerns, even if the absences are excused. We want to make sure that students are getting to school as much as they can as greater absences increases the likelihood for struggles in classes.

Will be sharing the supply list with parents this week.

Excited to get started on the work involving the Youth Skills Training Grant. Any chance to increase opportunities for our young people is important - particularly in our CTE areas.

AD Report

I am working to finalize winter junior high schedules along with helping Carrie with the transition.

Looking to strongly emphasize the need to do baseline impact concussion testing before Fall sports begins. We will have several different blocks of time for students to come in and do the testing, as well as have time after the Fall sports meeting.

Gym floor waxing is being done this week - a message has been sent out via JMC and will be put on Facebook as well. Hoping it is good to go for use early next week.

I want to thank everyone who helped me through this past year as activities director. There are so many people who did a multitude of things that made the year work for me. From my co-workers in the office, workers for games, coaches and advisors - thank you!



Small School. Big Opportunities.

Dawson-Boyd Public Schools

Independent School District #378

848 Chestnut St.

Dawson MN 56232

**PURCHASE OF SERVICE AGREEMENT FOR THE TRANSPORTATION OF CHILDREN AND YOUTH
IN FOSTER CARE PLACEMENT**

This Agreement is entered into by and between Dawson-Boyd School District 378 (hereinafter referred to as the District) and **Lac qui Parle County**.

WHEREAS, the parties desire for the District to provide certain transportation services for students in foster care placement under the terms and conditions hereinafter set forth;

WHEREAS, pursuant to the Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), youth placed in a foster care placement will remain enrolled in their school of origin, unless a determination is made that it is not in their best interest. Best interest factors include timeliness, consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

WHEREAS, the term foster care is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. This definition is consistent with the Fostering Connections Act (45 CFR 1355.20).

WHEREAS, pursuant to the Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act, the District is required to collaborate with child welfare agency to develop and implement procedures for how transportation for youth in foster care will be provided, arranged and funded, including the use of child welfare funding to cover costs for such transportation provided by the District and **Lac qui Parle County** agree to share the costs of the transportation. This agreement outlines the developed agreement about shared costs of transporting youth in foster care to and from school.

NOW, THEREFORE, in consideration of the mutual terms and conditions contained herein, it is agreed by and between the parties hereto as follows:

1. TERM:

The term of this Agreement shall be in effect from July 1, 2025 to June 30, 2026.

2. EDUCATIONAL PLACEMENT DECISIONS:

Lac qui Parle County is responsible for determining appropriate education placement and the presumption should be that the child will remain in the school of origin to provide school stability and educational continuity for the child, unless contrary to the child's best interests. **Lac qui Parle County** and/or representative of the school in which the child is currently enrolled will work with the **Lac qui Parle County** foster care contact to determine, based on the child's best interest, whether the child should remain in the school of origin or consider a transfer to the local zoned school for the child's new residence.

If **Lac qui Parle County** considering moving a child to a new educational placement, **Lac qui Parle County**

will have a phone consultation with the school contact prior to gathering input about the best interests of the child in relation to their school placement. **Lac qui Parle County** and District Transition Education Services Liaison responsible for students in foster care will work collaboratively to inform this school placement decision-making process. The school will provide information about the appropriateness of the child's current educational placement. **Lac qui Parle County** shall take into consideration this information and other best interest factors found in paragraph three in making educational decision. The District Transition Education Services Liaison and /or a representative of the school in which the child is enrolled will be asked to participate in the meeting, either by phone or in person. **Lac qui Parle County** will identify a point of contact from the agency to work directly with the District Transition Education Services Liaison to ensure a smooth transition.

3. BEST INTEREST FACTORS:

When considering placement, the following best interest factors should be considered:

- The student's age
- The school attended by the student's siblings
- Length of time student is expected to remain at the current placement and the possible location of housing intended to be long-term
- Distance of commute and the impact it may have on the student's education and other student-centered, transportation-related factors, including travel time
- The preferences of the student, the birth parents or prior custodians as appropriate, and the students foster care parent(s) or current placement provider
- School stability and educational continuity
- Time remain in in the academic year
- Personal safety, attendance, academic progress and social involvement of the students in the current school
- The impact transferring the student to a new school may have on his or her needs and progress academically, emotionally, socially and physically
- Availability of classes to avoid credit loss and for timely graduation or promotion
- Documentation of the best interest determination shall be maintained in the **Lac qui Parle County** case file and student's cumulative record.

4. SERVICES

Transportation Services will be provided by the District in the following manner:

- a. Students who are able to be transported to school on an existing route: When feasible, students placed in foster care will be transported to school on an existing bus route. Feasibility considerations will include the location, length of bus ride, space available on the route and availability of any needed accommodations. District will cover the associated costs.
- b. Students who have an IEP indicating the need for specialized transportation: If students are residing and attending school within the District, the District will assume costs required for transporting the student to school. District will cover the associated costs.

- c. Students who are unable to be transported on an existing route: If a route does not exist or is not a feasible option for the student placed in foster care, the District will negotiate with **Lac qui Parle County** to determine the best possible means of transportation. The District and **Lac qui Parle County** will share the transportation costs identified in Section 5a.
- d. Students residing in a foster care placement outside of District boundaries, but attending a District School: If students are residing in a foster care placement outside of District boundaries, but are attending school within the District, transportation will be arranged by the District. The District will negotiate with **Lac qui Parle County** to determine the best possible means of transportation. The District and **Lac qui Parle County** will share the transportation costs identified in Section 5a.
- e. Students placed in foster care within District and attending a non-ISD 378 Area Schools: The District will bear no financial responsibility for this student. **Lac qui Parle County** and the School District where the student attends are expected to make arrangements for transportation and the associated costs. The District and **Lac qui Parle County** will share the transportation costs identified in Section 5a.

5. PAYMENT FOR SERVICES:

- a. The District and **Lac qui Parle County** agree to split the costs of the transportation described in Section 4, including but not limited to staff time and third-party carriers as appropriate. Mileage reimbursement is to be set at the current IRS rate. All transportation costs identified in this agreement are to be split equally; the District and the **Lac qui Parle County** agree to each assume pay 50% of the costs.
- b. **Lac qui Parle County's** Social Services Supervisor, Zachary Gritmacker, will work directly with the District Transition Education Services Liaison to ensure transportation arrangements are timely and authentic. All transportation requests are to be requested by the **Lac qui Parle County** point of contact to be honored.
- c. Transportation services will be provided by the District and its contracted transportation providers, when possible. If due to driver or vehicle unavailability, **Lac qui Parle County** will be responsible for transportation of the student placed in foster care. All transportation costs identified in this agreement are to be split equally; the District and the **Lac qui Parle County** agree to each assume pay 50% of the costs.
- d. **Lac qui Parle County** will compensate the District for transportation provided outside of the district pursuant to this agreement at the rate billed to the district by the private transportation company. Copies of the invoices from the private transportation company will be provided to **Lac qui Parle County**. All transportation costs identified in this agreement are to be split equally; the District and the **Lac qui Parle County** agree to each assume pay 50% of the costs.
- e. The District will submit itemized invoices to the **Lac qui Parle County** contact on a quarterly basis. The invoices will detail each trip provided by the District, the total time for each trip and the associated charge. Payment shall be made within 35 days of receipt of the invoice. All transportation costs identified in this agreement are to be split equally; the District and the **Lac qui Parle County** agree to each assume pay 50% of the costs.
- f. In situations where transportation is being funded by **Lac qui Parle County**, **Lac qui Parle County** point of contact will notify the District Transition Education Services Liaison when foster care placements end.

6. DISPUTE RESOLUTION:

It is the responsibility of **Lac qui Parle County** and the District to collaborate in determining the child's best interest for school transportation and to resolve any conflicts. Whenever possible, the parties will attempt to informally resolve any dispute involving the best means and costs of transportation of a child in foster care.

Lac qui Parle County and the District will pursue the formal dispute resolution procedures below when informal resolution is not possible, or when informal resolution would result in disruptions to the child's education.

To formally dispute a decision regarding transportation for a student in foster care the following steps should be taken:

1. The process for resolution between the two parties requires a written explanation of the conflict from the disputing party within 24 hours.
2. Upon receipt of the explanation, the decision be reviewed by the District and the **SUPERVISOR of Social Services of Lac qui Parle County**. Input will be reviewed from all parties and a decision by the **SUPERVISOR** will be communicated within three business days. A decision could be made to uphold the decision, reverse the decision or require the parties to participate in a Team meeting for final determination.
3. County will determine the placement of the child until the dispute resolution process has concluded. During this time the transportation costs will be divided equally between the District and **Lac qui Parle County**.
4. If disagreement on school transportation remains, guidance from the Minnesota Department of Education will be requested.

7. PROVIDER NOT AN EMPLOYEE:

It is agreed by the parties that at all times and for all purposes herein, District and its subcontractors are independent providers and not employees of **Lac qui Parle County**. No statement contained in this Agreement shall be construed so as to find the District shall be entitled to none of the rights, privileges, or benefits of **Lac qui Parle County** employees except as otherwise stated herein.

8. INDEMNIFICATION:

Each party shall be liable for its own acts and the acts of its representatives to the extent provided by law and hereby agrees to indemnify, hold harmless, and defend each other, its officers, employees and volunteers against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the others, its officers, employees and volunteers may hereinafter sustain, incur or be required to pay, arising out of or by reason of any act or omission of the Party, its agents, employees or volunteers, in the execution, performance, or failure to adequately perform its obligation pursuant to this Agreement.

9. TERMINATION OF CONTRACT:

Either party may terminate this Agreement, with or without cause, upon a thirty (30) days written notice to the other party.

10. STANDARDS:

The District and **Lac qui Parle County** shall comply with all applicable State statutes and regulations as well as local ordinances and rules now in effect or hereafter adopted.

11. DATA PRACTICES:

All data collected, created, received, maintained, or disseminated for any purposes by the activities of the District or **Lac qui Parle County** because of this contract is governed by the Minnesota Government Data Practices Act, Minnesota Chapter 13, as amended, the Minnesota Rules implementing such act now in force or as adopted, as well as federal regulations on data privacy.

12. AMENDMENTS:

This agreement may be supplemented, amended or revised only in writing by agreement of both parties.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates written below.

COUNTY OF Lac qui Parle County
STATE OF MINNESOTA

Lac qui Parle County
BOARD OF COMMISSIONERS

DAWSON-BOYD SCHOOL DISTRICT
ISD 378

BY: _____

BY: Holly Ward

Superintendent

DATED: 7/01/2025

Chairperson of Lac qui Parle County Commission

DATED: _____

ATTESTED TO:

BY: Stacy Stratman

Business Manager

DATED: 7/01/2025

BY: _____

Director of Social Services

DATED: _____

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Dawson-Boyd Public School District (0378-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Dawson-Boyd Public School District (0378-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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8. Data-Based Decision Making for Action
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10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Dawson-Boyd Public School District (0378-01)'s literacy goal(s) for the 2024-25 school year:

The district will improve literacy from a current level of 56.9% (2023) of students performing at or above grade level proficiency to a level of 60% or more of students performing at or about grade level proficiency by May 30, 2025.

The following was implemented or changed to make progress towards the goal(s):

To make progress toward our literacy goals, we have implemented several strategic actions. We are completing training and collaborating with district and community stakeholders to articulate a shared literacy plan and guide its implementation. This includes developing a framework for continuous improvement, supported by professional development and structured planning. A major change has been the implementation of FastBridge K as our universal screening tool, enhancing our ability to monitor progress, identify needs early, and adjust instruction. We are also identifying needs for dyslexia screening to ensure timely, appropriate support for all students. Professional development remains a key focus. We've implemented LETRS training for PreK (Early Childhood LETRS), K, and grades 4+ through CAREIALL, with many staff already trained.

Administrators are participating in LETRS for Leaders to align systemwide literacy practices. Additionally, we've emphasized Tier 1 best practices through ongoing districtwide development. To support long-term improvement, we began a K curriculum review, evaluating comprehensive and foundational/knowledge-building materials for adoption in 2025ߪ. Our team unanimously adopted Functional Phonics & Morphology, with K implementation completed by the start of Q2. Further training and resource organization are in progress, alongside continued work with knowledge-building resources. We continue to strengthen our Local Literacy Plan by developing leadership and embedding sustainable practices. Family and community engagement remains a priority through parent notifications and Personal Learning Plans tailored to student needs for those not already on an Independent Education P

The following describes how Dawson-Boyd Public School District (0378-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance indicates a gap between the goal of the Minnesota READ Act and actual literacy outcomes. While the Act aspires for every child to read at or above grade level annually - beginning in kindergarten and including support for multilingual learners and students receiving special education services - recent district-wide screening and progress monitoring data show that many students are not yet meeting this benchmark. A notable percentage of students in early grades (K) are still developing foundational phonemic awareness and decoding skills, and students in grades 3 often struggle with vocabulary and reading comprehension. Additionally, multilingual learners and students receiving special education services

Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

continue to show lower proficiency rates compared to their peers, underscoring the need for differentiated support and targeted intervention. Despite ongoing efforts, the data reveal that the district has not yet achieved the READ Act's vision of equitable and consistent literacy proficiency for all students. This discrepancy highlights the urgency for evidence-based instruction, increased instructional time for reading, and continued professional development focused on the science of reading to accelerate progress and close achievement gaps.

Dawson-Boyd Public School District (0378-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, 85% of students in grades K-5 will demonstrate measurable growth in reading proficiency as evidenced by district-approved universal screening assessments, with a specific emphasis on foundational skills in K-2 and comprehension and vocabulary development in grades 3-5. This goal will be supported through the implementation of structured literacy practices, targeted interventions, and continued professional development aligned with the science of reading. The district will improve literacy from a current level of 55.5% (2024) of students performing at or above grade level proficiency to a level of 60% or more of students performing at or about grade level proficiency by May 30, 2026.

Dawson-Boyd Public School District (0378-01)'s Local Literacy Plan is posted on the district website at:

<https://sites.google.com/dwby.k12.mn.us/isd378/district/docs-forms/docs-forms?authuser=0>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Dawson-Boyd Public School District (0378-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Dawson-Boyd Public School District (0378-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	46	25	44	7	44	6
Grade 1	38	6	40	7	40	10
Grade 2	44	26	44	23	43	22
Grade 3	41	19	40	23	41	22

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Dawson-Boyd Public School District (0378-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Dawson-Boyd Public School District (0378-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	44	38
Grade 1	40	30
Grade 2	43	21
Grade 3	41	19

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Dawson-Boyd Public School District (0378-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 5	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 6	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 7	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 8	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Dawson-Boyd Public School District (0378-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

To determine which students in grades 4-12 are not reading at grade level, the district will use multiple data sources to ensure a comprehensive understanding of each student's reading proficiency. Beginning in the

2025-26 school year, the Capti Read Basix screener will be administered to all students in grades 4-8 and to those students whose previous performance indicates they may be reading below grade level in grades 9-12. In addition, we will analyze Minnesota Comprehensive Assessment (MCA) data over time, focusing on trends in reading performance rather than isolated scores. Students who score below proficiency on the MCA, or who demonstrate inconsistent or declining performance across multiple years, will be flagged for further review. Additional data from local assessments, classroom performance, and teacher observations may also be considered to support accurate identification. Together, this triangulation of data will help ensure students are appropriately identified for screening with Capti Read Basix, aligning with MDE requirements and supporting timely intervention for students who may display characteristics of dyslexia or other reading challenges.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Dawson-Boyd Public School District (0378-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Dawson-Boyd Public School District (0378-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter
- Other - describe (Required)
 - Letter sent home in report card envelope that is returned signed (WINTER)

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Dawson-Boyd Public School District (0378-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Beginning in the 2025-26 school year, changes to parent notification and involvement will be implemented to align with the requirements related to the Capti Read Basix screener. Families of all students in grades 4-12 who are screened using Capti will receive timely notification of their child's results. This communication will include the student's proficiency level, a clear explanation of what the results indicate, and whether any characteristics of dyslexia or other reading difficulties were identified. In addition, families will be informed of any related services or interventions their child may receive as a result of the screening, including opportunities for supplemental instruction or individualized support. To strengthen home-school collaboration, the notification will also include practical strategies families can use at home to support their child's literacy development. These may include reading routines, vocabulary-building activities, or access to digital resources. The district is committed to ensuring communication is clear, supportive, and accessible to all families.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Dawson-Boyd Public School District (0378-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district uses a comprehensive, data-informed process to ensure evidence-based instruction and interventions are appropriately matched to student needs, in alignment with the Minnesota READ Act.

Screening data—including FastBridge Assessments (K–3), Capti Read Basix (4–12), and additional progress monitoring tools—form the foundation of our multi-tiered system of support (MTSS) for literacy.

Tier 1: Core Instruction All students receive Tier 1 instruction based on the science of reading and aligned to grade-level standards. In K–3, FastBridge is administered three times per year to evaluate early literacy skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Results help determine the effectiveness of core instruction. When 80% or more of students meet benchmarks, core instruction is deemed effective. If fewer than 80% meet expectations, adjustments are made to materials, strategies, or pacing. Teachers use FastBridge and classroom assessment data to differentiate instruction through small groups, targeted skill lessons, and scaffolded supports.

Tier 2: Supplemental Support Students identified through screening and performance data as approaching grade-level expectations receive Tier 2 interventions. These evidence-based supports are delivered in small groups to address specific skill gaps identified through FastBridge (K–3) or Capti (4–12). Progress monitoring every 2–3 weeks assesses responsiveness and guides instruction. Tier 2 is more focused and explicit, often using structured programs aligned to foundational skills or comprehension strategies.

Tier 3: Intensive Support Students with significant deficits or insufficient growth in Tier 2 receive Tier 3 intensive intervention. Instruction is individualized, more frequent, and delivered in smaller groups or one-on-one. Diagnostic assessments and progress monitoring inform targeted instructional design. Tier 3 may be delivered by intervention specialists or special education staff, and in some cases, is integrated into the student's IEP.

Data-Based Decision-Making The district employs a systematic, team-based approach to data review and instructional decisions. At regular intervals, grade-level teams—including classroom teachers, Title staff, special educators, and administrators—analyze FastBridge (K–3), Capti (4–12), and progress monitoring data. Meetings focus on identifying students needing support, evaluating instructional effectiveness, and adjusting plans. Clear protocols guide student movement between tiers. Beginning in 2025–26, the district will use Capti Read Basix to screen grades 4–12 students not reading at grade level. This tool will help identify characteristics of dyslexia or other reading challenges and guide targeted interventions. Parents are kept informed of their child's progress and the supports in place. Communication includes proficiency levels, intervention plans, and strategies for supporting literacy at home. The district remains committed to using reliable data to deliver effective, equitable instruction and meet the goals of the READ Act, ensuring all students become confident, proficient readers.

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The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The district will implement a structured process for monitoring the fidelity of Tier 1 instruction and ensuring differentiation to meet the diverse needs of all students. These processes uphold evidence-based practices aligned with the science of reading while allowing teachers to tailor instruction based on student data.

Monitoring Fidelity of Tier 1 Instruction Implementation fidelity is monitored through classroom observations, lesson plan reviews, data analysis, and coaching cycles. Administrators will regularly observe literacy instruction using walkthrough tools aligned with key components of effective Tier 1 reading instruction, focusing on indicators such as explicit instruction, active engagement, gradual release of responsibility, and opportunities for guided and independent practice. Grade-level teams engage in Professional Learning Communities (PLCs) to examine universal screening data (e.g., FastBridge in grades K–3, plus other assessments in grades 4–12), analyze student work, and reflect on instructional strategies. To support consistent Tier 1 implementation, the district offers ongoing professional development on structured literacy, effective differentiation, culturally responsive teaching, and data-informed instruction.

Differentiating Tier 1 Instruction Tier 1 instruction is responsive to all learners, including students who need support but do not yet qualify for intervention. Differentiation includes flexible grouping, targeted small-group instruction, and the use of scaffolds and accommodations. Teachers use FastBridge data (K–3) and classroom-based assessments (all grades) to identify skill areas for differentiation. They form flexible groups for additional practice in foundational skills (e.g., phonemic awareness, phonics) or advanced work in vocabulary and comprehension. Groups are adjusted regularly as new data emerges. Differentiation strategies include: Pacing: Adjusting speed based on student mastery. Content: Tailoring texts to reading levels and interests. Process: Using varied learning activities (e.g., manipulatives, graphic organizers, digital tools). Product: Offering diverse ways to demonstrate learning (e.g., oral, written, visual). Multilingual learners and students receiving special education services are supported through inclusive Tier 1 practices, such as visual supports, language scaffolds, and vocabulary instruction. Teachers collaborate with EL and special education staff to align instruction with students' IEPs and LDPs.

Ongoing Support and Feedback Literacy leads partner with teachers to provide ongoing support that strengthens capacity for delivering high-quality, differentiated instruction. District leadership also reviews building-level data to identify trends and guide professional development or coaching efforts. In sum, the district's approach to monitoring fidelity and differentiating Tier 1 instruction is rooted in collaboration, data-driven decisions, and continuous professional learning. These efforts ensure all students receive high-quality, responsive literacy instruction aligned with the Minnesota READ Act.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

The district will utilize a multi-tiered system of support (MTSS) framework to ensure timely, equitable access to supplemental (Tier 2) and intensive (Tier 3) reading interventions. Entry into each level is based on universal screening data, progress monitoring, and teacher observation, with procedures adapted slightly between elementary and secondary levels to reflect developmental differences and assessment tools.

Elementary Level (Grades K–3) Tier 2 Entrance Criteria: Students are screened using FastBridge three times annually (fall,

winter, spring). Entrance into Tier 2 is considered when: Scores fall below benchmark but above high-risk cut scores on composite or key subtests (e.g., earlyReading, CBMreading). Progress monitoring or classroom data reveal skill gaps in phonemic awareness, phonics, fluency, or comprehension. Teachers/instructional teams note concerns based on Tier 1 performance and responsiveness. Identified students receive targeted small-group instruction supplementing core literacy aligned with their needs. Tier 3 Entrance Criteria: Students are considered for Tier 3 when: They score well below benchmark/high risk on two or more consecutive screenings. They complete 6-8 weeks of Tier 2 with minimal progress, as shown in monitoring data. Diagnostic assessments or observations show persistent, significant reading difficulties requiring individualized, intensive instruction. Tier 3 students receive more frequent, individualized instruction—often daily—with progress monitored weekly. Upper Elementary & Secondary Level (Grades 4-12) Tier 2 Entrance Criteria: Students qualify for Tier 2 based on: Repeated MCA scores below "meets" standards. Local reading data or classroom performance showing comprehension/fluency concerns. Capti Read Basix (beginning 2025-26) indicating below-proficiency or dyslexia-associated traits. Tier 2 support involves small-group or structured interventions targeting comprehension, fluency, vocabulary, or decoding. Tier 3 Entrance Criteria: Tier 3 eligibility includes: Persistently low MCA scores or English Language Arts course failure. Capti Read Basix data showing dyslexia indicators or severe impairments. Lack of progress after 6-8 weeks of Tier 2, verified through monitoring and teacher feedback. Additional diagnostic evidence of a specific reading disability. Instruction is individualized and may involve special education referrals when reading difficulties significantly affect performance across content areas. Decision-Making Process Entrance decisions are made collaboratively by grade-level teams, Title staff, special education personnel, and administrators. Teams use a problem-solving approach that includes: Reviewing data from FastBridge, MCA, and Capti Analyzing classroom performance and student work Considering response to prior interventions Documenting Tier 1 strategies already attempted Parents/guardians are informed of placement, rationale, and student progress. This process ensures interventions match student needs and supports progress toward grade-level reading proficiency in alignment with the Minnesota READ Act.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

The district has developed a consistent, data-driven progress monitoring protocol aligned with the Minnesota READ Act to determine when intensification or modification of supplemental (Tier 2) or intensive (Tier 3) reading instruction is needed. This protocol ensures instruction is responsive, timely, and aligned to each student's specific literacy needs.

Grades Kâ€"3: Elementary Protocol Tools and Frequency In grades Kâ€"3, the district uses FastBridge progress monitoring tools, which are research-based and sensitive to short-term growth. These tools assess specific skill areas such as: Phonemic awareness Phonics Oral reading fluency Reading comprehension Students in Tier 2 are monitored every 2â€"3 weeks with probes aligned to their area of need (e.g., phonics subtests for phonics support; CBMreading for fluency). Tier 3 students are monitored weekly using the most targeted subskill probes to ensure timely instructional adjustments.

Data Analysis and Decision Points Every 6â€"8 instructional weeks, intervention teamsâ€"including teachers, Title staff, and specialistsâ€"review progress, evaluating: Rate of improvement (ROI) Performance level vs. benchmarks Responsiveness to instruction If a student is not making adequate progress: Tier 2 may be intensified by increasing group time or reducing group size. Tier 3 may be modified by individualizing strategies, using a different research-based approach, or initiating further diagnostic assessment. Diagnostic tools may be used if the student continues to struggle, particularly when dyslexia or other persistent reading issues are suspected.

Grades 4â€"12: Upper Elementary & Secondary Protocol Tools and Frequency At these levels, reading difficulties often involve fluency, comprehension, and vocabulary. Progress monitoring includes: Curriculum-based measures (CBMs) adapted for older students Local rubrics for fluency/comprehension MCA growth trends and classroom data Capti Read Basix screener and follow-up tools (starting 2025â€"26) Tier 2 students are monitored every 2-3 weeks using tools that address their primary area of weakness. Tier 3 students are monitored biweekly or weekly, based on need severity, using standardized probes and classroom data.

Data Analysis and Adjustments Progress is reviewed every 6â€"8 weeks. Students not showing adequate growth may receive: Adjusted instructional groupings Increased instructional time or frequency More individualized supports or alternative strategies Tier 3 students who continue to struggle may be referred for a comprehensive evaluation to determine eligibility for special education or specialized services.

Cross-Grade Protocol Components Data Teams: Collaboration among teachers, support staff, EL, and special education personnel ensures accurate data interpretation and responsive instructional decisions. Fidelity Checks: Building leaders observe intervention delivery to ensure implementation integrity. Parent Communication: Families are regularly updated on progress, intervention changes, and ways to support reading at home. This Kâ€"12 protocol ensures equitable, high-quality literacy instruction for all students, regardless of grade or background. It helps determine when students are ready to exit interventions, need continued support, or require more intensive services to reach grade-level reading proficiency.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

The district has established clear, evidence-based criteria for determining when a student is ready to exit

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supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention. These criteria ensure students have demonstrated sustained progress and are independently applying reading skills at or near grade level before exiting support. The decision-making process is grounded in multiple data sources, professional collaboration, and is tailored to meet the developmental and academic needs of students across grades K–12. Grades K–3:

Elementary Exit Criteria Tier 2 Exit Criteria: A student may be exited from Tier 2 intervention when: The student consistently meets or exceeds FastBridge benchmarks in the area(s) of concern over two consecutive screening periods (e.g., winter and spring). Progress monitoring shows consistent growth and achievement at or above the aim line for at least 6–8 consecutive data points. The student demonstrates independent use of reading strategies during Tier 1 instruction, confirmed by classroom assessments and teacher observation. The student meets or exceeds grade-level expectations in classroom performance and report card data. Decisions are made collaboratively by the grade-level team (teachers, interventionists, special education staff if applicable, and building leadership), and parents/guardians are notified of the student's exit from support. Tier

3 Exit Criteria: A student may exit Tier 3 intensive intervention and return to Tier 2 or Tier 1 if: Diagnostic and progress monitoring data show significant, sustained progress toward benchmarks. The student meets or approaches targets across multiple assessments (FastBridge, curriculum-embedded assessments, teacher rubrics). Individualized instruction is no longer needed, and the student benefits from small-group or differentiated Tier 1 instruction. Data teams review progress trends over 8–12 weeks and determine the student has maintained growth without regression. If the student has an IEP, any change in service levels is made through the IEP team and documented accordingly. Grades 4–12: Upper Elementary & Secondary Exit

Criteria Exit from intervention at the secondary level is based on sustained academic performance, skill mastery, and independence in applying reading strategies across content areas. Tier 2 Exit Criteria: A student may exit Tier 2 intervention when: The student demonstrates grade-level proficiency through classroom performance, comprehension assessments, and MCA growth data. The student meets proficiency on Capti Read Basix (beginning 2025–26) or other screeners. Progress monitoring over 6–8 weeks shows steady improvement and reduced skill gaps. Teachers observe increased confidence and engagement with reading tasks across content areas. Tier 3 Exit Criteria: Exit from Tier 3 requires a broader review and stronger evidence of sustained improvement, including: Consistent monitoring data showing mastery of targeted skills and growth toward standards. The student no longer needs highly individualized instruction and benefits from small-group or Tier 1/Tier 2 instruction. A collaborative decision by the intervention team, with input from special education (if applicable), classroom teachers, and administration.

Does Dawson-Boyd Public School District (0378-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

Yes, our district uses Personal Learning Plans (PLPs) for students in grades K-6 who are receiving supplemental (Tier 2) or intensive (Tier 3) literacy interventions. These individualized plans are developed to ensure that targeted support is aligned to each student's specific literacy needs. The components of the PLP include the following:

- Components of a Personal Learning Plan for Literacy Student Information Full name, grade level, and homeroom teacher
- Tier of Support Clearly identifies whether the student is receiving Tier 2 (supplemental) or Tier 3 (intensive) support.
- Name of Intervention The specific evidence-based intervention used (e.g., Foundations, Road to the Code, Read Naturally Live, 95% Phonics Intervention, etc.)
- Length and Frequency of Intervention Total number of weeks planned Number of sessions per week Minutes per session
- Time of day and setting (e.g., small group pull-out, in-class intervention)
- Instructor Information Name and role of the individual delivering the intervention (e.g., classroom teacher, reading interventionist, special education teacher, trained paraprofessional)
- Literacy Focus Areas Specific literacy domains being addressed (e.g., phonological awareness, phonics, decoding, fluency, comprehension)
- Family Communication Signed permission of parent acknowledging concerns and interventions

Continuous Improvement for Data-Based Decision Making for Action

Dawson-Boyd Public School District (0378-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

For the 2025-2026 school year, the district will implement significant enhancements to its data-based decision-making practices to better support student achievement, particularly in literacy. These changes reflect a strategic response to evolving student needs, updated assessment tools, and a renewed commitment to equity and personalized learning.

- 1. Updated Assessment Framework** The foundation of effective data-based decision making is timely, accurate, and actionable assessment data. Beginning in the 2025-2026 school year, the district will adopt a revised assessment system - implementing Capti - in response to new Read Act requirements. The new system will feature universal screeners administered three times per year for any student not at grade level proficiency.
- 2. Refined Multi-Tiered System of Supports (MTSS) and Intervention Practices** In tandem with the assessment update, the district will refine its MTSS structure to promote earlier and more targeted interventions. Intervention practices will be restructured to ensure that support is both timely and responsive to student progress - especially at the middle level - 5-8. Key refinements include:
 - Smaller group sizes for Tier 2 and Tier 3 instruction to increase instructional intensity;
 - Increased fidelity monitoring, with regular observation and feedback cycles to ensure consistent implementation of evidence-based interventions;
 - Embedded progress checks, using short-cycle assessments every 2-3 weeks to determine responsiveness and make necessary adjustments;
 - Centralized intervention logs, allowing data teams to track services across classrooms and monitor equity of access.Professional development for staff will accompany these refinements, with a focus on data literacy, intervention fidelity, and collaborative problem-solving.
- 3. Personalized Learning Plans for Students Not Reading at Grade Level** A significant change for the 2025-2026 school year is the expansion of Personalized Learning Plans (PLPs) for any and all students

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not reading at grade level. These individualized plans will include specific, measurable reading goals, recommended instructional strategies, aligned interventions, and family engagement components. PLPs will be developed collaboratively by classroom teachers, interventionists, and families, and reviewed at least three times a year. This universal provision of PLPs reflects the district's commitment to ensuring that every student has a pathway to literacy success, with supports that reflect their unique strengths and needs. The PLPs will also serve as a tool for vertical alignment, easing transitions between grades and ensuring instructional continuity.

Conclusion These enhancements represent a district-wide shift toward more proactive, precise, and equitable use of student data. By updating assessments, refining intervention practices, and expanding the use of personalized learning plans, the district aims to ensure that every learner receives the instruction and support needed to thrive. These changes are expected to result in more responsive instruction, improved literacy outcomes, and stronger collaboration among educators, students, and families.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Dawson-Boyd Public School District (0378-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Dawson-Boyd Public School District (0378-01) has participated in MDE MnMTSS professional learning:

No data entered

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Dawson-Boyd Public School District (0378-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

For the 2025-26 school year, the district will maintain its strong MTSS practices at the elementary level, with continued emphasis on early identification and intervention across academic and social-emotional domains. The significant change will occur at the secondary level, where schools will begin year one of MTSS implementation with a comprehensive focus on academics, attendance, and social-emotional needs. This first year of implementation at the middle and high school levels will emphasize building systems for early identification of students in need of support, using a variety of data sources, including grades, behavior referrals, and attendance patterns. Cross-functional data teams will be established to analyze student data regularly and develop targeted interventions based on identified needs. At the high school level, particular emphasis will be placed on literacy. A new literacy assessment tool will be introduced to better identify student reading levels and specific skill deficits. Data from this assessment will be used to inform instructional practices, guide intervention planning, and ensure students receive appropriate support to meet grade-level expectations. Professional development will support staff in understanding the MTSS framework, interpreting data, and implementing tiered interventions with fidelity. This expansion marks a strategic step in creating a more equitable, data-driven system of support for all students at the secondary level.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Dawson-Boyd Public School District (0378-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2012	Other	75
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2014	Other	75
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2014	Other	75
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Rewards/Horizons 2006	Other	30
	· Open Source	Supplemental	30
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	30
	· Houghton Mifflin 2006	Other	30
	· Achieve 3000	Supplemental	10
Grade 5	· Open Source	Supplemental	20
	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	30

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Houghton Mifflin Expeditions 2006	Other	30
	· Achieve 3000	Supplemental	10
	· Open Source	Other	20

Continuous Improvement for Core Reading Instruction and Curricula

Dawson-Boyd Public School District (0378-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

At this time, no formal changes to K-5 curricular resources will be implemented district-wide for the 2025-26 school year. While we remain committed to strengthening our literacy instruction through a knowledge-rich curriculum, budget limitations—specifically the availability of funding only for a literacy aide—have restricted our ability to adopt or pilot new comprehensive literacy programs at this time. During the 2024-25 school year, we explored Wit & Wisdom as a potential option. However, after careful review, we determined that it did not fully align with our instructional goals or meet the needs of our students as anticipated. As a result, we will continue to use our current literacy resources while we work toward identifying a curriculum that better supports our vision for high-quality, content-rich instruction in the future. We anticipate continued discussions and exploration of curriculum options in the coming year, with the goal of building a strong foundation for a future adoption that aligns with our district's instructional priorities and student needs.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Dawson-Boyd Public School District (0378-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Functional Phonics, 100 Easy Lessons, Specific Skills Series: Working with Sounds, Heggerty, Funemics	Functional Phonics, Heggerty, Individualized Interventions
Grade 1	Functional Phonics, 100 Easy Lessons, Sunday, Specific Skills Series: Working with Sounds, Heggerty: Bridge the Gap, Funemics, PRESS Interventions, Read Naturally: Phonics, Signs for Sounds, Read Naturally, Heggerty	Functional Phonics, Sunday, Heggerty: Bridge the Gap, PRESS Interventions, Heggerty, Individualized Interventions
Grade 2	Functional Phonics, 100 Easy Lessons, Sunday, Specific Skills Series: Working with Sounds, Heggerty: Bridge the Gap, PRESS Interventions, Repeated Reading, Read Naturally: Phonics, Signs for Sounds, Read Naturally, Heggerty	Functional Phonics, Sunday, Heggerty: Bridge the Gap, PRESS Interventions, Heggerty, Individualized Interventions
Grade 3	Functional Phonics, 100 Easy Lessons, Sunday, Specific Skills Series: Working with Sounds, PRESS Interventions, Repeated Reading, Read Naturally: Phonics, Signs for Sounds, Read Naturally	Functional Phonics, Repeated Reading, Read Naturally, Individualized Interventions
Grade 4	Functional Phonics, Specific Skills Series: Working with Sounds, Signs for Sounds, Repeated Reading, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	
Grade 5	Functional Phonics, Repeated Reading, Specific Skills Series: Working with Sounds, Signs for Sounds, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions
Grade 6	Functional Phonics, Repeated Reading, Specific Skills Series: Working with Sounds, Signs for Sounds, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions
Grade 7	Achieve 3000, Individualized Interventions	Achieve 3000, Individualized Interventions
Grade 8	Achieve 3000, Individualized Interventions	Achieve 3000, Individualized Interventions
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Dawson-Boyd Public School District (0378-01) will make the following changes to reading interventions for the 2025-26 school

We will be further exploring the instructional interventions we are using - especially in the 4-12th grade levels. With the addition

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Dawson-Boyd Public School District (0378-01) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

At this time, we have not had any teachers fall below the vendor-recommended 80% proficiency level. However, should this occur, our district is fully committed to providing the necessary support to ensure all educators are successful in completing the approved training. Support would include reteaching opportunities, small-group or individual study sessions, and guided review of key concepts. Our approach would be grounded in professional learning and collaboration, with the goal of building teacher confidence and ensuring implementation fidelity. We believe in supporting continuous growth and will work alongside staff to meet expectations and uphold instructional quality.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

To ensure the implementation of high-quality, evidence-based literacy instruction, our district collects multiple forms of fidelity data focused on the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Building leaders conduct regular classroom walkthroughs and lesson observations using fidelity checklists aligned to evidence-based practices. These tools help us monitor the presence and quality of explicit and systematic instruction in each component. In addition, teacher lesson plans are periodically reviewed to ensure alignment with scope and sequence expectations, and grade-level teams participate in data meetings to analyze student outcomes and adjust instruction accordingly. Ongoing professional learning communities (PLCs) provide a structure for collaborative reflection on practice, ensuring instructional alignment and consistency across classrooms. Our approach emphasizes a supportive and growth-oriented culture, where data is used not for evaluation, but to guide professional learning, identify areas for additional development, and celebrate effective instruction.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to

Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Our district is committed to using fidelity data as a foundation for meaningful, job-embedded support to strengthen instructional practices in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Grade level bands and building leaders analyze fidelity data gathered through observations, walkthroughs, and lesson plan reviews to identify trends, areas of strength, and opportunities for growth. Development is then strategically tailored based on this data. Teachers receive individualized support through cycles of observation, co-teaching, and reflective feedback conversations. Small-group and grade-level team coaching sessions are also offered to address common needs and build collective efficacy. Feedback is timely, actionable, and aligned with the principles of explicit, systematic instruction. In addition, professional development is differentiated and responsive to what the fidelity data reveals, ensuring that teachers have the tools, strategies, and support they need to provide high-quality literacy instruction. Our approach emphasizes continuous improvement in a supportive environment, where learning together is viewed as a partnership focused on enhancing student outcomes and building teacher capacity across all foundational reading areas.

The following changes in instructional practices have impacted students :

The shift to explicit, systematic, and evidence-based instructional practices in reading has led to measurable improvements in student outcomes across our elementary grades. As teachers have implemented more structured approaches in phonemic awareness, phonics, fluency, vocabulary, and comprehension, we have observed stronger foundational skills, increased student engagement, and greater confidence in reading. Evidence of this impact is reflected in multiple data points. Universal screening and progress monitoring data show some growth in early literacy benchmarks, particularly in the areas of phonemic awareness and decoding. For example, we have seen an increase in the percentage of students reaching or exceeding grade-level expectations on assessments such as FASTBridge. Beyond quantitative data, teacher observations and anecdotal reports highlight increased student participation, more accurate application of decoding strategies, and improved vocabulary use in both oral and written expression. This alignment of instructional practice with the science of reading has not only advanced academic achievement but has also contributed to a stronger culture of literacy throughout our schools. We remain committed to monitoring progress and using data to refine practices to ensure all students continue to grow as confident, capable readers.

Dawson-Boyd Public School District (0378-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our district recognizes culturally responsive teaching as a foundational element of equitable education. We have taken intentional steps to embed culturally responsive practices into our professional development to ensure all students feel seen, valued, and supported—especially in literacy instruction. Staff training has included topics such as building cultural competency, mitigating bias, affirming student identity, and incorporating diverse texts and perspectives. These learning opportunities are delivered through whole-staff

Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

training, small-group workshops, and ongoing professional learning communities (PLCs). To support teachers in implementing culturally responsive literacy practices, we focus on several key areas: **Curricular Review and Text Selection:** Teachers receive support in evaluating and selecting texts that reflect a wide range of cultures and voices. The goal is to provide students with mirrors and windows—texts that reflect their own experiences and introduce them to others'. **Instructional Practices:** Teachers are guided in using strategies that draw on students' backgrounds, languages, and prior knowledge. Lessons include culturally relevant examples and opportunities for students to share personal connections. **Ongoing Coaching and Reflection:** Building leaders support teachers through coaching, reflective dialogue, and actionable feedback that encourages the integration of equity-centered literacy instruction. **Student Voice and Choice:** Teachers are encouraged to provide students with choice in reading and writing, allowing them to explore texts and topics that resonate with their lived experiences. By aligning literacy instruction with culturally responsive practices, we aim to foster inclusive

Dawson-Boyd Public School District (0378-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation
 - Attended District Literacy Lead Community of Practice
 - Requested district support with implementation

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

In the 2025–2026 school year, our district will continue professional development focused on our foundational literacy curriculum to ensure consistent, high-quality instruction. Three instructional leaders will attend advanced training and return to lead site-based learning, allowing our team time to collaborate and deepen implementation practices. We will also begin training and implementation of the Capti assessment in Grades 4–12, which aligns with the reading strand of the ELA standards by helping educators identify student needs and tailor instruction accordingly. Alongside this rollout, staff will receive training on the effective implementation of interventions to better support students performing below benchmark. Additionally, K–12 ELA staff will engage in a comprehensive process of unpacking the ELA standards across all strands—reading, writing, and exchanging ideas. This includes bundling standards, prioritizing learning outcomes, and aligning them within our district-wide scope and sequence. This work will guide instruction and assessment, ensuring coherence and clarity from grade to grade. While this is a significant body of work, we recognize it as essential for building instructional alignment and improving student outcomes across all areas of literacy.

Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

Continuous Improvement for Professional Development Plan

Dawson-Boyd Public School District (0378-01) will make the following changes to the professional development plan for the 2025-26 school year:

Our district's 2025-2026 professional development plan is grounded in structured literacy and aligned to ELA standards. A new PreK teacher will complete LETRS for Early Childhood Educators, while a new third-grade teacher will finish LETRS Volume 1 in the summer and continue with Volume 2 in the fall. Two existing teachers will also complete Volume 2. One special educator will complete Phase 1 of CAREIALL training, and all remaining Grades 4-12 reading teachers will begin Phase 2 (unless already LETRS-trained). The administrative team enters Year 2 of LETRS for Administrators, focusing on literacy leadership and data-informed instructional support. All 28 instructional support staff and any new hires will complete Structured Literacy Training for Paraprofessionals to ensure consistent, evidence-based support across settings. In addition, the district will begin implementation of the Capti Reading Assessment for Grades 4-12, accompanied by training on data analysis, instructional decision-making, and intervention planning. All K-12 ELA staff will also engage in curriculum work to unpack, bundle, and prioritize ELA standards across reading, writing, and exchanging ideas. This will support a coherent scope and sequence and ensure alignment and rigor throughout the system. Ongoing support will include PD days, PLC time, and collaborative planning to ensure sustainable implementation. This comprehensive approach reflects our commitment to instructional excellence, equity, and literacy success for all students.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	3	2	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	8	7	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	2	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	6	5	0	1
PreK through grade 5 Curriculum Directors	3	0	3	0
PreK through grade 5 Instructional Support Staff who provide reading support	25	2	0	23

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
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Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

Grades 4-12 Classroom Educators responsible for reading instruction	9	2	0	7
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	3	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Dawson-Boyd Public School District (0378-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$30,722.80

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$12,036.12

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Dawson-Boyd Public School District (0378-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$22,606.04

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$10296

If funds remain, the plan to spend down the remaining funds are as follows:

Should additional funds remain at the conclusion of the primary expenditures, the district plans to allocate those funds toward the purchase of print materials to support the implementation of the Functional Phonics and Morphology curriculum. This will include essential instructional resources such as teacher manuals, card sets, visual posters, student workbooks, and other supplemental materials that enhance classroom instruction and student engagement. These materials will ensure that educators are fully equipped to deliver high-quality, systematic instruction in foundational literacy skills.

Ridgewater College
PSEO ADMINISTRATION CONTRACT
Fiscal Year 2026

Ridgewater College and School District 378 Dawson-Boyd High School have determined that secondary students who have attained the Sophomore, Junior or Senior rank benefit from a post-secondary educational experience and, therefore, have entered into this contract for services. It is understood that this contract in no way limits the liability of the high school as the primary educational provider.

The cost to provide this educational service will be determined as follows:

1. The School District shall be invoiced at the rate of \$241.33 per semester credit, (which includes tuition, fees, textbooks and standard course fees)
2. I.S.D. will be invoiced on a semester basis and shall remit payment within 30 days of invoice date.
3. The school district will ensure that any student taking courses that require a laptop computer will have adequate computing resources provided to them by the I.S.D. or through their own resources to meet the course requirement.
4. Students may not register for a number of credits that would cause an overload status.
5. Expenses associated with providing disability accommodations are not reflected in the above costs. The cost of providing these accommodations will be handled on a student-by-student basis via a separate agreement.
6. Students will be subject to the policies and procedures of Ridgewater College.
7. The student must complete the POST-SECONDARY ENROLLMENT OPTIONS PROGRAM FORM with the assistance of the appropriate high school staff and submit the form to the Admissions Office at the appropriate Ridgewater College Campus.
8. Students are allowed to drop with a 100% refund through the 10th day of the semester. Withdrawals after the 10th day of the semester require full payment for the contracted amount.

The above named school district authorizes Ridgewater College to provide educational services for the school year beginning July 1, 2025 and ending June 30, 2026.

School District Authorized Representative:

Holly Ward
Print Name

Ridgewater College Representative

Holly Ward
Sign Name

Date

6/26/2025
Date

RETURN TO: Ridgewater College
Business Office
2101 15th Avenue NW
Willmar, MN 56201

~~stacy~~ stacyS@duby.k12.mn.us
Billing E-mail Address

Title Funding Delay

2 messages

MSBA <msba@mnmsba.org>
Reply-To: MSBA <msba@mnmsba.org>
To: Holly Ward <hward@dwby.k12.mn.us>

Wed, Jul 2, 2025 at 3:44 PM

[View this email in your browser](#)



Title Funding Delay

July 2, 2025

Dear Superintendent and School Board Chair,

I am writing to inform you that we are aware the U.S. Department of Education (USDOE) has not yet released the federal funding for several critical formula programs, including:

- Title I-Part C (Migrant Education state grants)
- Title II-Part A (supporting effective instruction state grants)
- Title III-Part A (English language acquisition grants)
- Title IV-Part A (student support and academic enrichment grants)
- Title IV-Part B (21st century community learning centers/out-of-school time grants)

We understand the urgency of this issue, as the funds are typically released in May, and were expected to be released on July 1. Absent these funds, we can expect a significant financial impact on public school districts in Minnesota that rely on these funds to support students, educators, and school operations. Adult Basic Education state grants were also withheld. Nationally, an estimated \$6.8 billion is being withheld from our nation's public school districts without any clear indication that it will be released.

The Minnesota School Boards Association will continue to be actively engaged on this matter through advocacy and timely information updates. Through the Consortium of State School Boards Associations (COSSBA), we are in contact

with the appropriate congressional appropriators and congressional staff. COSSBA is also in contact with their colleagues at the U.S. Department of Education to gain clarity and advocate for the timely release of funds. We recognize the uncertainty this situation creates for school leaders across our state.

We also are aware that Minnesota Department of Education Commissioner Willie Jett has reached out to the USDOE Secretary to share his deep concern.

We encourage you to contact your U.S. House and Senate members to share the impact on your school district and students.

Thank you for your continued leadership and for all you do to support public education.

Sincerely,



Kirk Schneidawind, Executive Director
Minnesota School Boards Association



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1900 West Jefferson Avenue, St. Peter MN

[Unsubscribe from this list.](#)

Holly Ward <hward@dwby.k12.mn.us>
To: Stacy Stratmoen <stacys@dwby.k12.mn.us>

Wed, Jul 2, 2025 at 3:57 PM

Ugh

Begin forwarded message:

From: MSBA <msba@mnmsba.org>
Date: July 2, 2025 at 3:44:26 PM CDT
To: Holly Ward <hward@dwby.k12.mn.us>
Subject: Title Funding Delay
Reply-To: MSBA <msba@mnmsba.org>

[Quoted text hidden]

Language Access Plan: to Ensure Effective Communication with Multilingual Students and Families

DISTRICT DAWSON-BOYD LANGUAGE ACCESS PLAN

Currently, Dawson-Boyd Public Schools serves families who speak English and Spanish at home.

We are committed to making sure every family has clear, equitable access to school information and opportunities to participate fully in their child's education. Our Language Access Plan is designed to remove barriers and provide meaningful support for families who prefer communication in a language other than English.

This plan strengthens our school community by ensuring all families can engage in school events, communications, and decision-making processes. It reflects our commitment to creating a welcoming, inclusive environment where every voice is heard and valued.

Section 1: PURPOSE & AUTHORITY

Policy Foundation

This Language Access Plan is intended to align with

- [MN Statute 123B.32](#)
- [Title VI of the Civil Rights Act of 1964](#), 42 U.S.C. §2000 et seq.; Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- [Equal Educational Opportunity Act](#) (EEOA) required state and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

Definitions

American Sign Language (ASL)- A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement to the body. Along with non-manual markers such as facial expressions, head movements, shoulder rises, mouth morphemes, and movements of the body.

Bilingual Staff: are fluent in multiple languages but are not trained interpreters. They may assist with some translation and interpreting.

Interpretation- the act of listening to a communication in one language (source language) and orally converting it to another language (target language). Interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message and without adding the interpreter's own thoughts or opinions.

Interpreter - a person who provides interpreting services

Language Assistance Services: Oral, expressive, written, and technological support services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

Limited English Proficiency (LEP): Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer use of this term when referring to the intended beneficiaries of language access services.

English Learner (EL)-A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English language development instructions in a public school or charter setting.

Home Language- The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Primary Language-An individual's native tongue or the language in which an individual most effectively communicates.

Sight Translation-The oral translation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Remote Interpreting-Interpreting that is provided via telephone or video call.

Translator- A person who provides translation services.

Translation- The restating of written text from one language (source language) into an equivalent written text in another language (target language)

Vital Document- Materials deemed vital to ensuring access to educational services, programs, and activities or contain information required by law to translate or provide in audio format.

Code of Ethics and Standards of Practice

[Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages](#) MDE's version

Section 2: The Plan

Overview

Dawson-Boyd's District language access plan provides a blueprint for bringing the district into compliance with state and federal language access requirements, including how the district will increase its capacity to address language services and resources.

Dawson-Boyd Public Schools are committed to making sure language is never a barrier for students or families. Our goal is to ensure all families - regardless of the language they speak - can access important school information, take part in programs, and fully engage in their child's education.

Description of Services

Descriptive language assistance services offered by the district:

Examples: written translation, interpretation, bilingual staff, interpretation at school events (by request), Kettle Earbuds and Talking Points app.

Describe how parents and students can request assistance and what they can expect.

Parents and students who need language assistance may contact the school directly by phone. Our phone system includes a Spanish-language option in the automated message menu, which routes the call to a bilingual staff member. This staff member provides support in Spanish, helping families access the information or services they need. Families can expect respectful, timely assistance and, when necessary, follow-up communication to ensure their questions are fully addressed. This system ensures Spanish-speaking families have a clear and reliable pathway to support.

Implementation

At Dawson-Boyd Public Schools, responsibility for overseeing, developing, and modifying the Language Access Plan (LAP) is shared among the Multilingual (ML) teacher, the district administration, and the Cultural Liaison. The initial lead for the LAP is the ML teacher, who reviews the plan annually in collaboration with families during the district's Multilingual Family Night. This event provides an opportunity for parents to offer input and identify areas where additional support may be needed.

Following this review, the ML teacher works with the Cultural Liaison and district administrators to update the plan and ensure it reflects current needs. Any recommended changes are brought to the Superintendent and administrative team for approval and implementation. This team-based approach helps maintain consistency across buildings while staying responsive to family and student needs.

Building principals are responsible for carrying out the plan within their schools, ensuring that all staff are aware of procedures and supports. The Cultural Liaison provides translation and interpretation assistance, supports outreach, and helps coordinate with community partners when additional services are needed.

Dawson-Boyd also collaborates with regional organizations and service providers to strengthen cultural responsiveness and improve access to multilingual resources. Language assistance services are promoted through visible signage in school buildings, translated family communications, enrollment materials, and on the district website. Information about language access is also shared at school events and during parent-teacher conferences to ensure families know how to request help and what they can expect.

Identification and Assessment of Language Assistance Needs

For Parents and Guardians

At Dawson-Boyd Public Schools, families are asked to identify their preferred language for communication during the student enrollment process. This information is recorded in the district's student information system, allowing staff to provide appropriate language assistance, such as translated documents or access to a bilingual staff member. Families may update their language preference at any time by contacting the school office.

To support our Spanish-speaking families, we offer oral interpretation and written translation services as needed. In most cases, these services are provided in person or by a bilingual staff member within the district. When in-person services are not immediately available, remote support options - such as phone interpretation - are used to ensure timely assistance.

We also recognize that some families may have limited literacy skills in any language. To support those needs in a respectful and dignified way, our staff is trained to offer information verbally, check for understanding, and provide follow-up communication in a way that meets each family's preferences. Our goal is to make every family feel welcome, informed, and confident in their ability to engage with their child's education.

For Students

All families complete the Minnesota Language Survey (MNLS) during enrollment. This survey helps us understand each student's language background. If responses indicate the student may qualify for English Language Development (ELD) services, the district administers the state-approved language proficiency assessment to determine eligibility.

If a student qualifies, Dawson-Boyd notifies families within the required timeline using translated forms. The notification outlines the type and amount of ELD services their child will receive and informs families of their right to decline services. Additional details about our English Language Development programming are available by contacting the district's ML teacher.

Each year, English learners participate in the ACCESS assessment to monitor progress in English language development. When a student meets the state-established criteria for proficiency, they are exited from ELD services. Families receive written notice when a student no longer qualifies for support, along with information about how the district will continue to monitor the student's progress for the next two academic years.

Additional details about our English Language Development programming are available by contacting the district's ML teacher.

This process helps ensure that students and families receive meaningful language access, supports engagement, and strengthens communication throughout the school year.

Timeline

At Enrollment

- Families complete the Minnesota Language Survey as part of the student registration process.
- Home language data is entered into the district's student information system.
- Families indicating a language other than English receive follow-up to determine if language assistance is needed.

Ongoing Throughout the School Year

- Teachers, paraprofessionals, and office staff monitor for any communication challenges or language-related barriers.
- When concerns arise, staff work with families to clarify preferred communication methods (spoken or written, English or Spanish).
- Staff may request language assistance (e.g., interpreter or translation).

As Needed

- Spanish-language interpretation is provided for parent-teacher conferences, special education meetings, and other important events as needed.
- School communications are translated into Spanish when applicable.
- Bilingual staff provide support for real-time communication needs.

Biannually

- The district reviews the effectiveness of language assistance services and identifies any gaps.
- [Data tracking tools](#) and language preference records are updated.
- Staff receive training on how to request and access translation or interpretation services.
- Interpreter partnerships and translation resources are evaluated and renewed as needed.

Notice of Language Services

Dawson-Boyd Public Schools is committed to ensuring families know that language support is available to help them engage fully in their child's education. Language assistance services are advertised through multiple methods, the district website, enrollment materials, and printed school communications as needed. These notices include information in both English and Spanish and explain how to request translation or interpretation.

During key events translating services will be scheduled ahead of time and provided for events such as enrollment, conferences, parent-teacher meetings, school board meetings, and family engagement nights. Parents and students can request translation or interpreting services through bilingual staff, led by the district's Cultural Liaison. Staff members also proactively identify and offer assistance to families who may benefit from support based on the language noted in their student profile.

Training for Staff

To ensure consistent and effective implementation of the Language Access Plan, Dawson-Boyd Public Schools provides staff training on how to access and deliver language services. This includes reviewing procedures for identifying families who need assistance, requesting interpretation or translation, and communicating respectfully across language differences.

Training is offered annually as part of professional development days and new staff onboarding. It includes practical tools for working with bilingual staff, using translated materials, and understanding when to seek outside interpretation support. Training needs are identified through feedback from building administrators, staff observations, and updates in state or federal guidance. The district will continue to adapt training content to address areas of growth and ensure staff are equipped to support all families effectively.

Plan Maintenance

Dawson-Boyd Public Schools is committed to keeping the Language Access Plan current, relevant, and responsive to the needs of our students and families. The plan will be formally reviewed every two years by a team that includes the Multilingual (ML) teacher, Cultural Liaison, and district administration. This team will examine student demographic data, staff feedback, and family input—particularly from Multilingual Family Night and other community engagement events.

Any recommended updates will be based on changing student needs, new guidance from the Minnesota Department of Education, and the availability of local resources and support. The ML teacher will take the lead in drafting revisions, which will then be shared with the Superintendent and administrative team for review and approval.

In between formal review cycles, the team may make adjustments as needed to respond to new challenges or opportunities. The goal is to ensure that the plan remains a living, working document that strengthens communication, access, and equity across the district.

Community Engagement and Partnership-

Dawson-Boyd Public Schools believes that strong relationships with families and community partners are essential to student success. We collaborate with a range of local organizations to ensure families, particularly those whose first language is not English, have access to the resources, support, and opportunities they need to fully participate in school life.

Key partnerships include local faith communities, community service organizations, and Adult Basic Education (ABE) programs. These collaborations help us share information, connect families with services, and build trust beyond the school setting. For example, the district works with ABE providers to help parents strengthen English language skills, access employment resources, and support their children's learning at home.

Family input is a central part of our continuous improvement work. Each year, we host a Multilingual Family Night where families connect with staff, learn about school programs, ABE programming, parent advisory councils and share ideas for improving language access and communication. The event is designed to be welcoming, interactive, and responsive to family needs. Feedback gathered during this event directly informs updates to the Language Access Plan and other district priorities.

Dawson-Boyd also engages families and students through parent and student advisory councils. These groups offer input on topics such as student services, family-school communication, and inclusive programming. Building administrators are willing to meet with families to listen and learn from their experiences in more personal settings as well.

Our goal is to make every family feel valued, heard, and confident in their ability to contribute to their child's educational experience. By listening to community voices and honoring lived experiences, we continue to strengthen our schools and build meaningful connections across the district.

Emergency Communication Protocol

Dawson-Boyd Public Schools prioritizes the safety of all students, staff, and families. In the event of an emergency such as severe weather, a school safety concern, a public health alert, or a schedule change, the district communicates promptly and clearly using multiple communication channels.

The primary tool for emergency messaging is the district's student information system, which sends out automated phone calls, emails, and text messages to families. Parents and guardians are encouraged to keep their contact information up to date to ensure they receive timely alerts. Messages are written in clear, accessible language and translated into Spanish for families who have indicated a preference for communication in that language.

Inside school buildings, Dawson-Boyd uses visual signage and emergency protocol posters aligned with the "I Love U Guys" Standard Response Protocol. These signs use consistent language, simple instructions, and clear visual icons. Translated versions are posted alongside English signage to ensure all students and visitors understand what to do during drills or actual emergencies.

In addition to printed materials and messaging systems, bilingual staff and the Cultural Liaison are available to provide real-time interpretation and follow-up support for Spanish-speaking families. This helps ensure that all parents feel informed, reassured, and prepared in moments of urgency.

The district reviews emergency communication procedures regularly and includes them in staff training and safety drills to promote consistent and effective response across all buildings.

Section 3: Procedures

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

Staff are expected to respond to phone calls or in-person requests from individuals with language assistance needs by using multiple communication tools. This includes returning phone calls in the family's preferred language when possible, sending messages through the TalkingPoints platform when available, and using JMC to send school-wide or targeted messages in the home language recorded in the student information system.

These efforts are supported and led by the district's bilingual staff, who provide translation and interpretation during their designated service time. Building staff coordinate with the bilingual team to ensure timely and appropriate communication with families.

In addition, the Minnesota River Valley Education District (MRVED) provides professional development for Title III paraprofessionals and Cultural Liaisons three times per year. These trainings help staff strengthen their skills in culturally responsive communication, family engagement, and effective support strategies for multilingual learners and their families.

Contact Information

Holly Ward, Superintendent

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Shelby Moen, Multilingual Learner Teacher

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Erika Ramirez, Cultural Liaison

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Amy Hiedeman, Elementary Principal

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320-769-4590

Ryan Stotesbery

rstotesbery@dwby.k12.mn.us

320-769-7955

Resources

The [Refugee and Immigrant Helpline](#) is a new service that connects callers to information, resources and supports in communities across Minnesota. The Resettlement Programs Office needs your help sharing the Helpline with new Minnesotans, community organizations and anyone else who may benefit.

1-800-814-4806

Free Telehealth (Counseling) Services in English & Spanish <https://walkin.org/get-counseling-now/>

Migrant Program Resources

Local food shelf

Winter clothing drive

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date: 7/8/25

Person Completing Form: Cory Larson

Organization Represented: DB FB

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Discount Cards

Start Date & End Date: 8/11 - 8/25

Estimated Revenue From Activity: \$18000

Who Will Collect/Receipt Revenue: Stacy Strutsen

How Will Revenue Be Used: Misc. FB

Who Makes Decisions On How Revenue Will Be Disbursed: FB Staff

Cory Larson
Signature of Advisor / or /
Organization Representative

- ▶ For Office Use Only ◀
- ▶ Fundraiser ◀
- ▶ _____ Authorized ◀
- ▶ _____ Not Authorized

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date:

6/26/25

Person Completing Form:

Jami Sather

Organization Represented:

Afterglow

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Raffle Tickets

Start Date & End Date:

1/5/26 - 1/16/26

Estimated Revenue From Activity:

\$8,000

Who Will Collect/Receipt Revenue:

Andrea Larson

How Will Revenue Be Used:

Afterglow activities

Who Makes Decisions On How Revenue Will Be Disbursed:

Afterglow Committee

Jami Sather
Signature of Advisor / or /
Organization Representative

► For Office Use Only ◀
► Fundraiser ◀
► _____ Authorized ◀
► _____ Not Authorized ◀

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date:

6/26/25

Person Completing Form:

Jami Sather

Organization Represented:

Afterglow

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Burger feed

Start Date & End Date:

9/5/25

Estimated Revenue From Activity:

1,200

Who Will Collect/Receipt Revenue:

Andrea Larson

How Will Revenue Be Used:

for Prom Afterglow

Who Makes Decisions On How Revenue Will Be Disbursed:

Afterglow Committee

Jami Sather
Signature of Advisor / or /
Organization Representative

► For Office Use Only ◀
► Fundraiser ◀
► _____ Authorized ◀
► _____ Not Authorized ◀

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date:

6/26/25

Person Completing Form:

Jami Sather

Organization Represented:

Afterglow

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Burger feed

Start Date & End Date:

9/26/25

Estimated Revenue From Activity:

\$1,200

Who Will Collect/Receipt Revenue:

Andrea Larson

How Will Revenue Be Used:

for Prom Afterglow

Who Makes Decisions On How Revenue Will Be Disbursed:

Afterglow Committee

Jami Sather
Signature of Advisor / or /
Organization Representative

► For Office Use Only ◀
► Fundraiser ◀
► _____ Authorized ◀
► _____ Not Authorized ◀

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date:

7/11/2025

Person Completing Form:

Mattiah Kernen

Organization Represented:

Blackjack Childcare

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Free will Donation at family fun nights (5x/year)

Start Date & End Date:

July 11 2025 - July 11 2026

Estimated Revenue From Activity:

Who Will Collect/Receipt Revenue:

Mattiah Kernen

How Will Revenue Be Used:

Who Makes Decisions On How Revenue Will Be Disbursed:

Mattiah Kernen

Mattiah Kernen

Signature of Advisor / or /
Organization Representative

▶ For Office Use Only ◀
▶ Fundraiser ◀
▶ _____ Authorized ◀
▶ _____ Not Authorized ◀

2025-2026 Dawson-Boyd Extra-Curricular Fee Schedule

ATHLETICS			Grades 7-8	Grades 9-12
FALL-Cross Country, Girls Swimming, Girls Tennis, Volleyball			\$55.00	\$70.00
Football			\$55.00	\$80.00
WINTER-Basketball, Dance, Wrestling			\$55.00	\$70.00
SPRING-Baseball, Boys Tennis, Golf, Softball, Track			\$55.00	\$70.00
MAXIMUM ATHLETIC FEES				
Maximum Per Student			\$200.00	
Maximum Per Family			\$350.00	
ACTIVITIES			Grades 7-8	Grades 9-12
Knowledge Bowl			\$50.00	\$50.00
Musical			\$25.00	\$25.00
1 Act Play			\$50.00	\$50.00
Robotics			\$50.00	\$75.00
ATHLETIC PASSES				
Adult Season Pass			\$85.00	
Senior Citizen Season Pass (62+)			\$55.00	
Student Season Pass			\$40.00	
Family Season Pass			\$175.00	
Single Event (Adult)			\$8.00	
Single Event (Senior Citizen or Students)			\$5.00	
MISCELLANEOUS EXPENSES			FEE	
Orchestra Rental Grades 7-12			\$50.00	
Band Rental Grades 7-12			\$50.00	
Class Dues Grades 7-8			\$20.00	
Class Dues Grade 9-12			\$25.00	
Chromebook Grades 5-12			\$30.00	

Dawson-Boyd Preschool and School Readiness Parent Handbook 2025-2026



Four Year Old Teacher:

Kassi Albertson

kassia@dwby.k12.mn.us

Four Year Old Teacher:

Steph Kelly

skelly@dwby.k12.mn.us

Three Year Old Teacher:

Paige Diekmann

pdiekmann@dwby.k12.mn.us

School Readiness and

EC/FE Coordinator:

Kassi Albertson/Steph Kelly

kassia@dwby.k12.mn.us

skelly@dwby.k12.mn.us

Stevens Elementary Principal

Community Ed Coordinator:

Stevens Elementary

Amy Hiedeman

Carrie Kleven

ahiedeman@dwby.k12.mn.us

ckleven@dwby.k12.mn.us

(320)769-4590

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Many of the procedures are taken directly from the Stevens Elementary Handbook. Procedures that are listed or changes that are adopted in the Dawson-Boyd School or Stevens Elementary Handbooks will take precedence over procedures listed in this preschool handbook.

Dawson-Boyd Preschool/School Readiness Philosophy Program goals/objectives

Dawson-Boyd Preschool offers a wide variety of activities to encourage children with positive, growing experiences. The purpose of Dawson-Boyd Preschool is to provide all children with opportunities to participate in child development programs. This program's goal is to meet the individual needs of its students at appropriate levels of development in overall emotional, social, intellectual and physical development.

Dawson-Boyd Preschool/School Readiness activities encourage children attending to:

- Develop listening skills and participate in class activities.
- Develop self-help skills to be independent at school.
- Develop language and motor skills for school readiness.
- Develop social skills and interact with children the same age.

Parents can benefit from Dawson-Boyd Preschool/School Readiness by:

- Learning about your child's readiness skills.
- Discovering ways to support your child in school.
- Opportunities to share with other parents in informational classes.

Hours and Days of Operation

Three and Four Year Old Preschool/School Readiness classes begin in the fall when school starts. A calendar will be given out at the beginning of the school year. Classes begin at 8:30 a.m. and dismiss at 3:00 p.m.

Preschool Screening:

The early childhood years from birth to the start of kindergarten are an important time of rapid learning and growth. Early Childhood Screening is a check of how children are doing between the ages of 3 and 4. It identifies, at an early stage, possible learning or health concerns so that children can get needed help before starting school. Early Childhood Screening is not a kindergarten entrance test. All classes for Dawson-Boyd Preschool are partially funded with School Readiness dollars. Therefore, it is required that all children attending go through Preschool Screening within 90 days of admittance. Please make every effort to attend Preschool Screening on the scheduled date which is September 24, 2025. Parents will be contacted from the school prior to this date for appointments. There will be no preschool that day, as the teachers will be conducting the screening.

Four Year Olds: Children who are four by September 1 of the current year, are eligible to attend full day preschool. There is one option 4-Days a Week, Mon-Tues-Thurs-Fri. Children will be split into the two classrooms.

Start dates will be released closer to the start of the school year. Hours of Operation are: 8:30 a.m.-3:00 p.m.

Drop-off: Students should be dropped off at the Elementary Doors no earlier than 8:15 a.m. Children dropped off before 8:15 should be registered for Little Jacks and attend that until school starts.

Pick-up: Paraprofessionals or teachers will bring the children to meet their parents at the doors for pickup.

Three Year Olds: Children who are three by September 1 of the current year, are eligible to attend the whole day preschool. There are sessions Monday/Wednesday or Tuesday/Thursday.

Start dates will be released closer to the start of the school year. Hours of Operation are: 8:30 a.m.-3:00 p.m. for whole days.

Drop-Off: Students should be dropped off at the Preschool Doors no earlier than 8:15 a.m. Children dropped off earlier than the buses come in should be registered for Kids Clubhouse and attend that until starting time.

Pickups: Paraprofessionals or teachers will bring the children to meet their parents at the doors for pickup.

Communication

All teachers will be using Seesaw to communicate with families and share what is happening in the classrooms.

It is important that you check your child's backpack every day. A communication folder will be sent home daily. This folder will be used to send important papers, calendars, etc. Please check and return to your child's backpack.

If you would like to communicate with your child's teacher, you may send a note in the folder or email the teacher.

FREE Breakfast and Lunch

All children enrolled in Preschool-12th grade will receive FREE Meals for the 2025-26 School Year.

Tuition Fee Schedule and Plan for Payment

Fee Schedule and sliding fees - See Fee Schedule.

Fees are due and payable on the first of each month.

Payment options:

1) Cash or check payment by September 1 for entire school year or

2) Use of the Brightwheel app. This app will deduct payments from your credit card or debit card on a monthly basis.

If there is a concern regarding any of these pay systems or the parents' ability to pay, parents are asked to contact the Community Education Office immediately so that a solution may be worked out. If no such contact is made, non-payment can result in withdrawal of the child from the program.

NSF Checks

If a check is returned because of non-sufficient funds, cash will be required for the check amount and all bank processing fees.

Creative Curriculum is the curriculum used in all the preschool classrooms at Dawson-Boyd Preschool. Handwriting without Tears will also be used. Big Day for Pre-K curriculum will be used as additional resource material.

Immunizations

Current immunization records are required for all children in Dawson-Boyd Preschool. Minnesota Department of Health rules do not allow children to begin school without the immunization records on file.

Students with Special Needs

The preschool program works closely with the Stevens Elementary Special Education Department. As part of the Dawson-Boyd Public School District's commitment to providing the best education for all students, and in keeping with the special education laws of the State of Minnesota and federal government, our preschool program ensures that children with special needs have the opportunity to interact with their peers on a regular basis. This process involves giving children who participate in a special education the opportunity to participate in general education preschool classrooms for both social and academic learning experiences. The benefit of this type of programming is significant for all students. Children with special needs learn best from their peers through role modeling of appropriate social and behavioral skills. Typically developing children have the opportunity to act as mentors to their peers while learning compassion, perspective taking, and patience by working with children with developmental delays.

If you have concerns about your child's development, please visit with your child's teacher or make a referral by calling 1-866-693-GROW (4769) or by completing the only form found at <https://helpmegrowmn.org/HMG/Refer/index.html>.

School Supplies

A blanket for rest time (please label), a box of Kleenex, a hard plastic folder with 2 pockets, a water bottle (please label), a container of Clorox Wipes, a box of Crayola crayons, a box of Crayola Erasable Colored Pencils, a box of skinny crayola washable markers, change of clothes (please label and put in a labeled ziplock bag) and a large backpack. Please reach out to your child's teacher if you would like to donate additional supplies.

Parent Involvement

Parents are a child's first and most important teacher. Parents strengthen the quality of our program and are considered full partners in their child's development and learning. Research shows that early childhood programs involving both parents and children are more effective than programs that focus exclusively on the child. Children whose parents create a home environment that encourages learning and who are involved in their children's education are more successful in school.

Parents should also plan to:

- Participate in Early Childhood Screening with your child.
- Attend parent-teacher conferences to discuss your child's development. The focus of the conference will be the child's development and educational needs. Conferences are approximately 15 minutes in length.

Parent/Teacher conferences will be held twice a year, fall and spring. If any concerns arise between conferences, please contact the preschool teacher as the first resource through Seesaw, email or by phone.

Teachers will notify parents about scheduled conference times. See the school calendar for conference dates.

Drop off/Pick up/Transportation

When bringing your child to school please drop your child off at EC Playground. Supervision begins at 8:05.

Prairie Five Rides: Prairie Five Rides bus riders will be dropped off and picked up at the main elementary doors. Parents need to make their own arrangements with the Prairie Five Rides.

Bus Policy: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. Each family will receive a copy of the school district's School Bus Policy. Please familiarize your child with expectations on the bus.

Bus Pick Up: Students who reside in the city limits of Dawson are not eligible for bus pick-up, unless they reside north of Hwy 212. Students who reside 1 mile or more away from the school are eligible for bus pick up at pre-established bus stops.

Approved Pick up person(s): Only those people who have been designated as pick-up persons on the registration form will be able to pick up children from preschool. Staff will ask for photo identification if the person picking up the child is unknown to the staff person.

Under the influence procedure: This procedure is to insure the safety of all Dawson-Boyd Preschool families. If a parent or authorized pickup person arrives at Dawson-Boyd Preschool and appears to be intoxicated (or under the influence of drugs or alcohol and demonstrating behavior that raises concern about the safety of the child), the following procedures will be used: Staff will express the concern to the parent or authorized pickup person confidentially.

Staff will offer assistance in calling someone on their emergency card to provide transportation home. If staff feels that the child's safety is in danger, they may call 911 after the parent or authorized person leaves and provide them with the following information:

- Description of vehicle, direction the vehicle is traveling, license plate number.

Behavior Guidance Plan

Staff will use positive guidance in working with children to help them develop independence, self-control, self-esteem and respect for others.

Staff will arrange the classroom to facilitate positive behaviors by creating a safe and inclusive learning environment.

The program staff will teach cooperation and interact calmly with children, using a positive tone of voice necessary when children will be redirected toward constructive play activities. Staff establish smooth transitions to support expected school behavior in the classroom, lunchroom, playground, and other school

surroundings.

When redirection is not feasible or has not been successful, the discipline policy steps are as follows:

1. The child will be talked to by the teacher.
2. Time out for a few minutes.
3. Teachers will talk with the child and call the parents.

Emergency School Dismissal

If school should dismiss for weather or other reasons, it will be announced on KDMA, KLQP and WCCO radio. All students who are bused must have emergency housing in town if buses are unable to travel. You should also receive a phone call from the school through the phone messenger system.

Late Starts-The classes for four year olds and whole day three year olds will meet the same as the K-12 students on days with late starts.

Early Dismissal-No makeup days will be offered or held for early dismissal.

Emergency Procedures:

Fire-The preschool teacher will lead the class in an evacuation from the building. Specific escape routes are posted in the classroom. All classes will participate in fire drills with the K-12 school. Please go through the procedures for a fire drill with your child at home

Tornado-Children will be gathered together and led to the area designated for tornado evacuation for their classroom. Once in the designated area, children will sit with their heads down, away from windows and lights until the all-clear has been sounded. Please go through these procedures with your children and let them know that the tornado siren will be very loud. Tornado drills are conducted at school annually.

In the event of an actual tornado or fire, parents are asked to check-in with the classroom teacher or administration before taking their child from the building.

ALICE Drill-The school will have regular drills for emergency procedures that could involve an intruder in the building. Staff will be given training on possible responses in emergency situations, and will have training drills that involve all the children.

Illness Plan

Please notify us if your child is sick before 8:15 a.m. by calling the Stevens Elementary Office at (320)769-4590.

Please do not send your child if they are ill or you suspect that they are coming down with something. Do not send your child if they have a fever, need to be fever free for 24 hours, discharge from eyes or ears, undiagnosed rash, vomiting in a 24 hour period, or diarrhea.

Parents are required to notify Dawson-Boyd Preschool within 24 hours when a child has a contagious disease, lice, scabies, impetigo, ringworm or chicken pox.

Procedures from the Stevens Elementary Handbook will be followed if a student is identified as having lice in their hair. When they return, parents are to bring them to the health office to have their heads checked before going to class. They will be examined again at intervals to make sure no head lice were missed.

Plan for if a child gets sick at school-We will contact parents if a child becomes ill. You will be asked to pick up your child. If you are unable to pick them up immediately, the child will remain in the nurse's office.

Emergency Injury

In case of an emergency or injury at school which requires professional medical attention, beyond the care of the school nurse, parents will be notified immediately. If a parent cannot be reached, we will call the persons on the Emergency and Alternative Emergency Contact list. If necessary, we will immediately dial 9-1-1 and proceed with medical/dental help. Every effort will be made to contact parents as soon as possible.

Medications

If your child must take any kind of medication during school hours, please notify the school nurse and your child's teacher. The following is the procedure for medications, which are to be administered to students at school. The procedure is the same as listed in the Stevens Elementary handbook. If the procedure changes in that handbook, the Stevens Elementary Handbook will be followed.

1. Students requiring medications at school should be identified by the parents or a doctor. The school should then be notified.
2. Medications should be in the original bottle from the pharmacy. On the bottle should be listed the doctor's name, child's name, prescription name, and why the child is taking the medication.
3. The school must receive permission from the parent for the student to take the medication and a doctor's written order.

Substitute Staff

In the event that the preschool teacher must be absent, a substitute will be called from the list of Stevens' Elementary substitute teachers.

Personal Possessions

Label clothing that might be taken off at school (sweaters, hats, mittens, boots, snow pants, etc.) Any clothes that have been left at school and are not claimed will be put out on a table with the Elementary Lost & Found during conferences.

Appropriate Dress

Children will be painting and participating in a variety of activities. Please dress children appropriately for playground play as well as gym time and craft activities such as painting. Please make sure your child can also easily remove and do up their own clothes while toileting. An extra set of clothes should be kept at school in case of an accident.

Field Trips

Parent Permission slips will be sent home one week prior to the trip. Students must have a field trip form signed by a parent or guardian to be able to participate in a field trip. Parents are encouraged to attend field trips with their child.

Photo Release

A photo and media release form is included in the preschool forms. Photos may be used for news releases about field trips, special events, Community Education flyers or other publicity. If you do not want your child included in publicity, you may state that on the form.

Birthdays/Very Important Kid/Special Events/Sharing

Your child's birthday will be recognized on or close to the date. Summer birthdays will be noted as half-birthdays.

Very Important Kid dates will be noted on the monthly calendars. This is a special time for your child to shine! You may send family photos, share a favorite game or book.

Holiday parties are celebrated in Fall, Winter and on Valentine's Day.

Snacks

A snack is served to the children at afternoon classes. Parents may bring in snacks for special days. All food and drink items for snack, a school party, birthday or treat must be purchased at a store. Homemade food is not allowed in any classroom due to state laws. All snacks served should be from the approved food list for schools.

Suggestions for Healthy Snacks-Fresh fruit: apples, bananas, pears, etc. Fresh vegetables: carrots, broccoli, cauliflower, celery, baked tortilla chips and salsa; Baby carrots and low-fat dip; Low-fat string cheese and whole wheat crackers; Frozen juice bars; Yogurt; Graham Crackers; Unsweetened fruit cups; Unsweetened applesauce; Small boxes of Raisins, Dried fruit; Pretzels; Soy Nuts; 100% Juice; Water

Dawson-Boyd Preschool Curriculum focuses on the Early Childhood Indicators of Progress

Social and Emotional Development: The students are encouraged to play with each other to learn correct and appropriate behavior with peers, language when approaching other students, sharing of items/toys, and how to successfully express their thoughts and feelings. The students also discuss their feelings, thoughts, and talk through each situation when there is a problem or issue needing to be resolved. They learn through experiences in the classroom, outside, and in their daily routine.

Approaches to Learning: Students work on counting with math, patterns, science activities, and academic concepts such as letters, sounds of letters, writing their names, following directions, and using appropriate behavior. They also experience a repetitive day of activities based on the daily routine of school. Students gain skills to strengthen their knowledge of attitude, behavior and learning style in their environment.

Language and Literacy Development: The students learn the alphabet and writing through a curriculum called Handwriting without Tears. They also learn through repetition of flashcards, songs, books, and learning activities aligned with the letter of the week or theme for the week. Each child has the opportunity to share stories or experiences throughout the day to build sentence structure and memory by retelling a story. Each child works on rhyming, letters, sounds of the alphabet, and writing their names. Students will learn to write their names in upper and lower case. Handwriting Without Tears teaches them to write other words in all uppercase block letters first and then transitions to lower case.

Creativity and the Arts: Students are able to express themselves through process art, and product art. The students are able to draw, evaluate, and explain their masterpiece, which allows them to have ownership and expand their thinking and reasoning skills. They are encouraged daily to draw, cut, and create open ended art pieces, and teacher directed projects. Students participate in music with movements and actions.

Cognitive Development: The students explore the alphabet, numbers, shapes, and colors; careers and

community helpers. They also problem solve using math and science topics, and their experiences in the world. Students learn the basic components for Kindergarten and a school environment. Through themed activities and review of concepts, the students are better able to retain and demonstrate their new knowledge. Students are also able to demonstrate their abilities through conversation, writing, and picture identification.

Physical and Motor Development: Students are exposed to physical, gross motor (outdoor play) and fine motor activities (sensory activities and art/craft time) daily. Students participate in Stimulating Maturity through Accelerated Readiness Training, (SMART) curriculum engaging students in movement breaks, and a SMART course to increase their balance, core and body movement. Nutrition, safety and self-help skills are taught to ensure students understand living a healthy life and being independent.

The curriculum series used in the classrooms include: Creative Curriculum, Big Day for Pre-K, and Handwriting Without Tears. The primary assessment tool used is the Work Sampling System.

Dawson-Boyd Preschool and School Readiness

2025-2026 School Year

3, 4, & 5 Year Old Children

Sponsored by Dawson-Boyd Preschool and
School Readiness in Stevens Elementary in Dawson.
All classes are supported by School Readiness Funding

FEE SCHEDULE: FULL DAYS

Four Year Olds
\$369.00/month for 4 full days/week
Three Year Olds
\$220.00/month for 2 full days/week

Reduced Fee Schedule*for Full Days:

**If your family qualifies under Reduced Lunch and School Readiness guidelines*
your fees are as follows:**

Four Year Olds
\$319.00/month for 4 full days/week
Three Year Olds
\$190.00/month for 2 full days/week

If your family qualifies under Free Lunch and School Readiness guidelines*, your fees are as follows:

Four Year Olds
\$285.00/month for 4 full days/week
Three Year Olds
\$171.00/month for 2 full days/week

Fees are due and payable on the first of each month and are considered late by the fifth of the month.

Payment

***Use of the Brightwheel program that will deduct payments on a monthly basis.
Community Education at ckleven@dwby.k12.mn.us or (320)312-2317***

*You may qualify for our reduced fee schedule, which is based on family income levels and School Readiness Guidelines. Paperwork to determine your family's qualifications for "Reduced" or "Free" lunch are available at www.dawsonboydschools.org or Pathway Scholarships will also be available.

Childcare

Choices

Little Jacks is offered for children ages 33 months-PreK. Little Jacks was developed to align with our Preschool Program in order to have child care on non-school days. Preschool supplemented with Little Jacks provides a place for your child to attend Monday through Friday. Little Jacks offers a variety of experiences, along with a curriculum to provide individual growth and development of each child. COSTS: \$35.00/Day, \$45.00/Day Drop-In

JR Jacks is our before and after school program for children ages Kindergarten through 12 years old. Jr Jacks provide care before and after school whenever it is in session. Additionally, Jr Jacks provide care full days on many non-school days as well as during the summer. Children are provided with hands-on learning opportunities that encourage them to explore, learn and grow based on their own interests, Homework help is also provided on a daily basis. Transportation to all Summer Rec activities will also be provided for anyone attending Jr Jacks. COSTS: \$31.00/Day, \$45.00/Day, Drop-In, Before School \$5.00/Day & \$8.00/Day Drop-In, After School \$10.00/Day & \$13.00/Day, Drop-In, 2 Hour Late Start \$10.00/Day.

We are open from 7:00AM-5:30PM daily, and 8:00AM-4:00PM on snow days. We offer both contracted daily rates as well as drop-in rates, provided space is available.

CONTACT Mattiah Kemen to enroll your child in Little Jacks or JR Jacks (320)312-2447

STEVENS ELEMENTARY

Dawson-Boyd Public Schools



Small School. Big Opportunities.

2025-2026

Parent/Student Handbook

"Anchored in Excellence—Driven by Character, Guided by Purpose."



SCHOOL SONG:

Come on you Blackjacks, FIGHT,
we're all for you;

To school and team and colors always true,
We'll show Blackjack loyalty through and through
and let them know that we will
FIGHT! FIGHT! FIGHT!

For black and gold we'll send a cheer on high,
And let the wide world know a victory's nigh.
So let's all give that Blackjack battle cry!
GO! FIGHT! WIN!

SCHOOL COLORS

BLACK AND GOLD

SCHOOL MASCOT

BLACKJACK RABBIT

[*] Notice required by statute
[**] Notice required by policy

Dawson-Boyd Public Schools District Contact Information

Stevens Elementary
848 Chestnut Street
Dawson, MN 56232
320-769-4590
Fax Number: 320-769-4502
www.dawsonboypschools.org

Name	Position	Phone	Email
Amy Hiedeman	Elementary Principal	320-312-2309	ahiedeman@dwby.k12.mn.us
Laurel Stratmoen	Elementary Administrative Asst	320-312-2308	lstratmoen@dwby.k12.mn.us
Leah Prestholdt	School Nurse	320-312-2312	lprestholdt@dwby.k12.mn.us
Darla Swedzinski	School Social Worker	320-312-2375	dswedz@dwby.k12.mn.us
Camey Maland	Food Service Director	320-312-2314	cmaland@dwby.k12.mn.us
Rebecca Mortenson	Human Rights Officer	320-312-2316	rebeccam@dwby.k12.mn.us
Ryan Stotesbery	Secondary Principal	320-312-2306	rstotesbery@dwby.k12.mn.us
Chelsie Bothun	Secondary Administrative Asst	320-312-2303	cbothun@dwby.k12.mn.us
Andrea Knutson	Student Support Coordinator/MTSS Coordinator	320-312-2375	aknutson@dwby.k12.mn.us
Holly Ward	Superintendent/ Community Education	320-312-2301	hward@dwby.k12.mn.us
Stacy Stratmoen	Director of Finance	320-312-2302	stacys@dwby.k12.mn.us
	Human Resources	320-312-2304	
Carrie Kleven	Director of Activities, Transportation, and Community Ed Coordinator	320-312-2318	ckleven@dwby.k12.mn.us

[*] Notice required by statute
 [**] Notice required by policy

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[*] Notice required by statute

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[*] Notice required by statute

[**] Notice required by policy



Small School. Big Opportunities.

Dear Parents and Students,

Welcome to Stevens Elementary! We are excited for another great year and thank you for entrusting your child/children with us!

This handbook has been designed to familiarize you with Stevens Elementary School. Feel free to communicate your concerns or questions at any time.

Thank you for the part you play in making Dawson-Boyd Public Schools an exceptional learning community.

Please take time to read through the handbook with your children. The time you spend will help to set the tone for the school year. As you look at our handbook I want to note the handbook is laid out in four parts:

1. Information
 2. Academics
 3. Rules & Discipline
 4. Health & Safety
- Please remember to call or email the elementary office by 8:30 if your child will be tardy or absent [320-769-4590 (press 4 for attendance)/lstratmoen@dwby.k12.mn.us]. Review the section of the handbook that refers to attendance. It will guide you as to attendance expectations. Attendance is key to your child's success. **Please try to schedule appointments and such outside of the school day.**
 - Remember electronic devices are the responsibility of the student when in the school setting. School will not be responsible for lost or damaged items. Please visit with your child before you send any items of value to school. Devices may not be used during the school day unless under the supervision of the classroom teacher - this includes WATCHES used to text and communicate.

I look forward to partnering with you for a successful year of growth for the students and staff of Stevens Elementary.

Sincerely,

Amy Hiedeman

Stevens Elementary Principal | Dawson-Boyd School District

ahiedeman@dwby.k12.mn.us

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." -MLK, Jr

[*] Notice required by statute

[**] Notice required by policy

STEVENS ELEMENTARY WILL HONOR AND UPHOLD ALL POLICIES AS SET FORTH BY THE DAWSON-BOYD PUBLIC SCHOOL BOARD OF EDUCATION. ALL POLICIES ARE ON FILE IN THE DISTRICT OFFICE AT 848 CHESTNUT STREET IN DAWSON AND AVAILABLE UPON YOUR REQUEST.

Additionally, policies can be found on the school district's webpage at [Dawson-Boyd Policies](#).

THANK YOU FOR BEING A PARTNER IN THE EDUCATION OF THE YOUTH OF THE DISTRICT.



[*] Notice required by statute
[**] Notice required by policy

PART I - INFORMATION

District 378 Elementary Employee/Personnel List
2025-2026

Board of Education

Tonya KellyChairperson

Clint Schindler

Lynn Marotzke

Cameron Jurgenson

Megan Lynch

Chris Schacherer

Carli Bothun

Administration

Holly Ward

Superintendent

Ryan Stotesbery

Secondary Principal

Amy Hiedeman

Elementary Principal

Carrie Kleven

Activities Director

Transportation Director

Community Ed

Coordinator

Elementary Staff

Jennifer Mork

Kindergarten

Christina Wolner

Kindergarten

Cali Anderson

First Grade

Hailey Gritmacker

First Grade

Alicia Croatt

Second Grade

Bethany Wager

Second Grade

Karla Erickson

Third Grade

Jeri Popma

Third Grade

Chelsea Ludvigson

Fourth Grade

Jami Sather

Fourth Grade

Patti Mork

Fifth Grade

Amber Omland

Fifth Grade

[*] Notice required by statute
[**] Notice required by policy

Tobi Kemen	Sixth Grade
Janelle Stender	Sixth Grade
Chris Lehne	Music/Band
Brandon Hurley	Music/Vocal
Allysa Hurley	Music/Orchestra
Hank Ireland	Physical Education
Preston Schwegel	Physical Education
McKenna Streich	Speech/Language
Kali Connor	Speech/Language
Nichole Andrews	Special Education
Kallie Blascyk	Special Education
	Special Education
Shelby Moen	ECSE/ELL
Darla Swedzinski	Social Worker
Kassi Albertson	DB Preschool/ECFE
Stephanie Kelly	DB Preschool/ECFE
Paige Diekmann	DB Preschool
Leah Prestholdt	School Nurse
Laurel Stratmoen	Administrative Assistant

Title I Support Staff

Amy Hiedeman, Title I Coordinator
 Andrea Enger
 Amy Schlemmer
 Eva Hernandez

Custodians

Chuck Stark
 Todd Henneberg
 Mark Torgerson
 Griseldo Bello Miranda
 Autumn Hinman

Library

Theresa Vogel

Food Service Director

Camey Maland

*For additional directory information, please visit www.dawsonboyschools.org.

[*] Notice required by statute
 [**] Notice required by policy

Arrival and Dismissal Hours

Supervision begins at **8:05** (bus arrival is between 8:05-8:10; students dropped off should NOT arrive prior to 8:05)

Playground or Gym (inclement weather)

Lunch room for Grades 1-6

First Bell (dismissal to classrooms):	8:20
Second Bell:	8:25
School day begins:	8:28
Dismissal	
Grades PreK-3	3:00
Grades 4-6	3:05

***Students are NOT to be on school property without supervision. Only those students having activities, music lessons, or those staying to do school work as requested by the teacher should remain after the regular dismissal times.

Junior Jacks is available for all students in grades pre-K through 6 that must arrive outside of the regular school hours. The hours of operation for Junior Jacks are 7:00 AM to 8:20 AM for the morning program and 3:00 PM to 5:30 PM for the after school program. Junior Jacks is available to preschool students on the days they are not in school. Enrollment information is available from the Community Education office/online.

Families will be notified by school administration in regard to student drop off/pick up before and after school. Specific instructions will be shared district wide designating bus loading/unloading areas, limitations on where parents/guardians may drop off or pick up students before and after school, etc.

Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar can be found in the appendix of this handbook or on the school district's website at www.dawsonboydschools.org.

Class Assignments

Classroom assignments are within the school district's discretion. All registered students will be given their classroom placements mid-August. Classroom teachers make suggestions for class lists for the following year based on the academic needs, behaviors, and social skills of the students in that grade level. This is done in May. Parent requests or concerns should be discussed with the elementary principal by the end of the second week of May to allow teachers sufficient time to make recommendations for class assignments. A notification will be issued to each family to allow for parental/guardian considerations via survey (this comes late April/early May each year).

Complaints/Concerns

If a parent or guardian has a concern or question in regard to a school policy, please contact the Principal's office. If the question concerns class work, please contact the teacher. If the parent feels the problem is still unresolved, he/she should then contact the Principal.

[*] Notice required by statute
[**] Notice required by policy

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

E-Learning Day Plan

Dawson-Boyd School District is fortunate to be able to address a school closing due to inclement weather through an E-Learning day. Our E-Learning Day Plan is included in the appendix of this handbook - outlining what these days entail. (This is not the same as distance learning due to COVID. This is a one day change of delivery due to uncontrolled circumstances - i.e. weather, water main break, no heat, etc.)

It is important to note that when the school is closed - but it is an E-Learning day, it WILL continue to be considered a school day that counts toward student attendance. Students and teachers will be expected to participate in E-Learning days and attendance will be taken. [eLearning Day Expectations Grid](#)

Employment Background Checks [*]

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct noncurriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees [*]

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate

[*] Notice required by statute
[**] Notice required by policy

in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the Stevens Elementary office and/or building principal.

Food in the Classrooms

Dawson-Boyd Schools encourages students to live a healthy lifestyle which supports good school performance. This includes staying well-nourished and hydrated while at school. We encourage the use of water bottles during the school day. Water bottles are permitted during class time. Students will have an opportunity for a snack time, led by their teacher.

Snacks offered during the school day and treats used as classroom rewards should make a positive contribution to children's diets and health, with an emphasis on fresh fruits and vegetables, water, low-fat milk, and other foods/beverages that are low in fat, sugar, salt and caffeine. For more information, please consult the district's Wellness Policy.

Food Services

Food Service Contact Information: Questions about food services and billing may be directed to the Dawson-Boyd Food Service Manager.

Ala Carte: A La Carte selections are available for students in grades 5 and 6 at the lunch hour. If students are using ala carte to charge, parents must fill out a form to approve a la carte purchases. This form is located online in "Documents & Forms – Food Service" and is also available in both the high school and elementary offices.

Milk with Sack Lunch: Students bringing their own lunch may purchase milk for the cost of 40 cents a carton (\$0.40). Students may either purchase a strip of 10 milk tickets in the office for \$4.00 or the price of a carton of milk can be deducted from their lunch account.

Breakfast/Lunch Program:

Breakfast and lunch are free for all students. Students who choose to have additional helpings/extra milk will need to purchase these items. Parents/guardians must fill out a form to approve these purchases and money should be deposited in the student's lunch account.

[*] Notice required by statute
[**] Notice required by policy

Every family will receive an Educational Benefits form. Every family is encouraged to fill out the form regardless of income. This is a confidential form and only viewed by the school officials in charge of this part of the lunch program and those whom parents/guardians give permission to through a release. Parts of school funding and fees for programs are connected to the educational benefits qualification. Qualifying families may choose to accept/deny any financial assistance. We would appreciate every family completing this paperwork. This paperwork is used for reduced activity fees, preschool tuition and fees, summer food programs, etc.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the *Dawson-Boyd School Board*. Participation in non approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Holiday Celebrations and Parties

Dawson-Boyd Schools recognize that communities acknowledge and celebrate for varying reasons, which may include cultural holidays and celebrations, dances, and birthdays. Our district strives to be an inclusive and welcoming institution. However, we also recognize the constraints of time. Instructional time is important, so celebrations will be limited. Three seasonal parties are planned on a cooperative basis by pupils and teachers. Parents may opt out from any school celebration by contacting their teacher and/or building principal.

Birthday parties must be organized outside the school hours to eliminate hard feelings for youngsters not invited. Party invitations must be distributed outside of school. Children are permitted to bring their classmates a treat on their birthday. Treats must be purchased rather than homemade and meet USDA Smart Snack school nutrition guidelines. More information is available in the district's wellness policy. Please contact the school if you have questions.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library and Media Center

The library/media center is open 8:30 am - 3:00 pm . Students may use the library/media center during the school day only when a supervisor is present.

[*] Notice required by statute
[**] Notice required by policy

Local Newspaper and School Publicity

Stevens Elementary is proud to inform the community of school events through the use of newspapers, radio, online tools, and letters. Public information shall include names and photos of students participating in or attending extra-curricular activities, school events, and engaging in classroom instruction except on social media platforms. Please contact the elementary office if you have concerns about the use of names and photos used to promote our school to the community. Consent is given on the Media Release Form returned annually.

Lost and Found

Parents are encouraged to label items that come to school. Writing a name on a coat, baseball glove, sweatshirt, eyeglasses, etc. will help all lost items to be returned to the owner. All articles found by students and school staff will either be in the **Lost and Found** near the elementary office. Please do your best to monitor your things. We have several items that go unclaimed. They are donated locally each quarter.

Messages to Students

Office and classroom phones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Messages will be delivered to classroom teachers to pass on to students. Personal cell phone use - including watches and gizmos, etc - during the instructional day is prohibited.

Nondiscrimination [*]

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated a district's human rights officer to handle inquiries regarding nondiscrimination.

CONTACT: Rebecca Mortenson

Human Rights Officer, 848 Chestnut St., Dawson, MN 56232

Phone: 320-769-2955

rebeccam@dwby.k12.mn.us

Notice of Violent Behavior by Students []**

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent Teacher Conferences

Parent and teacher conferences will be held twice during the school year -

- **Monday, October 13 and Tuesday, October 14**
 - these are typically 20 minute scheduled conferences
 - EACH student PreK-6 will have a conference time
 - Scheduling is done in collaboration with families
 - Be watching for information on conferences in mid-September

[*] Notice required by statute

[**] Notice required by policy

- **Tuesday, March 24**

- these are scheduled only at teacher request
- not all students will have a conference

For more information, contact the building principal.

Parent Volunteers

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school building or classroom, parents/guardians should contact the building principal. Parents/guardians who visit the school should sign in at the Stevens Elementary Office before entering a classroom. Volunteers will be given a visitors pass and should check out upon departure. All volunteering should be prearranged with the classroom teacher prior to the date of volunteering. For more information, please contact the building principal.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America daily. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Schedule

A schedule is needed to ensure smooth operation of the school. The daily school schedule is often building specific and within the building principal's authority to determine. Information on daily class schedules specific to the various grade levels can be found on teacher websites at www.dawsonboydschools.org.

School Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Students are reminded that they too are spectators at sporting events. No rough play or throwing of objects is allowed. Students should pick up their mess before they leave the event. This will assist the custodians and show respect for our school. Be considerate of everyone around you. We want the event to be enjoyable for everyone in attendance. Students are to respect the requests of supervisors.

[*] Notice required by statute
[**] Notice required by policy

No rough and tumble games will be allowed at High School football games. Students' footballs and other equipment will be confiscated. Students can pick up their property at the end of the 3rd quarter of the game.

Admission prices for athletic events:

Athletic Passes	
Season Pass (Adult)	\$85.00
Senior Season Pass (62+)	\$55.00
Student Season Pass	\$40.00
Family Season Pass	\$175.00
Single Event (Adult)	\$8.00
Single Event (62+ and non-DB Student)	\$5.00

The Dawson-Boyd School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact *the activities/athletic director*.

School Closing Procedures

School may be canceled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over KLQP. The JMC Messenger system makes notification via phone/text/email if contact information is submitted and current.

Do not send your child to school if you think that weather conditions are a threat to the safety of your child. Early dismissal announcements due to rapidly changing weather conditions may occur at any time. Please listen to the radio stations and keep aware of phone messages/email if conditions look questionable.

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

[*] Notice required by statute
 [**] Notice required by policy

- Lockers and Personal Possessions Within a Locker [*]

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Elementary school lockers do not lock nor are students to use padlocks on lockers. Parents and students should take note of this policy when personal possessions are involved. Do not leave money or other valuables in your locker or desk. It is best to leave items of value at home. The school is not responsible for replacement of personal items lost or stolen from lockers or desks.

- Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

- Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Student Publications and Materials

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non School-sponsored publications may not be distributed without prior approval.

- Distribution of Non School-Sponsored Materials on School Premises [**]

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete policy listed on the district website - "Distribution of Non School-Sponsored Materials on School Premises by Students and Employees" policy.

- School-Sponsored Media

School district policy 512 sets forth the rights and responsibilities of student journalists. Student media advisers shall supervise student writers journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and

[*] Notice required by statute
[**] Notice required by policy

participating in school activities will be under the supervision of a student media adviser and the school principal.. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. advocates sexual, racial, or religious harassment or violence or prejudice; or
10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

Student Records [*]

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see the complete "Student Records" policy listed on the district website. A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be obtained at the district office.

Student Surveys [*]

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see the complete "Student Surveys" policy listed on the district website. A complete copy of the school district's "Student Surveys" policy may be obtained at the district office.

Transportation of Public School Students

The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

- Extracurricular Transportation

[*] Notice required by statute
[**] Notice required by policy

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

[NOTE: The school board determines whether to provide transportation for students, spectators, or participants to and from extracurricular activities. If the school district does not provide extracurricular transportation, students who wish to participate or watch are responsible for arranging for or providing their own transportation.]

Video and Audio Recording

- **School Buses**

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

- **Places Other Than Buses**

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

[*] *Notice required by statute*
[**] *Notice required by policy*

PART II - ACADEMICS

Academic Integrity

Students are to do their own work unless they are involved in a teacher-guided cooperative learning group activity.

Students guilty of cheating and plagiarism, as determined by the teacher, will be subject to consequences that may include

no credit for work, detention, and/or other consequences deemed appropriate by the teacher and/or building principal.

Academic Integrity will focus on two primary areas:

1. Transparency and Accountability
2. Use of online technology, but maintain original work

AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or submitting AI-generated content as one's own is considered plagiarism. AI can be used as a tool for research, to generate ideas, and to assist with learning, provided it is done transparently and with proper attribution. This includes what data it processes and how decisions are made.

Guidelines for AI use:

DO:

- Use AI programs as smart search engines that present information in ways easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent; attribute AI text and images properly when you use them in your own work.

DON'T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper attribution.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.
- Use AI when your teacher expressly forbids it.

Students shall not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on your own, using AI tools as a supplement rather than a replacement for your own work. Students shall not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity. Students should not assume that AI responses are always correct as AI can generate fake results.

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities

[*] Notice required by statute
[**] Notice required by policy

for students with an IEP, contact the building principal and/or your child's special education case manager.

Field Trips

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

All class trips must be cleared and planned through the principal. You will be notified when your child's class is planning a trip outside of Dawson's city limits. You will be asked to give your permission for him/her to go with the group. If financial assistance is needed for field trip costs, please contact the building principal.

Please make sure your child is on time for the field trip. Schedules for trip days are very tight and cannot be delayed by a tardy student. Also, please make sure your child knows what to do when the bus arrives back in town if the trip extends beyond the school day. If they will not be picked up at school please send a note notifying the teacher of alternative plans.

Grades

Students' grades will be reported quarterly - four times during the year. Report cards will be sent home with students the week after the end of the quarter for review. The final report card will be mailed following the end of the school year.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly. Parents/guardians are encouraged to consult the teacher with any questions or concerns.

Lyceums/Program Attendance

Students can be excused from any lyceum or program. Parents must send a written and signed note requesting a student to be excused. Students must report to the elementary office during the excused period.

Music Lessons

Students may begin playing an orchestra instrument as early as 3rd grade. Parents wanting information about the possibility of their child taking lessons on a stringed instrument should contact the elementary office. The orchestra director will then contact you.

If your child wishes to start lessons on other band instruments, you should contact the band instructor through the high school office. Students are expected to pay for their musical supplies and a music fee for program participation. Lessons begin the summer before the 5th grade year.

The participation fee for participation in band and/or orchestra is \$10 per student. All students must purchase their own practice books.

[*] Notice required by statute
[**] Notice required by policy

Physical Education

Physical education classes will be conducted for the students in grades K-6. Students should have a good pair of tennis shoes to wear to class. Students should also wear suitable clothing. Parents will be notified in advance of units requiring special dress (swimming, etc.). Reminding students to bring proper clothing will be most helpful.

A student will be excused from participation in physical activities only if a written note from the parent is received. The note should include a written explanation of why the student should be excused, the date, and the signature of the parent. The elementary office may require medical documentation to excuse students from participation.

Promotion and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the building principal.

State Testing

The following tests are currently required by the Minnesota Department of Education:

3rd & 4th Grade	Reading and Math
5th Grade	Reading, Math and Science
6th Grade	Reading and Math
K-6th Grade	ACCESS testing for students who qualify as an English Language Learner student.

The Parent/Guardian Guide to Statewide Testing is included in the Appendix of the Student Handbook. This document is also located on the school and Minnesota Department of Education website and may be used by parents/guardians.

Student Supports

If a classroom teacher finds a student is having a problem academically, medically, behaviorally, socially, or emotionally, he/she will first refer the child to the Teacher Assistance Team. The team will assist in planning interventions to address the problems. If further evaluations are needed after failed interventions, the child is referred to the Child Study Team. The team reviews the problem/s and decides the types of evaluations that need to be done. After all the evaluations are completed, the parents and all staff members who have contact with the child will meet to discuss the problems and seek appropriate solutions. All members at the staffing cooperatively reach decisions as a team on the most appropriate programming for the child.

Special Services/Programs: Programs are available in the school to assist in meeting individual student needs. They are listed here:

- **School Social Worker:** The district employs two school social workers, one in the Elementary and one in the Secondary, that are available to you and your child. Parents having questions about what a school social worker can offer please contact the elementary office.

[*] Notice required by statute
[**] Notice required by policy

- **Title I**—the Title I Program is available for students in K-5 who qualify in the area of reading and math. It offers supportive instruction to those students needing an extra boost in these areas.
- **Education Express:** This is an after school and summer program for qualifying students for the purpose of reinforcement of reading, math, and writing skills.
- **Speech services**—are provided in an individualized or small group setting. The program focuses on the needs of the individual child, primarily in the areas of articulation and total language development.
- **Adaptive Phy Ed**—the regular physical education program is supplemented with adaptive skills for students with special needs in this area.
- **Special Education**—special education is provided for students who need those services. In special education, a child’s program is planned cooperatively with the classroom teacher, special education staff, and the child’s parents. Social and emotional skills, as well as academics, are an important part of these programs. Staffings are held with staff and parents to evaluate progress and to plan the program components.
- **Early Childhood Special Education**—a preschool program is provided for children, ages birth to kindergarten, who have special needs. This is an inter-agency program for all qualifying children in the county. Services are typically provided in the mainstream setting.
- **Dawson-Boyd Preschool**—Dawson-Boyd Community Education offers a couple options for preschool – 4 year old 4 day, and 3 year old 2 day. Information for preschool can be obtained from Dawson-Boyd Community Education.
- **Early Childhood Family Education (ECFE)**—this is another early childhood option funded through community education.

Summer Education Express/Extended School Day

The school district may provide summer school and extended school day learning opportunities. We run this program through Targeted Services and call it Education Express. The purpose of Education Express is to enrich reading and math skills through innovative and creative teaching strategies for students who are at risk and need additional support. This program runs through the school year as an extended school day on Tuesdays and Thursdays (Late October through the end of March).

Classroom teachers make referrals of students they believe would benefit from this additional learning support. Students have to have a teacher referral to enroll. For more information, contact the building principal.

Parent Right to Know [*]

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child’s classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

[*] Notice required by statute
 [**] Notice required by policy

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.is not highly qualified.

[*] *Notice required by statute*
[**] *Notice required by policy*

PART III – RULES AND DISCIPLINE

Attendance []**

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability.

Attendance is a responsibility shared by the students, parents or guardians, teachers and administration. The goal is to ensure absences are **infrequent**. It is the responsibility of the school to enforce the compulsory attendance laws and the students' responsibility to be in school. The following procedures will assist in developing good communication between the home and school in matters of school attendance.

- 1) **Please call/email the Stevens Elementary office by 8:30 am** if your child is absent or tardy for any reason. The elementary number is (320)769-4590. We have a voice mail system that is active 24 hours a day. We will attempt to call those families from whom we do not receive calls. **We complete well-child checks if we have not heard from families and have been unsuccessful in reaching household members.**
- 2) If an absence/tardy is anticipated, please inform the **elementary office** in advance to help your child's teacher plan for the absence. If you are sending a note, please address it to the **office**. If you're notifying the classroom teacher via email, please include our office administrative assistant.
- 3) On occasion, you may need to take your child out of class for a short period of time before the end of the school day. **Please come to the office and sign them out.** No child will be allowed to leave his/her classroom early without clearance from the school office.
- 4) Regular attendance is essential for success in school: therefore, **absences shall be excused only for necessary and important reasons** including illness, bereavement, other family emergencies, doctor/dentist **appointments that cannot reasonably be scheduled during non-school time**. **If you are missing school and attending an appointment, please turn in documentation of your appointment.** Recurring and ongoing illness may require doctor verification. You will be contacted by the building principal with a request for this documentation when necessary.

Reasons for absences/tardies that will be recorded as **unexcused** include, but are not limited to: Oversleeping, missing the bus, bus suspension, shopping, visiting friends, haircuts, staying home to care for a sibling or take care of housekeeping, family vacations (unless they are arranged ahead of time - one day will be unexcused the others excused), and reoccurring or on-going illness without the requested medical documentation after request from the Stevens Elementary office.

- 5) If your child is strongly resisting coming to school, we encourage you to contact your child's teacher for suggestions. If the problem persists please call the building principal to talk about support and assistance available to you to help improve attendance.

PLEASE CALL/EMAIL THE ELEMENTARY SCHOOL OFFICE BEFORE 8:30 a.m. IF YOUR CHILD IS ABSENT OR TARDY FOR ANY REASON.

[*] Notice required by statute
[**] Notice required by policy

Three unexcused absences will result in classifying the student as “continuing truant.” Families will be notified by the school office when this happens. Seven or more unexcused absences will result in classifying the student as “habitual truant” and may result in filing truancy with the county attorney. Families will be notified via mail of reports made to the county attorney.

Excessive excused absences may also result in necessary action from the elementary office. Chronic Absenteeism is based on the total days of school missed, including both excused and unexcused absences. This is critical; the number of days missed matters, not why they miss them – the detrimental impacts of missing school occur if a student misses - period. We define chronic absenteeism as missing 10 percent or more of school days per session. This roughly translates to four or more days a quarter or 17 days a year. Students who have been absent 10 percent or more school days should expect to provide documentation of reasons for absences. Families who have students with issues regarding chronic absenteeism will be contacted by the building principal via phone and in writing. If the problem persists, all stakeholders will be asked to meet to try to resolve the issue. Ultimately, attendance is the parents’ responsibility at the elementary level. If no resolution is found after the meeting, the building principal will contact family services and the county attorney.

Students are required to be in the classroom at the beginning of each class session. All tardy students will report to the office for a pass documenting the reason for their lateness. If the tardiness persists, students may be classified as “habitually tardy”. This may result in further action from the elementary office.

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. A school board must provide annual notice to parents of the school district's policy relating to a pupil's absence from school for religious observance.

For further information regarding attendance, see the “Student Attendance” policy.

- **Make-Up Work**

If a student cannot be at school, we appreciate having parents or other relatives stop by to get make-up work. Any work that is of such a nature that it can be done independently at home will assist the child in keeping up. If possible, please call before stopping in so we may have the make-up work ready for you. Children must expect to do make-up work when they have been absent. Usually this work is done during the regular day, at noon, or before or after school. Each teacher will develop his/her own policy in the length of time given to complete the make-up work - typically two days for every day absent.

Teachers are not expected to prepare work prior to a vacation or planned absence. Plans change and vary, therefore making it difficult to pre-assign work. Students will be responsible to make up work upon return to school.

Bullying Prohibition [*]

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information, see the school district’s “Bullying Prohibition” policy.

[*] Notice required by statute
[**] Notice required by policy

Buses – Conduct on School Buses and Consequences for Misbehavior []**

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

● Misconduct and Consequences

1st Offense-Warning.-Student may be assigned seat by driver.

2nd Offense-Report filed with Transportation Safety Director and Principal; consequences, such as detention, may be given (parent notified).

3rd Offense-Five day loss of riding privileges.

[*] *Notice required by statute*

[**] *Notice required by policy*

4th Offense-Twenty day loss of riding privileges. Parental conference required before privileges are reinstated.

5th Offense-Loss of riding privileges through the end of the year.

- **Other Discipline**

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

- **Records**

Records of bus misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety.

- **Vandalism/Bus Damage**

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks, may result in the loss of bus privileges until damages are paid.

- **Notice**

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus, and both rules and consequences will be periodically reviewed with students by the driver.

Parent and Guardian Involvement

1. Become familiar with District rules and policies.
2. Assist students in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of the students.
4. Support safe riding practices and reasonable discipline efforts.
5. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
6. Support procedures for emergency evacuation and procedures in emergencies as set up by the School District.
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.
9. Monitor bus stops, if possible.
10. Support all efforts to improve school bus safety.

- **Parent and Guardian Notification**

A copy of the school district bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents and guardians are asked to review the rules with their students.

Cell Phones and Other Electronic Communication Devices

Personal electronic devices are not allowed during the school day. Examples could include, but are not limited to the following: tablets, MP3 players, DS, video games, cell phones, Gizmos, Apple Watches (or the like) etc. These items will not be allowed for use during the hours of 8:10 AM to 3:05 PM. Students are allowed to have these items in their lockers during the day; however, misplaced/stolen valuables are not the responsibility of the school.

[*] Notice required by statute
[**] Notice required by policy

If a student needs to use their cell phone for an emergency, please go to the office to get permission to use it.

Dawson-Boyd Schools does not allow elementary students to record other students using cell phones/other personal recording devices on school property, in school vehicles, and at school related functions. Special permissions may be granted on field trips or on other special occasions through the building principal. Students who are recording for school events would be exempt with proper permission.

Discipline [*]

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law.

- **Student Conduct**

We believe a sound educational program cannot be achieved without appropriate student conduct and behavior. The main objective is to encourage the students to pursue continual growth in self-discipline and self-regulation. The emphasis will be on building upon the positive behavior of the students through effective role modeling by parents and staff members. We expect this good conduct will take place not only in the classroom, but also the lunchroom, playground, and hallways of our school.

We respect each student's rights and expect the students will, in turn, respect each classmate and staff members as well. This includes cooks, custodians, teachers, assistants, Title I personnel, noon hour supervisors, or anyone else employed here.

We also expect students to practice good manners in school. We expect the following to become an important part of every child's vocabulary: PLEASE, THANK YOU, I'M SORRY, and YOU'RE WELCOME. It helps a great deal if these words are stressed at home as well.

All of the above can only be accomplished if there's good cooperation between the home and the school. We NEED to work as a team.

The theme for Stevens Elementary this year will be "Right Now!" As in past years we plan to focus on growth in learning - taking risks, trying new things, embracing challenges, and encouraging others; however, we also want to push students to take risks and grow to find excitement in new learning. We want to create an environment for healthy growth for ALL students - academically, physically, mentally, and socially - in partnership with classmates, our school, our community, and ourselves. There will be roadblocks, but how we learn to get up and move on will define who we are as learners. We must work together to help our students develop their passion for learning and LOVE themselves and their experience at Stevens Elementary!

- **Statement of Policy**

"It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's education. Without discipline in the schools, learning cannot occur. Therefore, this district-wide school discipline policy has been adopted. It is the responsibility of the school board, administration, and teachers to safeguard the health and safety of each student. The school board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with state statute, state board of education regulations, and this

[*] Notice required by statute
[**] Notice required by policy

policy.” - Dawson-Boyd School Board.

The discipline procedures used at Dawson-Boyd Public Schools are designed to meet two goals:

1. Provide an orderly environment where students may pursue an education without interference.
2. To provide corrective help and guidance toward self-discipline for each student who violates school policies or the rights of others.

- Parent/Guardian Involvement

The ultimate responsibility for the behavior of a student rests with the student and their parents/guardians. The goal of the staff will be to correct the problem with a minimum of disruption to the life of the student. Persistent serious problems can result in conferences with the parents/guardians in an effort to find and implement a solution to the problem.

- Detention

The principal and teachers can assign detentions for the violation of classroom and school rules. The detentions will be served in coordination with the principal's office **before or after school** in increments of 15 minutes or a half hour. **Students must serve their detention within two days of when it was assigned. Detentions will not be allowed to accumulate.** If students do not serve the detention by the end of the two days, it will be doubled and must be served immediately. If a student does not serve their detention, a parent/guardian meeting will be scheduled. Students who ride the bus or participate in extracurricular activities are held to the same disciplinary measures as students who are not involved in these activities.

- Disciplinary Action Options

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor/school district personnel, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Detention or restriction of privileges;
- G. Loss of school privileges;
- H. In-school monitoring or revised class schedule;
- I. Referral to in-school support services;
- J. Referral to community resources or outside agency services;
- K. Financial restitution;
- L. Referral to police, other law enforcement agencies, or other appropriate authorities;
- M. A request for a petition to be filed in district court for juvenile delinquency adjudication;

[*] Notice required by statute
[**] Notice required by policy

- N. Out-of-school suspension under the Pupil Fair Dismissal Act;
- O. Preparation of an admission or readmission plan;
- P. Other disciplinary action as deemed appropriate by the school district.

[Stevens Elementary Strategies to Reduce Classroom Removal \(Also included in appendix\)](#)

For detailed information on the Student Code of Conduct and consequences for violations, see the "Student Discipline" policy.

Dress and Appearance

Dawson-Boyd dress code expectations are intended to promote excellence and a safe learning environment for every single student. We believe that part of identity development is also expressing oneself through clothing and style choices. However, there also must be parameters around the way we interact with one another and present ourselves within our learning environment. As such, our dress code is intended to be inclusive and responsive in reference to race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income and body type/size. The Dawson-Boyd dress code will be enforced during regular school hours. This is the joint responsibility of the student and the student's parent(s) or guardian(s). Parents are responsible for ensuring students are dressed appropriately for weather and conditions. Coaches/club advisors may make appropriate adjustments for practice and performance attire.

Standard of Excellence: Certain body parts must be covered for all students at all times.

The following body parts must be fully covered with opaque fabric: genitals, buttocks, chest, and undergarments (visible straps are allowed). All items listed in the "must wear" and "may wear" categories below must meet this basic standard of excellence.

Students Must Wear, while following the basic standard of excellence above:

A shirt (with fabric in the front, back, and on the sides under the arms), AND
Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND shoes

Students May Wear, as long as these items do not violate the standard of excellence as state above:

Religious, cultural headwear, head wraps/scarfs/do-rags.

Students Cannot Wear:

Clothing or accessories that:

- Hats and hoodie sweatshirts (hoods on head) (staff discretion in classrooms as outlined in syllabus/classroom rules) - Hats may be worn with approval by the principal for special events or if required in a medical situation.
- Depict violent images or language.
- Has images or language depicting drugs or alcohol (or any illegal item or activity)
- Creates a hostile or intimidating environment based on any protected class or marginalized group.
- Could be considered dangerous or could be used as a weapon.
- Bandanas (except for medical reason)
- Swimsuits (except required in class or athletic practice).
- Blankets, towels, or large coverings or draping.

[*] Notice required by statute
[**] Notice required by policy

Drug-Free School and Workplace

The possession and or use of alcohol, controlled substances, and toxic substances, medical cannabis, nonintoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication and Telehealth" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Harassment and Violence Prohibition [*]

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For detailed information see the school district's "Harassment and Violence Prohibition" policy.

Hazing Prohibition [*]

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. Please see the school district's "Hazing Prohibition" policy.

Internet Acceptable Use

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet, Technology, and Cell Phone Acceptable Use" policy is available at www.dawsonboydschools.org.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of

[*] Notice required by statute
[**] Notice required by policy

communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet, Technology, and Cell Phone Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form annually.

Lunchroom and Playground Expectations

Staff will see that all students use the restroom and wash their hands before going to the lunchroom. Students are encouraged to **try** the food they take or receive on their trays. Please notify the school nurse and food service if your child has a food allergy or special diet requirements. There is special paperwork that must be completed for accommodations.

Students must display good manners and appropriate behavior while in the lunchroom. They must at all times follow the direction of the noon hour supervisors and assistants. Failure to follow the rules and the direction of the supervisor and/or high school assistants may result in before/after school detention.

Appropriate consequences will be applied as determined by the noon hour supervisor, classroom teacher, and/or Principal.

General lunchroom rules may include:

- Keep hands and feet to yourself
- Keep your feet on the floor
- Use inside voices
- No running in the halls
- No one is to leave the lunch tables without the permission of the lunchroom supervisor

Outdoor Play: The school requires children to play outdoors during the noon hour when the weather permits. The temperature with a wind chill of zero degrees or below is used as a general guide as to whether students are inside or outside during the noon break. Students also stay inside on rainy days or if the playground is extremely muddy. Our first choice will always be to play outside. If for some reason a child is to stay in, a note from the doctor or parent dated that day is expected by the teacher. Excessive "staying in" shouldn't be necessary. During cold weather, children should be properly dressed to play outdoors. CHILDREN ARE TO WEAR BOOTS DURING RAINY OR SNOWY WEATHER.

[*] Notice required by statute
[**] Notice required by policy

General playground rules for recess may include:

1. No throwing pea rock or other items
2. No pushing
3. Do not block slides when others are coming down
4. No walking up slides
5. No walking or crawling on the outside of tubes
6. No fighting
7. No tattling. If you need help, make sure you let the noon hour aide know. Their job is to help you. Are you trying to help or trying to get somebody in trouble?
8. Show respect to everyone on the playground...students and adults
9. Remember Sorry is Good but Change is Better
10. No tackle football (Touch only)
11. Baseball/softball can be played only with soft balls and school issued bats
12. Please label the equipment you bring from home with your first and last name
13. No wandering in the hallways
14. STOP, THINK, ACT

Winter Guidelines

1. No throwing snowballs
2. Boots, hats, mittens, snow pants, and warm coats are a must
3. Students will stay indoors if the temperature/wind chill is zero degrees or below

Inside Gym Rules

1. No climbing in or around the bleachers
2. No dodge ball, football, or baseball/softball playing in the gym

Note: Any student who chooses not to follow the rules will have limited noon hour privileges and may result in before/after school detention.

Parking on School District Property

Visitors

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices **[**]**

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information see the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping

[*] Notice required by statute
[**] Notice required by policy

Awareness and Prevention Instruction” policy. Contact the building principal if you have questions or wish to report violations.

Vandalism

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the “School Weapons” policy, contact the building principal.

[*] *Notice required by statute*
[**] *Notice required by policy*

PART IV – HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the school nurse/principal's office. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan [*]

The school district has developed an asbestos management plan. A copy of this plan can be found in the district office and is available on the district's website.

Bicycles

Please discuss these bicycle safety rules with your children. Students who violate these rules may lose this privilege.

1. Bicycles **must be left in the bicycle racks** immediately after arriving at school.
2. Bicycles must not be ridden on the playground during the times immediately before, during, and after school.

Crisis Management

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

It is the responsibility of the student's parent(s) to update emergency contact information so it is kept current. This can be updated in JMC via the Parent Portal or by contacting the school office.

Health Information

• First Aid

The nurse's office is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

[*] Notice required by statute
[**] Notice required by policy

The district has installed automated external defibrillators (AEDs) in the following locations:

- Infant/Toddler Daycare Room
- Commons (near food services)
- High School Blackjack Commons
- Weight Room/Fitness Center
-

Tampering with any AED is prohibited and may result in discipline.

• Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The Dawson-Boyd School District uses recommendations from the Minnesota Department of Health (MDH), Center for Disease Control (CDC) and uses the [Hennepin County Child Care/School Manual](#) as a reference for exclusion and handling of infectious disease.

Often an early morning decision that parents have to make is whether their child is well enough to go to school. Not only may the child feel too sick to learn very much on those days, but they are also infecting other students and staff. Below are some guidelines, which will help you decide whether to send them or keep them home.

Fever: If a student has a temperature of 100 degrees or more, parents should keep their children home. If they have 100 degrees or more fever at school, parents will be called to come to pick up their child. They need to be fever-free for 24 hours before returning to school. Tylenol, Ibuprofen, and other similar medications will bring a fever down, but it does not mean that the child is still not sick. **They need to be fever free without taking medication for 24 hours.**

Often the temperature rises during the day. A slight fever in the morning will get much higher by noon. Often with a borderline temperature (99-100), kids might feel quite ill. Use your judgment about sending them when their fever is less than 100.

Vomiting and Diarrhea: Keep them home! Vomiting and diarrhea are not considered "normal". Often children will feel better after vomiting, but will quickly become ill again. Keep them home until they are free of symptoms for at least 24 hours after the last episode of vomiting and/or diarrhea.

Influenza/COVID-19/RSV: If your child comes down with symptoms of upper respiratory illness, they should be seen by a health care provider and remain out of school for the duration of time recommended by the physician. Symptoms include: fever, cough, body aches, headache, extreme fatigue, and sore throat.

Antibiotic treatment: If your child is on antibiotics for a communicable disease, such as strep throat, pink eye, etc, keep them home until they have been on the antibiotics for 24 hours. The exception would be for pertussis (whooping cough). They need to stay home for 5 full days of antibiotic treatment before returning to school. If they are going to continue on antibiotic treatment at school, be sure to follow the school's medication policy.

[*] Notice required by statute
[**] Notice required by policy

Chicken pox: Students with chickenpox need to stay home until all of the pox marks have scabbed over—generally for 7 days. If the student gets chicken pox from the vaccine, it is usually a mild case. But they need to stay home until the pox marks are all scabbed over. If you suspect your child has chicken pox, a physician's note will be needed before they can return to school.

Pink Eye: Your child may have redness, itching, pain, & drainage from the eyes. Your child may have a fever. Keep your child home from school if fever is present or your child is not healthy enough to participate in routine activities. Keep your child home if they cannot keep their hands off of their eyes, if there is a lot of discharge or if your child is complaining of pain. Antibiotics or a note from a health care provider is not required to return to school.

Head lice: The Dawson-Boyd School District follows the recommendations of the Minnesota Department of Health (MDH), Hennepin County Epidemiologists, the American Academy of Pediatrics (AAP), the Centers for Disease Control (CDC), and the National Association for School Nurses (NASN) regarding how to handle head lice in school.

Based on current evidence, the experts recommend that students identified as having eggs and/or head lice remain in school and not be excluded (sent home).

If suspected lice or confirmed lice: If a teacher or another staff member suspects a student may have head lice, they will send them to the health office to be checked. If active lice or nits (eggs) are found, the parent will be confidentially notified. The student can remain in school. The health office staff can help provide information to the parent/guardian about proper treatment.

Head lice are very treatable. Everyone in the family and close contacts should be checked for head lice and treated if found. Many different treatment methods are available. Pamphlets on treatment are available in the school health office.

Head lice are a bother, but in the scheme of things, temporary. Anyone can get head lice, although head lice do not jump from one person to another. Encourage your children not to share combs, brushes, hats, headbands, or other hair clips. The best way to catch lice before it becomes an outbreak is to build regular head checks at home.

Keeping healthy: During the season of flu and colds, it is important to try to remain as healthy as possible. Adequate sleep and nutrition will help. Keeping sick children home when they are ill, will prevent others from becoming ill. Vital is encouraging good, frequent hand washing.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

[*] Notice required by statute
[**] Notice required by policy

● **Health Service**

The model of nursing services in Stevens Elementary and Dawson-Boyd High School uses a full time registered nurse who serves in the health office performing health office clerical functions, first aid and episodic care (caring for ill and injured students), medication administration as well as the below functions. The school nurse works with families, students and staff to promote a healthy and safe environment.

Functions of the School Nurse:

- Coordinate, organize and manage all health services provided in the school district.
- Develop a system of first aid, illness, management, medication administration, emergency care and health related procedures.
- Assess and plan for students with health issues including training to teaching staff.
- Provide nursing care and care coordination for students with complex or chronic health needs.
- Provide care for students with mental health issues or severe mental illness that requires medical management and ongoing communication with school staff, health care providers and families.
- Participate as part of a special education team, providing nursing services as needed.
- Plan and provide a screen for health problems that impact a student's ability to learn (asthma, ADHD, vision, hearing, scoliosis) do follow-up with referral.
- Serve as a resource to staff, students, families regarding health concerns and health education and connect with resources in the community as needed.
- Coordinate prevention and control of communicable diseases.
- Provide immediate first aid and comfort to injured students.
- Provide care to students who become ill or have health concerns during the school day.
- Maintain documentation of immunizations and other health records.
- Administer medications and provide routine nursing care for students according to physician's orders and parent/guardian requests.

Health Screenings:

In Minnesota, no laws require periodic screening of students in the schools. We have determined that the health screenings offered to students will be hearing and vision, height, weight, color deficiency in boys, and scoliosis. These screenings will follow the guidelines recommended by the Minnesota Department of Health. The primary goal is to identify any difficulties that might impact a child's ability to learn with early detection and intervention. The purpose of periodic health screenings are to:

- Identify children who are not growing and developing normally
- Refer students with visual or hearing abnormalities that might interfere with their education or growth to health care professionals.
- Encourage parents to take responsibility for their child's growth, development, and follow up with referrals to health care professionals

Screening Schedule:

- Hearing, Vision, Heights and Weights for Students in grades K, 1, 2, 3, 5, 7, 8, 10 and 11 are completed in the fall
- Boys in Kindergarten grade will be tested for color deficiency (color blindness) in the fall
- Scoliosis screening of girls in 5th grade and 6th grade will be completed in the spring
- All new transfer students K-6th grade will be screened shortly after entering school as needed
- Any screening can be completed at any time if there are concerns by parent, teacher or the student themselves

[*] *Notice required by statute*

[**] *Notice required by policy*

REQUIRED PAPERWORK

Every year the following paperwork is required to start the school year. The forms can be found on the district website - teachers/staff - school nurse - website - forms:

- Annual School Health Information Form
- Seizure Action Plan - If your child has been diagnosed with seizures
- Asthma Action Plan - If your child has asthma
- Allergy Action Plan - If your child has a diagnosed allergy
- Diabetes Medical Management Plan - If your child has been diagnosed with diabetes
- Lactose Intolerance Form
- Authorization for Medication Administration - If your child need to take medication during the school day

Students who become sick at school should report to their teacher and see the school nurse. The school nurse and/or administrative assistant will arrange for students who get sick at school to go home early. Students should not contact their parents on their own.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. For more information call the school office or refer to the attendance section of the handbook.

• Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse or office administrative assistant. Please visit [Minnesota Department of Health Immunization Site](#) for more information.

• Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

[*] *Notice required by statute*
[**] *Notice required by policy*

Medication Administration Guidelines for Students Attending Dawson-Boyd High School and Stevens Elementary

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However, some students require administration of medications during the regular school day. In those situations, the following procedure will be followed.

Parent/Guardian Needs to Bring the Medication to School

If the parent/guardian is unable to bring the medication to school, they should make contact with the school nurse prior to sending the medication and also note the quantity of the medication being sent.

Physician Order for Medication and Parent/Guardian Authorization

Before medication (including over-the-counter, herbal or food supplements) will be dispensed by the school nurse, the school health office must receive authorization from the student's physician and from the parent/guardian. These forms are available online and from the school health office. For those students that have specified health concerns (allergy, asthma, etc) an Emergency Care Plan must accompany the authorization form. Medication Authorization forms are required at the start of each school year and automatically expire at the end of that school year. Students are allowed to carry their inhalers and Epipens with physician and parent/guardian authorization.

Prescription Medications

Prescription medications must be supplied in the original prescription bottle and completely labeled with: date, student's name, name and dose of the medication, name of prescribing physician, route of administration, when to take, duration and expiration date of medication. Prescription medications brought to school in any other container will not be administered. Questions regarding dosage and administration of the medications will be directed to the prescribing physician or the parent/guardian, at the discretion of the school nurse. Medications will be administered after questions have been resolved.

Over-the-Counter Medications

The school supplies a limited selection of over-the-counter medications such as acetaminophen, ibuprofen, Tums, cough syrup, anti-itch cream, cough drops and a few others. These items will only be administered to a student with parent/guardian permission found on the annual emergency contact form. All other over-the-counter preparations must be provided in the original labeled container. They will only be administered to the student according to physicians' orders and parent/guardian consent. Please forward any questions regarding specific over-the-counter medications and its use to the health office.

Sharing of Medications Prohibited

Students may not share prescription or over-the-counter medications with other students. Appropriate disciplinary action may be taken if necessary, upon the determination by the principal or his/her designee, after investigation that a violation of this procedure has taken place.

Unused Medications

When use of a medication has ceased or is no longer needed by the student, it is the parent/guardian's responsibility to retrieve unused medications from the school. Parents/guardians will receive a reminder that their student has medication left in

[*] *Notice required by statute*
[**] *Notice required by policy*

the health office. If the parent/guardian does not come to pick up the medication, or call the health office to make other arrangements for the medication to be sent home, unused medications will be disposed of by the school. Medication will not be kept in the health office over the summer for the intent to be used the next school year.

Dispensing of Medication by the School Nurse

The Dawson-Boyd School District employs one full time RN. This RN is responsible for management of all medications and the administration. There will be a substitute if the employed RN is unavailable to work. The substitute will be trained by the school nurse in proper ways to administer medication. To give any medication in school, the parent/guardian must provide the school with a written order from a physician. The prescribing physician should have a copy of a form needed to send to the school. The parent/guardian must also sign a parent authorization form. Authorization must include:

Student's Name, Name of the medication, Dosage, Time of day it is to be taken, Physician's signature, Parent signature

If there is a medication of any kind found in a student's possession, the teacher will contact the school health office. The parent/guardian will be asked to come and pick it up. The school's guidelines (listed above) will then be explained.

Medication Changes or Termination

It is the responsibility of the parent to notify the school when the medication changes or if the medication is terminated, and/or to obtain new orders.

Field Trips

The school nurse does not routinely accompany students on field trips. Prior to leaving the building, the nurse, teachers, parents/guardians, and students share in the responsibility for communicating health issues that may need to be addressed while on the field trip. If medication is needed during the time of the field trip, another district employee will be designated to assume this responsibility after receiving appropriate medication administration instruction. The student's parent/guardian may also choose to chaperone the field trip and dispense their child's medication.

● Suicide Prevention Information

School district issued identification cards to students in middle school or high school must provide contact information for the 988 Suicide and Crisis Lifeline (988 Lifeline), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school's student handbook.

The 988 Suicide & Crisis Lifeline is a national network of local crisis centers that provide free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week in the United States. When a call is made to 988 you will hear an automated message featuring additional options while your call is routed to your local Lifeline network crisis center. A trained crisis worker at your local center will answer the phone. This person will listen to you, understand how your problem is affecting you, provide support, and get you the help you need.

National Suicide & Crisis Lifeline – 988 (call or text)
Woodland Centers Mobile Crisis Response – 1-800-432-8781

[*] Notice required by statute
[**] Notice required by policy

Leaving School Grounds

Once here, a student is expected to remain at school until dismissed. Students are not allowed to return home for any reason once they have arrived at school except with parent permission. Students may not return home to get homework, swimsuits, etc. without the consent of an authorizing adult. A note and/or a telephone call to release the child from school are necessary. When the parent comes to pick up the child, it is necessary to sign the child out in the elementary office. This form must be completed in order for the child to be released. When picking up your child, please use the main entrance to the elementary building. **WE NEED TO KNOW WHERE CHILDREN ARE AT ALL TIMES.**

Pesticide Application Notice [*]

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting the district's head custodian and facilities maintenance supervisor.

Pets

Children who bring pets to school must do so with office approval. Pets cannot remain at school all day so an understanding must come between the parent and the child as to when the pet is to be taken back home. We will follow local board policy in relation to animals visiting campus.

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the elementary office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the front desk and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

[*] Notice required by statute
[**] Notice required by policy

APPENDIX

- [2025-2026 Dawson-Boyd School Calendar](#)
- [Stevens Elementary E-Learning Plan](#)
- [Stevens Elementary Strategies Reducing Removal of Students from Classrooms](#)
- [Parent/Guardian Guide and Refusal Form for Student Participation in Statewide Assessments](#) [*]
- [Pupil Fair Dismissal Act](#)
- [District Policies](#) (Policies noted in the handbook are in bold with direct links to the policy)
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DAWSON-BOYD HIGH SCHOOL

PARENT & STUDENT HANDBOOK

2025-2026



DAWSON-BOYD
BLACKJACKS

DAWSON-BOYD HIGH SCHOOL
848 CHESTNUT STREET
DAWSON, MN 56232
(320) 769-2955

www.dawsonboydschools.org

SCHOOL SONG:

Come on you Blackjacks, FIGHT,
we're all for you;

To school and team and colors always true,
We'll show Blackjack loyalty through and through
and let them know that we will
FIGHT! FIGHT! FIGHT!

For black and gold we'll send a cheer on high,
And let the wide world know a victory's nigh.
So let's all give that Blackjack battle cry!
GO! FIGHT! WIN!

SCHOOL COLORS

BLACK AND GOLD

SCHOOL MASCOT

BLACKJACK RABBIT

Dawson-Boyd Public Schools District Contact Information

Dawson-Boyd High School
848 Chestnut Street
Dawson, MN 56232
320-769-4590
Fax Number: 320-769-4502
www.dawsonboypdschools.org

Name	Position	Phone	Email
Ryan Stotesbery	Secondary Principal	320-312-2306	rstotesbery@dwby.k12.mn.us
Leah Prestholdt	School Nurse	320-312-2312	lprestholdt@dwby.k12.mn.us
Andrea Knutson	Student Support Coordinator/MTSS Coordinator	320-312-2375	aknutson@dwby.k12.mn.us
Camey Maland	Food Service Director	320-312-2314	cmaland@dwby.k12.mn.us
Rebecca Mortenson	School Counselor/ Human Rights Officer	320-312-2316	rebeccam@dwby.k12.mn.us
Chelsie Bothun	Secondary Administrative Asst	320-312-2303	cbothun@dwby.k12.mn.us
Holly Ward	Superintendent, Community Education	320-312-2301	hward@dwby.k12.mn.us
	Human Resources	320-312-2304	
Carrie Kleven	Activities Director/ Transportation Director/Comm. Ed	320-312-2318	ckleven@dwby.k12.mn.us

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- [2024-2025 Dawson-Boyd School Calendar](#)
- [Parent/Guardian Refusal for Student Participation in Statewide Assessments \[*\]](#)
- [Pupil Fair Dismissal Act](#)
- [District Policies](#) (Specific policies noted in the handbook are linked in the reference table)
- School District Policy Cross Reference Table

[*] Notice required by statute
[**] Notice required by policy

DAWSON-BOYD HIGH SCHOOL WILL HONOR AND UPHOLD ALL POLICIES AS SET FORTH BY THE DAWSON-BOYD PUBLIC SCHOOL BOARD OF EDUCATION. ALL POLICIES ARE ON FILE IN THE DISTRICT OFFICE AT 848 CHESTNUT STREET IN DAWSON AND AVAILABLE UPON YOUR REQUEST.

Additionally, policies can be found on the school district's webpage at [Dawson-Boyd Policies](#).

THANK YOU FOR BEING A PARTNER IN THE EDUCATION OF THE YOUTH OF THE DISTRICT.



[*] Notice required by statute
[**] Notice required by policy

PART I – INFORMATION

District 378 High School Personnel List 2025-2026

Board of Education

Tonya Kelly	Chair
Clint Schindler	Clerk
Chris Schacherer	Treasurer
Carli Bothun	Director
Megan Lynch	Director
Lynn Marotzke	Vice Chair
Cameron Jurgenson	Treasurer

Administration

Holly Ward	Superintendent, Community Education
Ryan Stotesbery	High School Principal
Amy Hiedeman	Elementary Principal
Carrie Kleven	Activities Director, Transportation Director, Community Education

High School Staff

John Shurb	Agriculture
Rebecca Mortenson	Counselor
Loral Webster	English, FACS
Sadie Solem	English
Kelly Tufto	English
Ashley Schacherer	Health, Service Learning
Preston Schwegel	Physical Education
Keith Knutson	Industrial Technology
Cory Larson	Math
Tony Aafedt	Math
Chris Lehne	Instrumental Music
Brandon Hurley	Vocal Music
Allysa Hurley	Orchestra
Leah Prestholdt	Nurse
Justin Wager	Science
Greg Wyum	Science
Kevin Brent	Social Studies
Jason Conover	Social Studies
Alyssa Croatt	Special Education
Nichole Swenson	Special Education
Danielle Wager	Special Education
	<u>Spanish/EL</u>
Andrea Knutson	School Success Coordinator, MTSS Coordinator
Chelsie Bothun	Administrative Assistant

Head Custodian

Chuck Stark

Food Service Director

Camey Maland

[*] Notice required by statute

[**] Notice required by policy

Arrival and Dismissal Hours

School building hours are 7:45 AM - 4:00 PM during regularly scheduled school days. Students in the building before or after these hours must be supervised by a staff member or coach/advisor. Dismissal for the high school is 3:12 each day. Bus loading/unloading area will be on the north side of the gym. Buses for activities, events, and practices will be located on the west side of the high school.

Backpacks

Student backpacks are required to remain in student lockers during the school day, unless approved by the building principal. Locks are the responsibility of the student. It is strongly recommended that a lock be used. Students are responsible for any missing backpacks and/or contents left in an unsecured area. Backpacks may be used upon request for students who may have an injury or other extenuating circumstance. Requests should be made to the building principal.

Bicycles

Students may ride their own bikes to and from school. Students may ride bikes home during lunch if parents communicate permission to the high school office. Reckless or dangerous bike use, or chronic tardiness returning from lunch, may result in loss of privileges. Students are responsible for locking their bikes during the school day.

Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar can be found in the Appendix of this document and on the school district's website at [2025-2026 School Calendar](#)

Complaints/Concerns

If a parent has a complaint, concern or question regarding a school policy, please contact the principal's office. Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. If the complaint is related to a discipline matter, the building principal can provide a copy of the written form to be completed and submitted. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

If the complaint concerns class work or a teacher, please use the following protocol:

Contact the teacher and address questions or concerns.

If the parent feels the problem is still unresolved, he/she should then contact the principal.

If the matter continues to be unresolved, he/she should contact the school superintendent.

Dances

School policy does not permit 7-12 dances. Dances are permitted for grades 9-12 or 7-9 and must conclude no later than 10:45 p.m. for grades 7-9; and no later than 11:30 p.m. for grades 9-12; this does not include Prom. The following rules apply:

- The principal is notified and approves at least 1 week in advance.
- Provide an adequate number of chaperones.
- Only students of Dawson-Boyd High School and guests are allowed to attend. Students/guests attending a 7-9 dance must be in 7-9 grade. Students/guests attending a 9-12 grade dance must be in 9-12 grade.
- Coats will not be worn into the dance. They will be left in the lobby/entry area.
- No pop or other containers can be brought into the dance.
- Students should remain by the gym. Other areas are off limits.

- No re-admittance after leaving the dance. The prom policy allows alumni, out-of-town guests and current sophomore aged students to attend prom activities as guests. (No one over 20 years of age will be allowed to attend.) Any guest other than Dawson-Boyd juniors and seniors must pay a cover charge to be determined by the classes.

- If a student is suspected of being under the influence of alcohol/drugs, notify the head chaperone at once. The head chaperone will call parents and the student will be required to leave the dance. The incident will be reported to the social worker, who is the head of the school's Chemical Pre-Assessment Team.

[*] Notice required by statute
[**] Notice required by policy

Decorations/Posters

An advisor or building principal must approve any poster or flier prior to being put up around the school.

E-Learning Day Plan

Dawson-Boyd High School E-Learning Plan days will be considered school days and will count towards student attendance. Teachers will have prep time from 8 AM until 10 AM when the assignment/activity for each class will be listed on Google Classroom. Teachers will be available from 10:00 am - 3:15 pm via email for any questions from students or parents.

The E-Learning Day is a day of attendance and is required for students. Attendance for high school students will be determined by the students completing the assignments/activities on Google Classroom by the next school day. Students who do not participate or complete the activities will receive an unexcused absence.

Teachers will have an online office hour via technology (google meet, zoom, etc) where students can connect with teachers live with questions or help on work. These hours will be communicated via google classroom, teacher website, and/or email.

If you do not have access to the internet, please contact your child's teachers or building principal to discuss options. No student will be marked unexcused if they do not have working internet access. [eLearning Day Expectations Grid](#)

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Employment Background Checks [*]

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct non curriculum-related meetings during non instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees [*]

Athletics

Payment of fees must be made prior to the first practice of the season in each sport. Any student who cannot afford to pay an extra-curricular fee should contact the athletic director. No refund will be made to anyone who voluntarily quits or who is cut by the coach for violating training rules. No refund will be made to students who transfer out of the school district after the 1st competitive event. Refunds will be made when a student is prevented by illness or injury from remaining in the activity until the first competition.

Athletics	Grades 7-8	Grades 9-12
Football	\$55.00	\$80.00
Volleyball	\$55.00	\$70.00
Cross Country	\$55.00	\$70.00
Swimming	\$55.00	\$70.00

[*] Notice required by statute
[**] Notice required by policy

Girls Tennis	\$55.00	\$70.00
Dance	\$55.00	\$70.00
Basketball	\$55.00	\$70.00
Wrestling	\$55.00	\$70.00
Track	\$55.00	\$70.00
Softball	\$55.00	\$70.00
Baseball	\$55.00	\$70.00
Golf	\$55.00	\$70.00
Boys Tennis	\$55.00	\$70.00
Activities	Grades 7-8	Grades 9-12
Knowledge Bowl	\$50.00	\$50.00
One Act / Drama	\$50.00	\$50.00
Speech	\$50.00	\$50.00
Robotics	\$50.00	\$75.00
Musical	\$25.00	\$25.00

Maximum Athletic Fees*	
Max per student	\$200.00
Max per family	\$350.00
Athletic Passes	
Adult Season Pass	\$85.00
Senior Season Pass (62+)	\$55.00
Student Season Pass	\$40.00
Family Season Pass	\$175.00
Single Event (Adult)	\$8.00
Single Event (Senior and non-DB Student)	\$5.00

Misc. Expenses	Grades	Fee
Orchestra Rental	7 - 12	\$50.00
Band Rental	7 - 12	\$50.00
Class Dues	7 - 8	\$20.00
Class Dues	9 - 12	\$25.00
Chromebook	7 - 12	\$30.00

NOTES:

1. Additional Trap League fees will be collected by coaches at the start of the season.

[*] Notice required by statute
 [**] Notice required by policy

2. Athletics: Payment of fees must be made prior to the first practice of the season in each sport. Any student who cannot afford to pay an extra-curricular fee should contact the athletic director. No refund will be made to anyone who voluntarily quits or who is cut by the coach for violating training rules. No refund will be made to students who transfer out of the school district after the first competitive event. Refunds will be made when a student is prevented by illness or injury from remaining in the activity until the first competition.

3. Music: School-owned instruments will have a fee of 35.00/yr. If a director asks a student who already owns an instrument to play a school-owned instrument, there will be no charge. If a director asks a student who does not own an instrument or a student (owns a different instrument) requests to play a school-owned instrument, there will be a charge.

4. All fees, detentions, and other student responsibilities will carry over from year to year. Students will not be allowed to participate in prom or commencement without completing these responsibilities.

5. If the band or orchestra director asks a student who already owns an instrument to play a school-owned instrument, there will be no charge. If a director asks a student who does not own an instrument or a student (owns a different instrument) requests to play a school-owned instrument, there will be a charge.

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- A school district-sponsored driver or motorcycle education training course.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the high school office or building principal.

Food Services

Dawson-Boyd Schools encourages students to live a healthy lifestyle which supports good school performance. This includes staying well-nourished and hydrated while at school. We encourage the use of water bottles during the school day. Water bottles are permitted during class time.

Ala Carte: A La Carte selections are available for students in grades 5 and 6 at the lunch hour. If students are using ala carte to charge, parents must fill out a form to approve a la carte purchases. This form is located online in "Documents & Forms – Food Service" and is also available in both the high school and elementary offices.

Breakfast and lunch are free for all students. Students who choose to have additional helpings/extra milk will need to purchase these items. Parents/guardians must fill out a form to approve these purchases and money should be deposited in the student's lunch account.

Every family will receive an Educational Benefits form and is encouraged to fill out the form regardless of income. This is a confidential form and only viewed by the school officials in charge of this part of the lunch program and those whom parents/guardians give permission to through a release. Parts of school funding and fees for programs are connected to the educational benefits qualification. Qualifying families may choose to accept/deny any financial assistance. We would appreciate every family completing this paperwork. This paperwork is used for reduced activity fees, preschool tuition and fees, summer food programs, etc.

[*] Notice required by statute
[**] Notice required by policy

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the school board. Participation in non approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Graduation Ceremony

Seniors in good standing (those who have finished all of their classroom obligations) are released from school five days before the school year ends. The senior class will meet with the principal in April to go over requirements for early dismissal and graduation. The building principal reserves the right to eliminate some or all of the early dismissal days as a disciplinary consequence. The student will receive a form that must be signed by all of the student's teachers, by the counselor, the principal and all outstanding fees must be paid. This form DOES NOT mean students have passed and will graduate, it means that everything is turned in to the teacher for the fourth quarter.

Seniors must accumulate 25 out of 26 credits to participate in the commencement ceremony. Students eligible to speak at commencement must be enrolled as a full time student for at least 5 semesters during grades 9-12 at DBHS. Gold "high honor" cords will be awarded to students with a cumulative GPA of 97%-100%. White "with honor" cords will be awarded to students with a cumulative GPA of 92%-96.9%.

Holiday Celebrations and Parties

Dawson-Boyd Schools recognize that communities acknowledge and celebrate for varying reasons, which may include cultural holidays and celebrations, dances, and birthdays. Our district strives to be an inclusive and welcoming institution. However, we also recognize the constraints of time. Instructional time is important, so celebrations will be limited. Three seasonal parties are planned on a cooperative basis by pupils and teachers. Parents may opt out from any school celebration by contacting their teacher and/or building principal.

Birthday parties must be organized outside the school hours to eliminate hard feelings for youngsters not invited. Party invitations must be distributed outside of school. Children are permitted to bring their classmates a treat on their birthday. Treats must be purchased rather than homemade and meet USDA Smart Snack school nutrition guidelines. More information is available in the district's wellness policy. Please contact the school if you have questions.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Local Newspaper and School Publicity

Dawson-Boyd High School is proud to inform the community of school events through the use of newspapers, radio, online tools, and letters. Public information shall include names and photos of students participating in or attending extra-curricular activities, school events, and engaging in classroom instruction except on social media platforms. Please contact the high school office if you have concerns about the use of names and photos used to promote our school to the community. Consent is given on the Media Release Form returned annually.

Lockers, Personal Possessions, Lost and Found

LOCKERS SHOULD BE LOCKED AT ALL TIMES. Students should not bring valuables or large amounts of money to school - if so, valuables should be checked into the high school office for safekeeping. Any valuables brought to school or left in lockers occurs at the students' risk. The school is not responsible for lost items. Students must provide their own lock for school and locker room lockers. Students are responsible for keeping lockers neat and clean. Varsity lockers go to varsity athletes during the season based upon availability and seniority.

[*] Notice required by statute
[**] Notice required by policy

All articles found should be turned into the high school office. Any lost item should be reported to the high school official. If items are not accounted for, they will be brought to a local thrift store or donated. Students should check with the high school office if they believe they are missing something. All items in the locker rooms must be locked and secured to ensure nothing is taken. The amount of time finding and disposing of items can vary depending on time of the school year, amount of accumulated items, or other factors - but typically items remain at school for a minimum of two weeks.

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials. The personal possessions of a student may be searched when school officials have reasonable suspicion the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Messages to Students

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited. If a student has an emergency that requires them to make a phone call, they should come to the high school office to call from a private space.

Nondiscrimination [*]

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated a district's human rights officer to handle inquiries regarding nondiscrimination.

Rebecca Mortenson
Human Rights Officer
848 Chestnut St.
Dawson, MN 56232
Phone: 320-769-2955
rebeccam@dwby.k12.mn.us

Notice of Violent Behavior by Students []**

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent and Teacher Conferences

Parent and teacher conferences will be held twice during the school year. For more information, contact the building principal.
Monday, October 14 and Tuesday, October 15
Tuesday, March 25

Pledge of Allegiance [*]

Students will recite the Pledge of Allegiance to the flag of the United States of America before announcements on the first day of every week school is in session. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

[*] Notice required by statute
[**] Notice required by policy

Schedule

The daily high school schedule is below. Other schedules may be used throughout the year depending on weather events, pepfests, and other events during the school day. These schedules can be found on the school website.

Period 1	8:30-9:12
Period 2	9:15-9:57
Period 3	10:00-10:42
Period 4	10:45-11:27
Sr. High 5	11:30-12:27
Jr. High Lunch	11:27-11:57
Sr. High Lunch	12:27-12:57
Jr. High 5	12:00-12:57
Period 6	1:00-1:42
Period 7	1:45-2:27
Period 8	2:30-3:12

Senior High Music Schedule

Orchestra	10:45 - 11:19
Band	11:19 - 11:53
Choir	11:53 - 12:27

Junior High Music Schedule

Band	12:00 - 12:29
Choir	12:29 - 12:57
Orchestra	1:00 - 1:42 every other day

School Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority. Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

The Dawson-Boyd School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable. Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact the athletic director.

School Closing Procedures

Dawson-Boyd Public Schools has implemented a telephone broadcast system (JMC) that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. School closings will continue to be announced on KLQP and through the JMC messenger system. All students who are bused should have emergency housing in town if buses are unable to travel. Parents and guardians must update the school when a phone number or other contact information has changed.

School-Sponsored Media Student Publications

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non School-sponsored publications may not be distributed without prior approval.

Distribution of Non School-Sponsored Materials on School Premises []**

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and

[*] Notice required by statute
[**] Notice required by policy

place and in a reasonable manner. For detailed information, see the complete policy listed on the district website - “Distribution of Non School-Sponsored Materials on School Premises by Students and Employees” policy.

School-Sponsored Media

School district policy 512 sets forth the rights and responsibilities of student journalists. Student media advisers shall supervise student journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

- is obscene to minors;
- is defamatory;
- is profane, harassing, threatening, or intimidating;
- constitutes an unwarranted invasion of privacy;
- violates federal or state law;
- causes a material and substantial disruption of school activities;
- is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
- advertises or promotes any product or service not permitted for minors by law;
- advocates sexual, racial, or religious harassment or violence or prejudice; or
- is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district’s actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

School Visitors

INDIVIDUALS VISITING THE SCHOOL MUST REPORT TO THE PRINCIPAL’S OFFICE.

Parents and guardians are always welcome to visit and take part in the educational process. Please make prior arrangements to visit by contacting the building principal at least 24 hours in advance.

Student visitors are not allowed during the school year. Exceptions can be made for a student interested in attending Dawson-Boyd High School in the future. Parents of interested students must contact the principal to initiate this request.

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. “Contraband” means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district’s “Student Discipline” policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker [*]

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students’ convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students’ personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Personal Possessions and Student’s Person

The personal possessions of a student and/or a student’s person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

[*] Notice required by statute
[**] Notice required by policy

Student Records [*]

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see the complete “Student Records” policy listed on the district website. A complete copy of the school district’s “Protection and Privacy of Pupil Records” policy may be obtained at the district office.

Student Surveys [*]

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see the complete “Student Surveys” policy listed on the district website. A complete copy of the school district’s “Student Surveys” policy may be obtained at the district office.

Vehicles on Campus

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student’s Motor Vehicle

The interior of a student’s motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student’s control upon a school official’s request.

Student Publications and Materials

The school district’s policy is to protect students’ free speech rights while, at the same time, preserving the district’s obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non School-sponsored publications may not be distributed without prior approval.

Distribution of Non School-Sponsored Materials on School Premises []**

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete “Distribution of Non School-Sponsored Materials on School Premises by Students and Employees” policy.

School-Sponsored Student Publications

The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

[*] Notice required by statute

[**] Notice required by policy

Expression in an official school publication or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Transportation of Public School Students

The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parents or guardian.

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

[NOTE: The school board determines whether to provide transportation for students, spectators, or participants to and from extracurricular activities. If the school district does not provide extracurricular transportation, students who wish to participate or watch are responsible for arranging for or providing their own transportation.]

Video and Audio Recording

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus. The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property.

PART II — ACADEMICS

Academic Integrity

Students are to do their own work unless they are involved in a teacher-guided cooperative learning group activity. Students guilty of cheating and plagiarism, as determined by the teacher, will be subject to consequences that may include no credit for work, detention, and/or other consequences deemed appropriate by the teacher and/or building principal. Academic Integrity will focus on two primary areas:

1. Transparency and Accountability
2. Use of online technology, but maintain original work

AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or submitting AI-generated content as one's own is considered plagiarism. AI can be used as a tool for research, to

[*] Notice required by statute
[**] Notice required by policy

generate ideas, and to assist with learning, provided it is done transparently and with proper attribution. This includes what data it processes and how decisions are made.

Guidelines for AI use:

DO:

- Use AI programs as smart search engines that present information in ways easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent; attribute AI text and images properly when you use them in your own work.

DON'T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper attribution.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.
- Use AI when your teacher expressly forbids it.

Students shall not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on your own, using AI tools as a supplement rather than a replacement for your own work. Students shall not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity. Students should not assume that AI responses are always correct as AI can generate fake results.

Alternative Educational Opportunities

Some students may be at risk of not continuing or completing their educational programs. The school district provides alternative learning options for students at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others.

Referrals to the Alternative Learning Center may be made for a variety of reasons. Students at risk of graduating on time are highly encouraged to attend the ALC to remain on track academically. Dawson-Boyd students attending the Alternative Learning Center in Montevideo are allowed to participate in the graduation ceremony provided they attend graduation practice. Guidelines for other activities and events will be communicated with these students. ALC students are allowed to be a part of and/or participate in the following:

- Senior T-Shirts
- Prom
- Graduation Ceremony
- Baccalaureate
- Yearbook
- Sports
- Class Rings

Athletics, Arts, and Eligibility

Physicals

Dawson-Boyd provides a complete and comprehensive athletic program for students. Students who participate in athletics are required to have a current physical (every 3 years) on file. Parents of 7th grade students should be aware that all 7th grade students are required to have an athletic physical before participating. The parents must sign an annual health questionnaire.

Dawson-Boyd High School is a member of the Minnesota State High School League. Athletes are subject to the rules and regulations of the MSHSL. Parents and students are required to read and sign a form, stating they understand the rules. This includes all athletic competitions plus music, speech, knowledge bowl, FCCLA, FFA, Student Council, drama and robotics.

Students who participate in athletics are required to pay fees. Fee amounts are listed on page nine of this handbook. Students who have difficulty in paying the fees should see the athletic director. If you have any questions about athletics, please contact the Athletic

[*] Notice required by statute
[**] Notice required by policy

Director, Mr. Tony Aafedt. All students participating in Minnesota State High School League (MSHSL) sanctioned activities must abide by MSHSL rules and school rules, as follows:

MOOD-ALTERING CHEMICALS (NON MSHSL/MSHSL)

If a student has been stopped by the police for a chemical violation, it is the student's responsibility to notify the athletic director on the next day that school is in session about the violation. If the violation occurs in the summer, the students must notify the school by phone or in person. If a student fails to notify the athletic director, additional disciplinary action may result.

I. PURPOSE

Every Dawson-Boyd student, whether participating in an extra-curricular activity OR not, referred for the first time to the pre-assessment team and who are determined to have been using or in possession of chemicals, will be required to participate in an awareness program set up by the school, or by the county officials where the student resides. The pre-assessment team consists of the building principal, athletic director, school counselor and high school social worker. The program set up by the school will be "INSIGHT", a four to seven hour, one-to-one awareness program. This program will be required after the first and second violations. However, Dawson-Boyd High School will not supersede any intervention programs required by local county officials or court systems. Following a third and subsequent violations, a student who voluntarily chooses to become a participant in a treatment program may become eligible for participation after a minimum period of 6 weeks after entering treatment if certain conditions are met. The Minnesota State High School League rules on alcohol, tobacco, drugs and marijuana (including edibles) will apply to all extra-curricular and to co-curricular activities as applicable. The INSIGHT program must be completed before a student can be reinstated into Dawson-Boyd High School activities. If a student is not involved in an extracurricular activity, the senior in good standing form will not be signed until the counseling is finished. If the student refuses to complete INSIGHT, they will not participate in the graduation ceremony.

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct as it relates to the use of mood-altering chemicals. Such compliance will enhance the school district's ability to maintain a positive educational culture.

The school district will take appropriate disciplinary action when students fail to adhere to the rules established by this policy.

II. GENERAL STATEMENT OF POLICY

All students participating in Minnesota State High School League (MSHSL) sanctioned activities must abide by MSHSL rules and school rules. During the calendar year, regardless of the quantity, a student shall not: (1) use or possess a beverage containing alcohol; (2) use or possess tobacco; or, (3) use or consume, have in possession, buy, sell, or giveaway any other controlled substance (including edibles). The policy applies continuously from the first signing of the student Eligibility Brochure. It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student's own use by her/his doctor.

III. DEFINITION OF POSSESSION

"Possession" shall be further defined as follows: When a student knows or reasonably should know that they are in the presence of, or in close proximity to, alcohol, tobacco or other mood altering chemicals (including edibles), the student is expected to immediately take reasonable steps to remove him/herself from the situation. If the student fails to remove themselves from the situation, the student

[*] Notice required by statute
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shall be deemed to be in “possession” for purposes of MSHSL activities, regardless of whether or not the student used or consumed alcohol, tobacco or other mood altering chemicals.

If a student is able to provide proof from law enforcement that no physical possession or consumption of alcohol, tobacco or other mood altering chemicals took place, no chemical violation will be administered but a suspension of 1 week or one event whichever is greater will be enforced.

This provision does not apply to situations where the student is in the presence of their parent(s)/guardian(s), when the student is present at a scheduled event or gathering in which identifiable parents or adults are present or when the student is present in a public establishment regulated by Minn.Stat. § 340A.

IV. PENALTIES

Activities sponsored by the Minnesota State High School League and the DBHS High School are listed in two (2) categories: If students are found guilty of a chemical violation, they must serve a penalty for all categories they are involved with.

A. ACTIVITIES IN CATEGORY I

	<u>Boys</u>	<u>Girls</u>
Fall	Football Cross Country	Volleyball Cross Country Tennis Swimming
Winter	Basketball Wrestling	Basketball Dance
Spring	Golf Track Baseball	Golf Track Softball Tennis

First Violation Penalty – Category I

After confirmation of the first violation, the student will lose eligibility for the next four consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, of a season in which the student is a participant. AS AN ALTERNATIVE: With the completion of the INSIGHT Program and 10 hours of community service, the student will lose eligibility for the next two consecutive interscholastic contests or 2 weeks, 14 calendar days, whichever is greater, of a season in which the student is a participant. The alternative agreement must be signed by the student, parent/guardian and Activity Director within 10 days of the violation.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in.

Athletic fees will not be waived for any student serving a chemical violation.

Second Violation Penalty – Category I

After confirmation of the second violation, the student will lose eligibility for the next twelve consecutive interscholastic contests or 4 weeks, 28 calendar days, whichever is greater, of a season in which the student is a participant.

AS AN ALTERNATIVE: With the completion of the INSIGHT Program and 15 hours of community service, the student will lose eligibility for the next six consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, of a season in which

[*] Notice required by statute
[**] Notice required by policy

the student is a participant. The alternative agreement must be signed by the student, parent/guardian and Activity Director within 10 days of the violation.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in.

Athletic fees will not be waived for any student serving a chemical violation.

Third and Subsequent Violation(s) Penalty – Category I

After confirmation of the third violation, the student shall lose eligibility for 12 months, or 365 days, from the date of the most recent infraction.

AS AN ALTERNATIVE: A student who voluntarily chooses to become a participant in a treatment program may become eligible for participation after a minimum period of 6 weeks after entering treatment if all of the following conditions are met:

- a. The student is assessed as chemically dependent,
- b. The student enters treatment voluntarily,
- c. The director of the treatment center certifies the student successfully completed the treatment program.
- d. The treatment option cannot be used for the first or second violation.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. All costs associated with the assessment are the responsibility of the parent/guardian. Any other violations for which the penalty has not been satisfied must still be served in full.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in. Athletic fees will not be waived for any student serving a chemical violation.

B. ACTIVITIES IN CATEGORY II

Speech	One Act Play	Robotics
Band	Choir	Trap Shooting
Knowledge Bowl	Orchestra	National Honor Society

MASTER CALENDAR OF EVENTS (If not in Speech/Knowledge Bowl)

Large Group Choir Contest
Large Group Orchestra Contest
Large Group Band Contest
Solos/Ensembles

School concerts are not included in the Master calendar of events for band, choir, and orchestra because the concert is part of the student's grade. The Master Calendar of Events for music is MSHSL sanctioned activities only.

PENALTIES FOR CATEGORY II ACTIVITIES

Penalties for Category II events must be served separately from Category I Activities.

First Violation Penalty – Category II

After confirmation of the first violation, the student shall lose eligibility for the next two (2) Master Calendar scheduled contests or two (2) weeks of a season in which the student is a participant, whichever is greater. Students in violation are not permitted to

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participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. in the designated two (2) weeks. No exception is permitted for a student who becomes a participant in a treatment program.

Second Violation Penalty – Category II

After confirmation of the second violation, the student shall lose eligibility in the next three (3) Master Calendar scheduled concerts or contests or six (6) weeks of the season in which the student is a participant, whichever is greatest. Students in violation are not permitted to participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. for the designated six (6) weeks. No exception is permitted for a student who becomes a participant in a treatment program. However, the student in violation must become involved in an approved treatment program before he/she can become reinstated in any school-sponsored activities. The director or a counselor of a chemical dependency treatment center must issue certification.

Third Violation Penalty – Category II

After confirmation of the third (3) or subsequent violation, the student shall lose eligibility for the next six (6) Master Calendar scheduled concerts or contests or nine (9) weeks of a season in which the student is a participant, whichever is greater. Students in violation are not to participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. for the designated nine (9) weeks.

If after the third subsequent violation, the student on his/her own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in Minnesota State High School League Activities after a minimum period of (6) weeks. The director or counselor of the chemical dependency treatment center must issue such certification.

PUBLIC PERFORMANCE:

These are events that include but are not limited to homecoming court, conventions, or any event where the student is representing Dawson-Boyd Public Schools. A student in violation is ineligible to be on the homecoming court for at least one calendar year from the date of administration. A student in violation will be ineligible from any public performance events, if they have not fulfilled their penalties in both Category I and II. Missing a public performance event will count towards a Category II event.

NOTES:

Unfilled Suspension: Any part of an unfilled suspension will be applied to the next season in which the student participates.

MSHSL Clause: If the penalty does not meet the minimum first violation MSHSL policy, the student will serve the MSHSL penalty for first violations. Tournaments: In-season tournaments shall count as one scheduled event.

Denial Disqualification: A student shall be disqualified for nine (9) additional weeks of participation beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate, and then is subsequently found guilty of the violation.

Participation While Serving a Suspension: A student shall be required to practice for a minimum of one sport to fulfill their suspension. If the student athlete is out for more than one sport in a 12-month period, they would be highly encouraged to attend all practices in order to develop their skills for future participation. The coach shall have a meeting with the athlete to determine their level of

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[**] Notice required by policy

participation while serving their suspension. The coach has discretion on the following items: 1) if the athlete will be issued a jersey, 2) if the athlete will practice, and 3) if the athletes will be allowed to attend games and sit with the team on the bench.

Accumulative Penalties: Penalties shall accumulate beginning with the student's first participation in a League activity and continuing through the student's high school career.

ACADEMIC ELIGIBILITY

Athletes must maintain academic eligibility to compete in interscholastic competition.

Failing Grades (F's): A student who has one or more F's on his/her report card, is ineligible for interscholastic competition for two weeks or two contests, whichever is greater. The two weeks or two contests begin on the day after the F-lists are printed. In two weeks, if student progress is satisfactory in all classes, eligibility will be restored. If not, students shall be ineligible for two additional weeks or two contests, whichever is greater.

Mid-Term Report: A student who has one or more F's reported on the mid-term report is ineligible for interscholastic competition beginning on the day after the mid-term report is printed. However, a student becoming ineligible under this clause may be made immediately eligible when each teacher reporting F grades signs off indicating sufficient progress has been made to upgrade the failing grade to a passing grade. If teachers do not sign off, students are ineligible for interscholastic competition for two weeks or two contests, whichever is greater.

Incompletes: A student who has one or more Incompletes on the report card is ineligible for interscholastic competition until all Incompletes are amended. If an Incomplete becomes an 'F', procedure for eligibility will follow item #2- above. Restoring eligibility is the student's responsibility. When Incompletes are made up, the student must pick up a form in the principal's office and have all teachers sign off to confirm satisfactory progress. When teachers issuing incompletes have signed off, eligibility is restored.

Carry Over: Ineligibilities shall carry over from the previous year (4th quarter marking period).

Class Rank/Academic Standing

[Provisions for recognizing class rank and awarding academic honors are local decisions. Insert school-specific class rank/academic standing provisions here. These provisions may include scholastic honors or highest-ranking graduates, for example. An individual student's specific class ranking information is protected private data under state and federal laws. Disclosure of a student's grade point average (GPA), class rank, or transcripts requires written permission of the parent, guardian, or eligible student.]

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

Field Trips

Field trips scheduled during the school year are part of the curriculum. Students must return a permission form signed by the parent/guardian in order to attend. The school will arrange supervision and transportation for the trip. All members of the field trip group are required to travel together, both coming and going, with a faculty representative. Students may be asked to bring money to cover the basic costs of the trip. If a student is not in good standing academically, behaviorally, or with attendance, the principal reserves the right to not allow a student to attend a field trip.

Grades

Grades will be reported each quarter during the year. Report cards will be available for review through JMC. If a parent or guardian requests a paper copy, one will be mailed for those students. Online grade reports may be reviewed at <https://sites.google.com/dwby.k12.mn.us/isd378/high-school/jmc-gradebook>

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GRADING SCALE

A	4.0	100	A-	3.7	97			
	3.9	99		3.6	96			
	3.8	98		3.5	95			
B+	3.4	94	B	3.1	91	B-	2.8	88
	3.3	93		3.0	90		2.7	87
	3.2	92		2.9	89		2.6	86
C+	2.5	85	C	2.2	82	C-	1.9	79
	2.4	84		2.1	81		1.8	78
	2.3	83		2.0	80		1.7	77
D+	1.6	76	D	1.3	73	D-	1.0	70
	1.5	75		1.2	72		0.9	69
	1.4	74		1.1	71		0.8	68
F	0.0	67 and below						

The honor roll is computed by an average of all subjects. Any D, F, or incomplete causes honor roll ineligibility. Students need to receive grades for six classes (credits) in any one grading period to be eligible for the honor roll. Students taking classes outside of DBHS will not be eligible for the honor roll or class rank until the high school counselor has received grades. Students must have a 2.9 average to qualify. In order for a student to be an honor graduate, they must maintain a 3.2 average, beginning in the 9th grade.

Weighted Grades Policy

Dawson-Boyd High School does not weigh grades. All classes use the same grading scale.

Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Dawson-Boyd High School. All students must also pass the state-identified proficiency tests, Minnesota comprehensive assessments, alternate assessments, and/or other applicable tests. Students will have the first opportunity to take a test in basic requirements in grade three. Parents may opt out of the statewide assessments for their student(s) by completing the form in *Appendix 12* and returning it to the school district office.

HIGH SCHOOL CREDITS FOR GRADUATION

High School Level Courses Required for Graduation		
Subject Area	Credits	Explanation
Language Arts	4	Must be sufficient to satisfy all academic standards in the English language arts.

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 [**] Notice required by policy

Mathematics	3	Must be sufficient to satisfy all of the academic standards in mathematics
Science	3	Must include one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12
Social Studies	3½	Must encompass at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies
Arts	1	Must be sufficient to satisfy all of the academic standards in the arts
Physical Education	“Credit”	Must be sufficient to satisfy the state standards in physical education
Health	“Credit”	Must be sufficient to satisfy the state standards in health upon adoption of statewide rules for implementing health standards under Minnesota Statutes, section 120B.021
Elective Courses	7 (minimum)	

Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12.

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

Minnesota Academic Standards, English Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards or Local Standards, Arts K-12

School District Required and Elective Standards

[*] Notice required by statute
 [**] Notice required by policy

All students must satisfactorily complete the following school district required and elective standards:

- Health (K-12);
- School District Standards, Career and Technical Education (K-12); and
- School District Standards, World Languages (K-12).

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the *[insert counselor, principal, or other position title here]*.

Students will start accumulating credits when they successfully pass classes during their 9th grade year. Students in grades 9-12 will need to meet the following credit and class requirements.

DBHS students will be required to accumulate the following credits:

- 4 credits of English
- 3 credits of Math, which includes Geometry, Algebra 2 and PST.
- 3 credits of Science, which includes Physical Science, Biology and Chemistry.
- 4 credits of Social Studies which includes 1 credit of US history, 1 credit of Geography, 1 credit of World History, .5 credit of Government and Citizenship, and .5 credit of Economics.
- .5 credit of Health and .5 credit of Physical Education
- 1 credit of art
- .5 credit Personal Finance
- All other credits are elective.

To be considered a full time student at DBHS, students must be enrolled and making steady progress toward a minimum of seven classes per day. Students are allowed a maximum of one study hall per year. Exceptions will be made by the administration on a case by case basis. Students enrolled in fewer than seven classes would not be considered full time students and would not be eligible for academic honors earned by full time students. This would include class rank and honor student status. In addition, any enrollment level less than seven credits would be considered an ‘F’ for that credit hour. This would be reflected on the student transcript and could result in academic ineligibility due to falling grades.

Full time students are not allowed to take a credit from an alternative learning center unless they have taken the DBHS required course and failed it for the year. For example, a full-time student who refused to take English 11 at DBHS would not be able to take an English 11 ALC course and transfer the credits to DBHS to fulfill this graduation requirement unless they had already failed the course at DBHS. Any student who fails a course may either re-enroll in the course the following year or may take summer school to make up the credit.

Students dropping classes at DBHS prior to the end of the semester will receive a 55% as a final semester grade for the course. This grade will be averaged into the student’s grade point average. The student will also be subject to the district’s academic eligibility guidelines.

STUDENTS HAVE ONE WEEK AT THE END OF EACH QUARTER TO COMPLETE ANY INCOMPLETES, IF THE TEACHER WILL ACCEPT LATE WORK. IF THE WORK IS NOT MADE UP DURING THAT TIME PERIOD, THE GRADE FOR THAT QUARTER IS FINAL. SPECIAL CIRCUMSTANCES MAY RESULT IN A LONGER PERIOD OF TIME TO COMPLETE AN INCOMPLETE - AS DETERMINED BY ADMINISTRATION.

Students Studying Abroad Senior Year

Students who choose to study abroad their senior year will need to meet with the school counselor to ensure they are taking the classes they need to fulfill DBHS graduation requirements. Only credits will be accepted for classes that are taken overseas. Students will still be eligible to be an honor graduate if they have met DBHS requirements.

This is the current transition plan. However, DBHS reserves the right to change the requirements as needed to accommodate state/federal laws or school board action. If there are changes to this current plan, students and parents will be given ample notice to make sure that their son/daughter would have the opportunity to successfully graduate.

Guidance and Counseling Services

[*] Notice required by statute
[**] Notice required by policy

The guidance and counseling department is committed to helping students, parents and staff to develop attitudes and skills that will enhance students' self-esteem, contribute to lifelong learning and promote successful relationships.

Transcripts: Transcripts are available upon request from the Guidance Office.

Post High School Planning: Guidance and Counseling Services are available to help students make educational and vocational plans, as well as helping individuals resolve personal problems. Individual counseling is available to students. Post-secondary institution admission requirements, including test results, high school G.P.A. and application deadlines will vary. Juniors and seniors will be allowed a maximum of two college visit days per year. You must produce documentation verifying your visit. You can arrange an appointment at any school by contacting their admissions office. Contact the guidance office for help.

Honor Award

The purpose of the honor point system is to recognize students, grades 7-12, who take part in many activities and excel in academics. 135 points are required for a student to earn an honor letter (8th grade will be at the 125 point total due to one less class than 7th grade). Letters are awarded in the spring at Class Night.

Points in all activities are awarded at the discretion of the teacher, supervisor, or coach.

1. Academics: No Maximum

A > 4 pts, B > 3 pts, C > 2 pts, D > 1 pt, F > minus 1 pt.

The first 3 quarters are figured on actual grades. 4th quarter grades are an average of the first 3 quarters. Band, Choir, and Orchestra grades are excluded.

2. Attendance: Maximum of 20 points.

Perfect attendance each quarter = 5 pts. One or less unexcused absence for quarter = 3 pts.

3. Athletics: Maximum of 30 points.

7th & 8th grade	5 points	B-Squad	10 points
Varsity	15 points	Varsity Captain	5 points

4. Music: Maximum of 35 points.

7th & 8th grade Choir, Band, Orchestra	5 points each	9-12 Band	10 points
9-12 Choir, Band, Orchestra	10 points	Orchestra	10 points

Check with your teacher for additional points.

5. Clubs & Activities: Maximum of 10 pts per club.

Points will be awarded according to participation. Clubs included are: FFA, FLA, Knowledge Bowl, Speech, Student Council, One-Act Play, Robotics, Trap Shooting, National Honor Society and Musical (if applicable).

Homework/Missing Work

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Dawson-Boyd Schools will communicate missing work for all students in the following manner. The goal of this communication is to decrease the amount of missing work and to be consistent in our communication to parents and students. Details include:

Missing work will be entered into JMC by 8:30 AM on Monday mornings - labeled as 'M' or 'MI'

Missing work will be emailed to parents and students **every Tuesday**.

Missing work lists will be shared with study hall teachers twice a week: **Typically Tuesdays and Fridays**.

If the student has a late assignment, the highest score attainable will be determined by the classroom teacher.

Significant missing work may result in further actions including but not limited to: Study hall time in the office, lunch detentions, after school detentions.

Students should check JMC grades and email on a regular basis, as well as communicating with teachers about missing work.

[*] Notice required by statute
[**] Notice required by policy

Lyceums/Program Attendance

Students can be excused from any lyceum or program. Parents must send a written and signed note, or communicate with the office via phone/email requesting a student to be excused. The high school office will let the student know where to go during the program.

Parent Right to Know [*]

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived.
3. whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.
5. In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Physical Education

Physical education classes will be conducted for the students in grades 7-9. Students should have a good pair of tennis shoes to wear to class. Students should also wear suitable clothing. Parents will be notified in advance of units requiring special dress (swimming, etc.). Reminding students to bring proper clothing will be most helpful.

A student will be excused from participation in physical activities only if a written note from the parent is received. The note should include a written explanation of why the student should be excused, the date, and the signature of the parent. The high school office may require medical documentation to excuse students from participation.

Promotion and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the building principal.

Postsecondary Enrollment Options

Ninth, tenth, eleventh, and twelfth grade students may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. General Up-to-date information about the PSEO program will be published on the district's website and in materials that are distributed to parents and students provided to all eighth, ninth, tenth, and eleventh grade students by the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year.

Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the *school counselor at Dawson-Boyd High School* by October 30 or May 30 to indicate the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30. for enrollment the following school year. The application form must be signed by the student and his/her parent or guardian. Students wishing to take a PSEO course should contact the school *counselor at Dawson-Boyd High School*.

Online courses: Students wishing to take a PSEO or online course must complete the following steps:

- *Contact the counselor and principal before enrolling in courses at least 30 days before enrolling.
- *If the course is offered at DBHS, a meeting is strongly encouraged to be held with student, parent, teacher, and counselor or principal.
- *If students are under the age of 18, students must have written consent of a parent or guardian to apply for a PSEO or online learning course.
- *PSEO or online students who FAIL a course will receive a 0% for that class on their high school report card and transcript.

[*] Notice required by statute
[**] Notice required by policy

*PSEO or online students who WITHDRAW from a course will receive a 0% for that class on their high school report card and transcript.

*Online classes - if quarter grades are available, they will be entered into the report card. Students who fail a PSEO or online class will not be eligible to participate in athletics for 2 weeks or 2 events.

If you are interested in an online course, please see the school counselor. A copy of the “Online Learning Options” policy is on file in the counselor’s office.

Sophomores may enroll in a career or technical education course at a MnSCU college or university if they have attained a passing score or met the 8th grade standard on the 8th grade MCA in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements.

Any eligible 11th or 12th grade student may choose to enroll in PSEO. According to state statute, a student should notify the district of their intent to pursue this option by March 1st the school year before they are planning to attend a PSEO program. Prior to enrolling in a course, the student and the student’s parents must sign a form that states they have been informed about the responsibilities of enrolling in this program. The student and the parent are required to visit with the counselor about the risks and possible consequences of enrolling in postsecondary courses. Students can appeal this policy with the H.S. Principal.

Any student taking PSEO courses must return the books to the college or they will be required to pay the cost of replacement for the books.

Schedule Changes

Students will have until the end of the first week of each semester to change their schedule. Schedule change forms must be signed by a parent, the counselor and the teacher that the change will affect. Forms are located in the counseling office.

Student Supports

If a classroom teacher finds a student is having a problem academically, medically, behaviorally, socially, or emotionally, he/she will first refer the child to the Teacher Assistance Team. The team will assist in planning interventions to address the problems. If further evaluations are needed after failed interventions, the child is referred to the Child Study Team. The team reviews the problem/s and decides the types of evaluations that need to be done. After all the evaluations are completed, the parents and all staff members who have contact with the child will meet to discuss the problems and seek appropriate solutions. All members at the staffing cooperatively reach decisions as a team on the most appropriate programming for the child.

Special Services/Programs: Programs are available in the school to assist in meeting individual student needs. They are listed here:
School Social Worker: The district employs two school social workers, one in the Elementary and one in the Secondary, that are available to you and your child. Parents having questions about what a school social worker can offer please contact the elementary office.

Speech services—are provided in an individualized or small group setting. The program focuses on the needs of the individual child, primarily in the areas of articulation and total language development.

Adaptive Phy Ed—the regular physical education program is supplemented with adaptive skills for students with special needs in this area.

Special Education—special education is provided for students who need those services. In special education, a child’s program is planned cooperatively with the classroom teacher, special education staff, and the child’s parents. Social and emotional skills, as well as academics, are an important part of these programs. Staffings are held with staff and parents to evaluate progress and to plan the program components.

After School Help - typically on Tuesdays and Thursdays after school. Other days/times can be arranged in advance.

Teachers Assistance Team (TAT)

The student assistance team meets on a regular basis to monitor students’ progress and success. Students may be referred to this team for academic or behavioral reasons. Interventions may be implemented and studied to determine their effectiveness before the team decides on next steps for the student. The TAT team is composed of the building principal, social worker, school psychologist, and two teachers.

Special Needs Services

Special services such as speech therapy, special education for students with learning and/or emotional problems, adaptive physical

[*] Notice required by statute
[**] Notice required by policy

education, and chemical dependency counseling and referrals are available. Information on Section 504 may be found on the school's website or by contacting the high school office. The 504 coordinator is:

Ryan Stotesbery
High School Principal
848 Chestnut Street
Dawson, MN 56232
rstotesbery@dwby.k12.mn.us
320-769--2955

Section 504 is enforced by the U.S. Department of Education, Office for Civil Rights (OCR). If you need information about Section 504, the contact information is as follows:

Office for Civil Rights, Chicago Office (Region V)
U.S. Department of Education
500 W. Madison Street Suite 1475
Chicago, Illinois 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (312) 730-1609
Email: OCR.Chicago@ed.gov

A copy of Dawson-Boyd School District #0378 Restrictive Procedures Plan is available upon request from the building principal.

State Testing

The following tests are currently required by the Minnesota Department of Education.

MCA Tests

7th Grade Reading and Math
8th Grade Reading, Math and Science
10th Grade Reading and Science
11th Grade Math

MTAS Tests

Minnesota's alternate assessment, the Minnesota Test of Academic Skills (MTAS), designed for, and limited to, students with the most significant cognitive disabilities.

ACCESS Tests

7th-12th Grade Students who qualify as an English Language Learner student.

The Parent/Guardian Guide to Statewide Testing is included in the Appendix of the Student Handbook. This document is also located on the school and Minnesota Department of Education website and may be used by parents/guardians.

Summer School

The school district may provide summer school learning opportunities. For more information, contact the building principal.

Withdrawals

When students withdraw from school, all fees must be paid and chromebook returned before records will be forwarded. A form needs to be signed by the parent and student when withdrawing.

Parent Right to Know [*]

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

- *Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- *Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- *The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- *Whether the student is provided services by paraprofessionals and, if so, their qualifications.

[*] Notice required by statute
[**] Notice required by policy

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

PART III — RULES AND DISCIPLINE

Attendance []**

Dawson-Boyd High School believes that **regular school attendance** is essential for academic achievement, social development, effective communication between students and teachers, and building dependable habits for the future. This policy is designed to **encourage consistent attendance in a positive, supportive way, not as punishment.**

Shared Responsibility

Attendance is a **joint responsibility** of:

- **Students** - expected to be in school and attend all classes regularly and follow the correct procedures when absent from school.
- **Parents/Guardians** - responsible for ensuring their child attends school (unless there is a valid excuse) and inform the school of any absences.
- **Teachers and Administration** - provide instruction, track attendance, notify parents of absences, and enforce state attendance laws.

Minnesota Truancy Law

In Minnesota:

A student (ages 12 and older) is considered a **continuing truant** if they have:

Unexcused absences in 3 or more class periods on 3 separate days in middle or high school.

A student is considered **habitual truant** if they have:

Unexcused absences in 7 or more class periods on 7 separate days in middle or high school.

This policy supports students by outlining responsibilities and helping them succeed through consistent school participation.

PREVIOUS - The Board of Education, administration and staff believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive, not punitive.

This policy recognizes that class attendance is a joint responsibility to be shared by the students, parents or guardians, teachers and administration. This policy will assist students in attending class. The philosophy of Dawson-Boyd High School is to place the responsibility on students and their parents to ensure that absences are infrequent, and that when they occur, they are caused by matters of extreme urgency. The responsibilities of the school are to provide students instruction, to inform parents of students who are not in attendance, and to enforce compulsory attendance laws as well as regulations. It is the student's responsibility to be in school. It is also the student's responsibility to attend classes regularly and follow the correct procedures when absent from school.

Religious Observance Accommodation

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. A school board must provide annual notice to parents of the school district's policy relating to a pupil's absence from school for religious observance.

Parents

Parents of absent students will call or email the school when their child will be absent. The school will call the parent during the day if a student is not in school. These contacts will be made at the parent's residence or place of work. If the school is unable to reach

[*] Notice required by statute
[**] Notice required by policy

the parent the day the student is gone, the procedure will be repeated the following day. If no contact is made, the absence will be recorded as unexcused, detentions/suspension will be assigned, and a note sent home. Parents who are unable to follow the above procedure need to contact the high school office.

When a student must leave the school during the school day:

If a student becomes ill during the day they must see the nurse, high school principal or counselor/social worker before leaving school. If the student goes home during the school day due to illness, they are not eligible to participate in activities or games the remainder of the day. This will be an excused absence.

If a student needs to leave school during the day for a reason other than illness, they must have a parent call, email or bring a note to the office. The office must issue them an “Out of Building Pass” if you leave the building. Students will need to show the pass to the teacher of the class that they are leaving. Remember that students must sign in and out when leaving/returning to the building before the end of the day. Failure to sign in or out (except over noon) will result in a warning and future instances of detention.

If students do not follow these policies, they will receive an unexcused absence and possibly other disciplinary actions. This decision will be at the discretion of the high school principal.

When a student plans to be gone from school:

The student must bring a note from a parent or a phone call/email must be made stating when the student will be gone from school and the reason they will be absent. Teachers will make an effort to provide advanced homework but it may be difficult for teachers to accurately determine what will be required a week or two in advance. Some work may need to be done upon the student’s return to school.

Excused Absences

A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

To be considered an excused absence, the student’s parent or legal guardian may be asked to verify, in writing, the reason for the student’s absence from school.

The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

Legitimate Exceptions

The child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

Child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;

Family emergencies;

The death or serious illness or funeral of an immediate family member;

Active duty in any military branch of the United States;

The child has a condition that requires ongoing treatment for a mental health diagnosis; or

Other exemptions included in this attendance policy.

That the child has already completed state and district standards required for graduation from high school; or

That it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any

[*] Notice required by statute
[**] Notice required by policy

Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minnesota Statutes, section 120A.22, subdivision 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Excused Absences

Students with excused absences are responsible for making up all missed assignments or completing alternative work as deemed appropriate by the classroom teacher.

All make-up work must be completed within two (2) school days of the student's return. Failure to complete assignments within this timeframe may result in no credit for the missed work. However, the classroom teacher or building principal may grant additional time for completion in cases of extended illness or other extenuating circumstances.

Students who accumulate more than ten (10) excused absences in a semester will be required to provide documentation from an approved medication or mental health provider for any subsequent absences to be considered excused.

PREVIOUS - *Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.*

Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

We complete well-child checks if we have not heard from families and have been unsuccessful in reaching household members.

The following are examples of absences which will not be excused:

Truancy. An absence by a student which was not approved by the parent and/or the school district.

Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

Work at a business, except under a school-sponsored work release program.

Absences resulting from accumulated unexcused tardies (3 tardies equal one unexcused absence).

Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56.

Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.

In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

[*] Notice required by statute
[**] Notice required by policy

Students with unexcused absences shall be subject to discipline in the following manner:

After the third cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by mail that his or her child is nearing a total of seven unexcused absences and that, after the seventh unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.

After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

After seven cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by 7% for each unexcused absence thereafter (i.e. A to A-).

If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

Truancy/Skipping

Continuing Truant: A student who is absent from class or study hall for three or more class periods on three days without a valid excuse. The school will notify the parent by phone and/or first class mail when a student reaches three or more class periods on three or more days. The parent or guardian will have the right to set up a meeting with school administration to discuss options and consequences for the student. If truancy continues, a CHIPS (Child in Need of Protection) petition will be filed with Lac qui Parle Family Services. The student and his/her parents will need to appear before a judge regarding the truancy petition.

Skipping: A student who is not in the class they are assigned to for that particular class period. Examples could include, but are not limited to the following: a student who leaves a classroom without permission, a student who is in the building, but not where they are supposed to be, etc.

Consequences for skipping/truants:

1st offense: Detention (length of time skipping)

2nd offense: Up to one day of in school suspension.

3rd offense: Up to two days of in school suspension.

4th offense: Consequences determined by administration.

Tardy Procedure

Students are expected to be in their scheduled classroom at the beginning of each school day and at the beginning of each class period. Students who are detained by an instructor are to obtain a pass from that instructor before attending the next class. Students who are late because of bus problems will not be counted tardy. Students who are tardy need to stop in the office and get a tardy pass to get into their class. Passes may be administered by teachers and administration only. Two tardies will equal an unexcused absence in that class - if a student wishes to remove 2 tardies from their attendance totals, an after school detention will need to be completed by the student.

If a student needs to see another teacher, the student needs to get a pass to go to another part of the building. Students needing to leave the building during school hours (except for lunch or an excused school activity) need to sign out in the office and have parental permission before they leave the building.

ISS (In School Suspension) and OSS (Out of School Suspension)

When a student serves a school suspension, it will not count towards their maximum of six absences. Students will have one full day after they return from an ISS or OSS to get their make up work completed. If it is not made up at that time, the teacher's late work procedure for their classroom will be enforced.

Students will be required to work and/or read during In School Suspension with the following conditions: Phones will not be allowed, Computers/chromebooks will only be used for classwork, and no music/headphones will not be allowed.

[*] Notice required by statute
[**] Notice required by policy

Behavior at School Events

The same rules for behavior in school are enforced at all school events home or away. Students asked to leave a school event may meet, along with their parents, with the high school principal to determine consequences for the students' actions.

Bullying Prohibition [*]

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information, see the school district's "Bullying Prohibition" policy (*Appendix 7*).

Buses – Conduct on School Buses and Consequences for Misbehavior []**

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

Respect the property of others while waiting at the bus stop.

Keep your arms, legs, and belongings to yourself.

Use appropriate language.

Stay away from the street, road, or highway when waiting for the bus.

Wait until the bus stops before approaching the bus.

After getting off the bus, move away from the bus.

If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

No fighting, harassment, intimidation, or horseplay.

No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

Follow the driver's directions at all times.

Remain seated facing forward while the bus is in motion.

Talk quietly and use appropriate language.

Keep all parts of your body inside the bus.

Keep arms, legs, and belongings to yourself and out of the aisle.

No fighting, harassment, intimidation, or horseplay.

Do not throw any object.

No eating, drinking, or use of alcohol, tobacco, or drugs.

Do not bring any weapons or dangerous objects on the school bus.

Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

Misconduct and Consequences

1st Offense-Warning.-Student may be assigned seat by driver.

2nd Offense-Report filed with Transportation Safety Director and Principal; consequences, such as detention, may be given (parent notified).

3rd Offense-Five day loss of riding privileges.

4th Offense-Twenty day loss of riding privileges. Parental conference required before

[*] Notice required by statute
[**] Notice required by policy

privileges are reinstated.

5th Offense-Loss of riding privileges through the end of the year.

Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

Records

Records of bus misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety.

Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks, may result in the loss of bus privileges until damages are paid.

Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus, and both rules and consequences will be periodically reviewed with students by the driver.

Parent and Guardian Involvement

Become familiar with District rules and policies.

Assist students in understanding safety rules and encourage them to abide by them.

Recognize their responsibilities for the actions of the students.

Support safe riding practices and reasonable discipline efforts.

When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.

Support procedures for emergency evacuation and procedures in emergencies as set up by the School District.

Respect the rights and privileges of others.

Communicate safety concerns to school administrators.

Monitor bus stops, if possible.

Support all efforts to improve school bus safety.

Parent and Guardian Notification

A copy of the school district bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents and guardians are asked to review the rules with their students.

Cell Phones and Other Personal Electronic Communication Devices

Students will be able to use cell phones (texting only) during lunch. Cell phones will remain in lockers during class time. All students are strongly encouraged to lock both their student locker and locker room locker at all times. Students will need permission from the high school office to talk on their phone during the school day. If students need to talk on their phone, they should do so in the office or outside of the building. Only students approved by the principal can have their cell phone with them during the school day - examples could be related to a medical condition or 504 plan on file in the office. These students will be communicated to staff.

Dawson-Boyd Schools prohibits students from recording video or taking pictures of other students using cell phones or other recording devices on school property, in school vehicles, and at school related functions. This includes school activities and events at other facilities. Examples include the school bus, locker rooms, and field trips. Cell phone use of any kind is prohibited in the locker rooms. Possible student consequences include detention, loss of bus riding privileges, or other consequences deemed necessary by the high school principal. Students who are recording for school events would be exempt with proper permission.

Consequences for violating policy are as follows:

- 1) Warning: phone will stay in the office for the remainder of the day
- 2) 3 days check phone into office or 30 minute detention
- 3) 6 days check phone into office or 60 Minute Detention, and a parent must pick up the phone from the high school office.
- 4) Consequences determined by the Principal.

Other devices (personal computers, ipads, etc.) must receive prior approval from the principal to be used during the school day. Allowances may be approved for a college course needing specific software, due to a documented disability or health matter, or other

[*] Notice required by statute
[**] Notice required by policy

reason deemed necessary. Consequences will be determined by the building principal, and repeated violations may result in the end of the outside device approval. The following are expectations students are to follow if approved for an outside device.

Devices should only be used by the student it is approved for.

Devices should only be used by the student for the class or the purpose it is needed. It should not be used for recreational purposes during the day.

If for a specific class, the device should be used during that class period or during study hall in their schedule.

Discipline [*]

It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's education. Without discipline in the schools, learning cannot occur. Therefore, this district-wide school discipline policy has been adopted. It is the responsibility of the school board, administration, and teachers to safeguard the health and safety of each student. The school board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with state statute, state board of education regulations, and this policy.

The discipline procedures used at DBHS are designed to meet two goals:

- 1) Provide an orderly environment where students may pursue an education without interference.
- 2) To provide corrective help and guidance toward self-discipline for each student who violates school policies or the rights of others.

Parent/Guardian Involvement

The ultimate responsibility for the behavior of a student rests with the student and their parents/guardians. The goal of the staff will be to correct the problem with a minimum of disruption to the life of the student. Persistent serious problems can result in conferences with the parents/guardians in an effort to find and implement a solution to the problem.

A school district may discipline a student for off-campus misconduct in either of the following situations:

- 1) misconduct is a continuation of or has a nexus with improper conduct that occurred on school grounds.
- 2) the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of the students and faculty.

Detention

The principal and teachers can assign detentions for the violation of classroom and school rules. The detentions will be sat with the principal after school in increments of 30 minutes or an hour. Students must serve their detention within three days of when it was assigned unless a different date is agreed upon. Detentions will not be allowed to accumulate. If students do not serve the detention in a timely manner, it will be doubled and must be served immediately. If a student does not serve their detention, they will serve an in-school suspension of up to one day. Students who ride the bus, participate in extracurricular activities, or hold after school jobs are held to the same disciplinary measures as students who are not involved in these activities.

Out-of-School Suspension, Exclusion, and Expulsion

The Pupil Fair Dismissal Act covers suspension and expulsion. These actions are used in response to serious disruptions or chronic, inappropriate behavior by the student and are measures of last resort. The Pupil Fair Dismissal Act shows your rights and responsibilities as a parent. A copy is available in the H.S. office.

Classroom/Study Hall Expectations

Students are expected to behave. Students should:

1. Do your best.
2. Respect and work with others.
3. Stay on task.
4. Have regular attendance.

In addition, each teacher has their own rules and expectations for students. Failure to follow rules will result in consequences.

All study halls will have the following guidelines:

1. Students will either be working on homework or making progress towards AR requirements.
2. No phones will be allowed in study halls.
3. Chromebooks, laptops and other types of computers will be used for educational purposes.

[*] Notice required by statute
[**] Notice required by policy

4. Noise level kept to a minimum to allow all students the best atmosphere to study and work.
5. No food or drink is allowed in study halls.

Code of Student Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials.
3. Gambling, including, but not limited to, playing a game of chance for stakes.
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing, or distributing tobacco or tobacco paraphernalia;
8. Using, possessing, distributing, or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district Weapons Policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
14. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Possession of nuisance devices or objects which cause distractions including, but not limited to, pagers, radios, and phones;
20. Violation of school bus or transportation rules or the school bus safety policy;
21. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
23. Possession or distribution of slanderous, libelous or pornographic materials;
24. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
25. Criminal activity;
26. Falsification of any records, documents, notes or signatures;
27. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion;
29. Impertinent or disrespectful language toward teachers or other school district personnel;
30. Sexual and/or racial abuse and/or harassment;

[*] Notice required by statute
[**] Notice required by policy

31. Actions, including fighting or any other assaulting behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
32. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
33. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
35. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
36. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
37. Violation of school rules, regulations, policies, or procedures;
38. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

Disciplinary Action Options

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, other staff, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Suspension from extracurricular activities;
- G. Detention or restriction of privileges;
- H. Loss of school privileges;
- I. In-school monitoring or revised class schedule;
- J. Referral to in-school support services;
- K. Referral to community resources or outside agency services;
- L. Financial restitution;
- M. Referral to police, other law enforcement agencies, or other appropriate authorities;
- N. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Expulsion under the Pupil Fair Dismissal Act;
- R. Exclusion under the Pupil Fair Dismissal Act; and/or
- S. Other disciplinary action as deemed appropriate by the school district.

Removal of Student From Class

If a student is removed from class, the teacher will instruct the student to go directly to the office. The student must make contact with one of the office administrative assistants. If a student fails to do this they will be subject to detention or suspension unless otherwise noted in an IEP plan. The student should also have a discipline referral form that was filled out by the teacher. Appropriate consequences will be administered if deemed necessary by the administration. A student will return to the class with a pass from the office. Students must have a pass to be admitted back to class. If a student is removed from class for disciplinary reasons, the student's parents will be notified in writing and/or by phone.

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

[*] Notice required by statute
 [**] Notice required by policy

Grounds for removal from class shall include any of the following:

- *Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- *Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
- *Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
- *Other conduct, which at the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

Specific Conduct Violations

- Students will not be insubordinate to employees.
- Students will not assault students, teachers, or other district employees.
- Students will not steal or damage property of the school or others.
- Students will not possess or use any articles, or commit any acts that are illegal or cause harm.

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the "Student Discipline" policy (*Appendix 5*).

Dress and Appearance

Dawson-Boyd dress code expectations are intended to promote excellence and a safe learning environment for every single student. We believe that part of identity development is also expressing oneself through clothing and style choices. However, there also must be parameters around the way we interact with one another and present ourselves within our learning environment. As such, our dress code is intended to be inclusive and responsive in reference to race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income and body type/size. The Dawson-Boyd dress code will be enforced during regular school hours. Coaches/club advisors may make appropriate adjustments for practice and performance attire.

Standard of Excellence: Certain body parts must be covered for all students at all times.

The following body parts must be fully covered with opaque fabric: genitals, buttocks, chest, and undergarments (visible straps are allowed). All items listed in the "must wear" and "may wear" categories below must meet this basic standard of excellence.

Students Must Wear, while following the basic standard of excellence above:

- *A shirt (with fabric in the front, back, and on the sides under the arms), AND
- *Pants/jeans or equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
- *Shoes

Students May Wear, as long as these items do not violate the standard of excellence as stated above:

- *Religious, cultural headwear, head wraps/scarfs/do-rags.

Students Cannot Wear:

- *Hats and hoodie sweatshirts (hoods on head) (staff discretion in classrooms rules).
- *Clothing that depicts violent images or language.
- *Clothing that has images or language depicting drugs or alcohol (or any illegal item or activity)
- *Creates a hostile or intimidating environment for any protected class or marginalized group.
- *Could be considered dangerous or could be used as a weapon.
- *Bandanas (except for medical reason)
- *Swimsuits (except for athletic practice).
- *Blankets, towels, or large coverings or draping.

Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

[*] Notice required by statute
[**] Notice required by policy

Driving and Parking

Parking

*High School students will be allowed to park in the following locations:

- Gym parking lot.
- Side Streets in accordance with city ordinances.

*NO parking in Grace Church Parking Lot, West Parking Lot, and parking associated with Stevens Elementary.

*If a vehicle is parked illegally or needs to be moved for any reason, the student will be told to move the vehicle. If the student cannot be found, the vehicle may be towed at the owner's expense.

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense. The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy (*Appendix 5*).

Driving

Driving and riding in cars during school hours is PROHIBITED unless a student has permission from the building principal and a parent/guardian. Students may request permission to drive during the school day to work, for appointments, or to go home for lunch. Parents must provide a note, email or phone confirmation before permission is granted.

Students are allowed to drive during lunch time - driving privileges may be suspended for the following reasons:

- Consistent tardiness to 6th period class.
- Reckless or dangerous driving on or near school grounds.
- Passengers riding in students' vehicles.
- Other reasons determined by administration.

Students driving any other time during the day will need parent approval to the high school office or Mr. Stotesbery. Students are not allowed passengers while driving -exceptions are allowed for immediate family members (siblings). Students are not allowed to sit and/or eat lunch in their parked vehicles.

Consequences for violations:

- Students driving or riding without permission will be warned after the first violation.
- Second violation will result in two weeks without open lunch privileges.
- Further violations will result in consequences at the discretion of the building principal.

A signed waiver will be required for any student driver.

All students and parents are expected to understand the rules and consequences for violations.

Driving to School Events

In regard to any school-related activity where transportation to and from the event is provided by the school, all students must ride on school-provided transportation. Exceptions to this policy are:

- 1) the parent contacts the coach or person responsible for the students at the activity and requests that the student rides home with PARENTS OR GRANDPARENT.
- 2) A parent requests in advance, in writing, to the principal, that the student ride to and from the event with the PARENTS OR GRANDPARENT. The student will notify the event supervisor.

Drug-Free School and Workplace

The possession or use of alcohol, controlled substances, and toxic substances, medical cannabis, nonintoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

[*] Notice required by statute
[**] Notice required by policy

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment into a school location for personal use if the person has a physician’s prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district’s “Student Medication” policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Harassment and Violence Prohibition [*]

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district’s “Harassment and Violence Prohibition” policy is included in this handbook (*Appendix 8*).

Hazing Prohibition [*]

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district’s “Student Discipline” policy. Please see the school district’s “Hazing Prohibition” policy (*Appendix 9*).

Internet Acceptable Use

All school district students have conditional access to the school district’s computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district’s system is a privilege, not a right. Unacceptable use of the school district’s computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district’s “Internet, Technology, and Cell Phone Acceptable Use” policy is available at www.dawsonboydschools.org.

Within 30 days of the start of each school year, the school district must give 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. The notice must:

- identify each curriculum, testing, or assessment technology provider with access to educational data;
- identify the educational data affected by the curriculum, testing, or assessment technology provider contract;
- include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student’s educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district’s “Internet, Technology, and Cell Phone Acceptable Use” policy and are expected to understand and agree to abide by the policy as a condition of use of the school district’s computer system. All students who wish to use the school district’s computer system must sign the Internet Use Agreement form annually.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction []**

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual’s use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco,

[*] Notice required by statute
[**] Notice required by policy

tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district’s “Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction” policy, see Appendix 10. Contact the building principal if you have questions or wish to report violations.

Vandalism

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the “School Weapons” policy, contact the district office.

PART IV — HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the school nurse or building principals. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan [*]

The school district has developed an asbestos management plan. A copy of this plan can be found in the district office and is available on the district’s website.

Crisis Management

The school district has developed a “Crisis Management” policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The “Crisis Management” policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

It is the responsibility of the student’s parent(s) to update emergency contact information so it is kept current. This can be updated in JMC via the Parent Portal or by contacting the school office.

Health Information

First Aid

[*] Notice required by statute
[**] Notice required by policy

The nurse's office is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) in the following locations:

Infant/Toddler Daycare Room
Commons (near food services)
High School Blackjack Commons
Weight Room/Fitness Center

Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The Dawson-Boyd School District uses recommendations from the Minnesota Department of Health (MDH), Center for Disease Control (CDC) and uses the Hennepin County Child Care/School Manual as a reference for exclusion and handling of infectious disease.

Often an early morning decision that parents have to make is whether their child is well enough to go to school. Not only may the child feel too sick to learn very much on those days, but they are also infecting other students and staff. Below are some guidelines, which will help you decide whether to send them or keep them home.

Fever: If a student has a temperature of 100 degrees or more, parents should keep their children home. If they have 100 degrees or more fever at school, parents will be called to come to pick up their child. They need to be fever-free for 24 hours before returning to school. Tylenol, Ibuprofen, and other similar medications will bring a fever down, but it does not mean that the child is still not sick. They need to be fever free without taking medication for 24 hours.

Often the temperature rises during the day. A slight fever in the morning will get much higher by noon. Often with a borderline temperature (99-100), kids might feel quite ill. Use your judgment about sending them when their fever is less than 100.

Vomiting and Diarrhea: Keep them home! Vomiting and diarrhea are not considered "normal". Often children will feel better after vomiting, but will quickly become ill again. Keep them home until they are free of symptoms for at least 24 hours after the last episode of vomiting and/or diarrhea.

Influenza/COVID-19/RSV: If your child comes down with symptoms of upper respiratory illness, they should be seen by a health care provider and remain out of school for the duration of time recommended by the physician. Symptoms include: fever, **cough, body aches, headache, extreme fatigue, and sore throat.**

Antibiotic treatment: If your child is on antibiotics for a communicable disease, such as strep throat, pink eye, etc, keep them home until they have been on the antibiotics for 24 hours. The exception would be for pertussis (whooping cough). They need to stay home for 5 full days of antibiotic treatment before returning to school. If they are going to continue on antibiotic treatment at school, be sure to follow the school's medication policy.

Chicken pox: Students with chickenpox need to stay home until all of the pox marks have scabbed over-generally for 7 days. If the student gets chicken pox from the vaccine, it is usually a mild case. But they need to stay home until the pox marks are all scabbed over. If you suspect your child has chicken pox, a physician's note will be needed before they can return to school.

Pink Eye: Your child may have redness, itching, pain, & drainage from the eyes. Your child may have a fever. Keep your child home from school if fever is present or your child is not healthy enough to participate in routine activities. Keep your child home if they cannot keep their hands off of their eyes, if there is a lot of discharge or if your child is complaining of pain. Antibiotics or a note from a health care provider is not required to return to school.

Head lice: The Dawson-Boyd School District follows the recommendations of the Minnesota Department of Health (MDH), Hennepin County Epidemiologists, the American Academy of Pediatrics (AAP), the Centers for Disease Control (CDC), and the National Association for School Nurses (NASN) regarding how to handle head lice in school.

Based on current evidence, the experts recommend that students identified as having eggs and/or head lice remain in school and not be excluded (sent home).

If suspected lice or confirmed lice: If a teacher or another staff member suspects a student may have head lice, they will send them to the health office to be checked. If active lice or nits (eggs) are found, the parent will be confidentially notified. The student can remain in school. The health office staff can help provide information to the parent/guardian about proper treatment.

Head lice are very treatable. Everyone in the family and close contacts should be checked for head lice and treated if found. Many different treatment methods are available. Pamphlets on treatment are available in the school health office.

[*] Notice required by statute
[**] Notice required by policy

Head lice are a bother, but in the scheme of things, temporary. Anyone can get head lice, although head lice do not jump from one person to another. Encourage your children not to share combs, brushes, hats, headbands, or other hair clips. The best way to catch lice before it becomes an outbreak is to build regular head checks at home.

Keeping healthy: During the season of flu and colds, it is important to try to remain as healthy as possible. Adequate sleep and nutrition will help. Keeping sick children home when they are ill, will prevent others from becoming ill. Vital is encouraging good, frequent hand washing.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

The model of nursing services in Stevens Elementary and Dawson-Boyd High School uses a full time registered nurse who serves in the health office performing health office clerical functions, first aid and episodic care (caring for ill and injured students), medication administration as well as the below functions. The school nurse works with families, students and staff to promote a healthy and safe environment.

Functions of the School Nurse:

- Coordinate, organize and manage all health services provided in the school district.
- Develop a system of first aid, illness, management, medication administration, emergency care and health related procedures.
- Assess and plan for students with health issues including training to teaching staff.
- Provide nursing care and care coordination for students with complex or chronic health needs.
- Provide care for students with mental health issues or severe mental illness that requires medical management and ongoing communication with school staff, health care providers and families.
- Participate as part of a special education team, providing nursing services as needed.
- Plan and provide a screen for health problems that impact a student's ability to learn (asthma, ADHD, vision, hearing, scoliosis) do follow-up with referral.
- Serve as a resource to staff, students, families regarding health concerns and health education and connect with resources in the community as needed.
- Coordinate prevention and control of communicable diseases.
- Provide immediate first aid and comfort to injured students.
- Provide care to students who become ill or have health concerns during the school day.
- Maintain documentation of immunizations and other health records.
- Administer medications and provide routine nursing care for students according to physician's orders and parent/guardian requests.

Health Screenings:

In Minnesota, no laws require periodic screening of students in the schools. We have determined that the health screenings offered to students will be hearing and vision, height, weight, color deficiency in boys, and scoliosis. These screenings will follow the guidelines recommended by the Minnesota Department of Health. The primary goal is to identify any difficulties that may impact a child's ability to learn with early detection and intervention. The purpose of periodic health screenings are to:

- Identify children who are not growing and developing normally
- Refer students with visual or hearing abnormalities that might interfere with their education or growth to health care professionals.
- Encourage parents to take responsibility for their child's growth, development, and follow up with referrals to health care professionals.

Screening Schedule:

- Hearing, Vision, Heights and Weights for Students in grades K, 1, 2, 3, 5, 7, 8, 10 and 11 completed in the fall
- Boys in Kindergarten grade will be tested for color deficiency (color blindness) in the fall
- Scoliosis screening of girls in 5th grade and 6th grade will be completed in the spring
- All new transfer students K-6th grade will be screened shortly after entering school as needed
- Any screening can be completed at any time if there are concerns by parent, teacher or the student themselves

REQUIRED PAPERWORK

[*] Notice required by statute
[**] Notice required by policy

Every year the following paperwork is required to start the school year. The forms can be found on the district website - teachers/staff - school nurse - website - forms:

- Annual School Health Information Form
- Seizure Action Plan - If your child has been diagnosed with seizures
- Asthma Action Plan - If your child has asthma
- Allergy Action Plan - If your child has a diagnosed allergy
- Diabetes Medical Management Plan - If your child has been diagnosed with diabetes
- Lactose Intolerance Form
- Authorization for Medication Administration - If your child needs to take medication during the school day

Students who become sick at school should report to their teacher and see the school nurse. The school nurse and/or administrative assistant will arrange for students who get sick at school to go home early. Students should not contact their parents on their own.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. For more information call the school office or refer to the attendance section of the handbook.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse or office administrative assistant. Please visit the Minnesota Department of Health Immunization Site for more information.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section 504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

Medication Administration Guidelines for Students Attending Dawson-Boyd High School and Stevens Elementary

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However, some students require administration of medications during the regular school day. In those situations, the following procedure will be followed.

Parent/Guardian Needs to Bring the Medication to School

If the parent/guardian is unable to bring the medication to school, they should make contact with the school nurse prior to sending the medication and also note the quantity of the medication being sent.

Physician Order for Medication and Parent/Guardian Authorization

Before medication (including over-the-counter, herbal or food supplements) will be dispensed by the school nurse, the school health office must receive authorization from the student's physician and from the parent/guardian. These forms are available online and from the school health office. For those students that have specified health concerns (allergy, asthma, etc) an Emergency Care Plan must accompany the authorization form. Medication Authorization forms are required at the start of each school year and automatically expire at the end of that school year. Students are allowed to carry their inhalers and EpiPens with physician and parent/guardian authorization.

Prescription Medications

[*] Notice required by statute
[**] Notice required by policy

Prescription medications must be supplied in the original prescription bottle and completely labeled with: date, student's name, name and dose of the medication, name of prescribing physician, route of administration, when to take, duration and expiration date of medication. Prescription medications brought to school in any other container will not be administered. Questions regarding dosage and administration of the medications will be directed to the prescribing physician or the parent/guardian, at the discretion of the school nurse. Medications will be administered after questions have been resolved.

Over-the-Counter Medications

The school supplies a limited selection of over-the-counter medications such as acetaminophen, ibuprofen, Tums, cough syrup, anti-itch cream, cough drops and a few others. These items will only be administered to a student with parent/guardian permission found on the annual emergency contact form. All other over-the-counter preparations must be provided in the original labeled container. They will only be administered to the student according to physicians' orders and parent/guardian consent. Please forward any questions regarding specific over-the-counter medications and its use to the health office.

Sharing of Medications Prohibited

Students may not share prescription or over-the-counter medications with other students. Appropriate disciplinary action may be taken if necessary, upon the determination by the principal or his/her designee, after investigation that a violation of this procedure has taken place.

Unused Medications

When use of a medication has ceased or is no longer needed by the student, it is the parent/guardian's responsibility to retrieve unused medications from the school. Parents/guardians will receive a reminder that their student has medication left in the health office. If the parent/guardian does not come to pick up the medication, or call the health office to make other arrangements for the medication to be sent home, unused medications will be disposed of by the school. Medication will not be kept in the health office over the summer for the intent to be used the next school year.

Dispensing of Medication by the School Nurse

The Dawson-Boyd School District employs one full time RN. This RN is responsible for management of all medications and the administration. There will be a substitute if the employed RN is unavailable to work. The substitute will be trained by the school nurse in proper ways to administer medication. To give any medication in school, the parent/guardian must provide the school with a written order from a physician. The prescribing physician should have a copy of a form needed to send to the school. The parent/guardian must also sign a parent authorization form. Authorization must include:

Student's Name, Name of the medication, Dosage, Time of day it is to be taken, Physician's signature, Parent signature

If there is a medication of any kind found in a student's possession, the teacher will contact the school health office. The parent/guardian will be asked to come and pick it up. The school's guidelines (listed above) will then be explained.

Medication Changes or Termination

It is the responsibility of the parent to notify the school when the medication changes or if the medication is terminated, and/or to obtain new orders.

Field Trips

The school nurse does not routinely accompany students on field trips. Prior to leaving the building, the nurse, teachers, parents/guardians, and students share in the responsibility for communicating health issues that may need to be addressed while on the field trip. If medication is needed during the time of the field trip, another district employee will be designated to assume this responsibility after receiving appropriate medication administration instruction. The student's parent/guardian may also choose to chaperone the field trip and dispense their child's medication.

Suicide Prevention Information

School district issued identification cards to students in middle school or high school must provide contact information for the 988 Suicide and Crisis Lifeline (988 Lifeline), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school's student handbook.

The 988 Suicide & Crisis Lifeline is a national network of local crisis centers that provide free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week in the United States. When a call is made to 988 you will hear an automated message featuring additional options while your call is routed to your local Lifeline network crisis center. A trained crisis worker at your local center will answer the phone. This person will listen to you, understand how your problem is affecting you, provide support, and get you the help you need.

[*] Notice required by statute
[**] Notice required by policy

Leaving School Grounds

Once here, a student is expected to remain at school until dismissed. Students are not allowed to return home for any reason once they have arrived at school except with parent permission. Students may not return home to get homework, swimsuits, etc. without the consent of an authorizing adult. A note and/or a telephone call to release the child from school are necessary. When the parent comes to pick up the child, it is necessary to sign the child out in the elementary office. This form must be completed in order for the child to be released. When picking up your child, please use the main entrance to the elementary building. WE NEED TO KNOW WHERE CHILDREN ARE AT ALL TIMES.

Pesticide Application Notice [*]

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district’s plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting **Chuck Stark, Director of Building and Grounds**.

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the elementary office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the front desk and to wear a “visitors badge” while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

APPENDIX

- [2025-2026 Dawson-Boyd School Calendar](#)
- [Stevens Elementary E-Learning Plan](#)
- [Dawson-Boyd High School E-Learning Expectations](#)
- [Parent/Guardian Guide and Refusal Form for Student Participation in Statewide Assessments](#)

[*] Notice required by statute
[**] Notice required by policy

- [Pupil Fair Dismissal Act](#)
- [District Policies](#) (Policies noted in the handbook are in bold with direct links to the policy)
- **[School District Policy Cross Reference Table](#)**

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[*] Notice required by statute
 [**] Notice required by policy

Adopted: _____

MSBA/MASA Model Policy
524

Orig. 1996
Rev. 2025

Revised: _____

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, 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.
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 system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system 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. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - 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; 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.

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 personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 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 system 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. 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.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. 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 to the best of its ability. 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. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will 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 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 exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall 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.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with

school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system 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 will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees 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 Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully 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 system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
 - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.
2. A description of parent/guardian responsibilities.
3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

XIII. 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 must give 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. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide 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.

XIV. 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. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 - 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or
 - 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

- 1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Student cell phone and personal communication device use expectations are outlined in the student handbook. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

XVI. 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.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

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. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other

grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: (1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; (2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and (3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
1. Administration type
 2. Dosage
 3. Date of issuance
 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

[NOTE: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district

(nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

- a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

- G. The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

[NOTE: The 2025 Minnesota legislature enacted paragraph G. This provision is optional: school districts are not required to adopt paragraph G.]

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

[NOTE: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)

Resources: Minnesota Department of Health, [School Toolkit on Naloxone Administration in School Settings](#)

Adopted: _____

MSBA/MASA Model Policy
516

Revised: _____

Orig. 1995
Rev. 2025

516 STUDENT MEDICATION AND TELEHEALTH

[NOTE: The necessary provisions for complying with Minnesota Statutes, sections 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students aged 18 and over or other nonprescription medications. Please note that section 121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;
 - b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
 - c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or
 - d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

3. Exclusions

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. purchased without a prescription;
- b. used by a pupil who is 18 years old or older;
- c. used in connection with services for which a minor may give effective consent;
- d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- e. used off the school grounds;
- f. used in connection with athletics or extracurricular activities;
- g. used in connection with activities that occur before or after the regular school day;
- h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;
- i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - (1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;
 - (2) the inhaler is properly labeled for that student; and
 - (3) the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- j. epinephrine delivery systems, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that
 - (1) the pupil may possess the epinephrine or
 - (2) the pupil is unable to possess the epinephrine and requires

immediate access to epinephrine delivery systems that the parent provides properly labeled to the school for the pupil as needed.

- k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.
- l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.
3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

D. Possession and Use of Epinephrine Delivery Systems

1. Definitions

- a. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.
- b. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.
- c. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.

2. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine delivery systems that enables the student to:

- a possess epinephrine delivery systems ; or
- b if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine delivery systems in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine delivery systems when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine delivery system. The administration of an epinephrine delivery system

in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Registered nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine delivery system is to be administered, when caring for a patient whose condition falls within the protocol.

A district or school may enter into arrangements with manufacturers of epinephrine delivery systems to obtain epinephrine delivery systems at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine delivery systems.

The Commissioner of the Minnesota Department of Health must provide a district or school with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Delivery systems; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Delivery systems)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: _____

MSBA/MASA Model Policy
515

Orig. 1995

Revised: _____

Rev. 2025

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.* (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations, part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. 1. "Directory information," under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:
 - a. a student's social security number;
 - b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
 - c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
 - d. personally identifiable data which references religion, race, color, social position, or nationality; or
 - e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.
2. 1. Under Minnesota law
 - a. Student contact information Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."
 - b. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2. Data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information are followed, except that a parent's home address, telephone number, email address, or other personal contact information may not be treated as directory information.

E. Education Records

1. What constitutes "education records"

Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records

The term "education records" does not include:

- a. Records of instructional personnel that are:
 - (1) kept in the sole possession of the maker of the record;
 - (2) used only as a personal memory aid;
 - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
 - (4) destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
 - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child

custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *[designate title and actual name of individual]*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. "Student" also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

[NOTE: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]

P. Summary Data

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

ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations,

section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;

- b. dated;
- c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the

student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are

relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the

actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being

needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.
23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes,

section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
 - a. Minnesota Statutes, section 13.32, subdivision 5; and
 - b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.
3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.
4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
4. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY

EDUCATIONAL INSTITUTIONS

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, building principal, in writing by September 30 each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In

order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by

an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and

- c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure;

and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to

be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and

evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Superintendent, Holly Ward.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible

students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)

Minn. Stat. Ch. 14 (Administrative Procedures Act)
 Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
 Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
 Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
 Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
 Minn. Stat. Ch. 256L (MinnesotaCare)
 Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
 Minn. Stat. § 363A.42 (Public Records; Accessibility)
 Minn. Stat. § 480.40 (Personal Information, Dissemination)
 Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
 18 U.S.C. § 2331 (Definitions)
 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
 20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
 20 U.S.C. § 7908 (Armed Forces Recruiting Information)
 20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
 25 U.S.C. § 5304 (Definitions – Tribal Organization)
 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
 42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
 Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
 MSBA/MASA Model Policy 520 (Student Surveys)
 MSBA/MASA Model Policy 711 (Video Recording on School Buses)
 MSBA/MASA Model Policy 722 (Public Data Requests)
 MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
 MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Additional Resources

U.S. Department of Education

FAQs on Photos and Videos under FERPA | Protecting Student Privacy (012325)
<https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa>

Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy (012325)
<https://studentprivacy.ed.gov/resources/letter-wachter-regarding-surveillance-video-multiple-students>

School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy (012325)

Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy (102325)

FERPA/IDEA Crosswalk | Protecting Student Privacy (012325)

What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy (012325)

Adopted: _____

MSBA/MASA Model Policy
503

Revised: _____

Orig. 1995
Rev. 2025

503 STUDENT ATTENDANCE

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

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the

previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.
- c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.
- d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing

treatment for a mental health diagnosis; or

- (f) Two days per school year for juniors and seniors for college visits with supporting documentation
 - (g) Vacations with family will count as one unexcused absence and the subsequent days will be excused *when the office is notified in advance, or*
 - (h) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
 - (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: Subparagraph iii above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

[NOTE: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within two days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family will count as one unexcused absence regardless of the length of time the student is out of school and all subsequent days will be counted as excused absences *if the office is notified in advance*. If the office receives no advanced notification of the vacation, the duration of the absence will be unexcused.
- (6) Personal trips to schools or colleges beyond allotted two days for juniors and seniors.
- (7) Absences resulting from cumulated unexcused tardies (two tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students with unexcused absences shall be subject to discipline in the following manner:
 - (a) On the fourth unexcused absence for 7-12 grades, the student's grade will be docked for lack of participation in school activities including daily classes.
 - (b) On the 4th failure to participate, a 7% grade reduction will occur in each class.
 - (c) Each additional failure to participate will lower the grade by 2% until the grade is 68%. Students will not fail as a result of this policy

C. Tardiness

1. Definition

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. For students in grades 7-12, two tardies will equal one unexcused absence for that class.
- c. If a student wishes to remove 2 tardies from their attendance totals, an after-school detention will need to be completed by the student.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or

guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

- 1. Three days if the child is in elementary school; or
- 2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

- 1. That the child is truant;
- 2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
- 3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
- 4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
- 5. That alternative educational programs and services may be available in the child's enrolling or resident district;
- 6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- 7. That if the child continues to be truant, the parent and child may be subject to

juvenile court proceedings under Minnesota Statutes, chapter 260C;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: _____

MSBA/MASA Model Policy
501

Orig. 1995

Revised: _____

Rev. 2025

501 SCHOOL WEAPONS POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.
- B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- C. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- D. "Weapon"
 - 1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
 - 2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object

that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

[NOTE: In June 2025, MSBA organized these definitions in alphabetical order.]

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minnesota Statutes, section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, section 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;
 - a. Minnesota Statutes, section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Minnesota Statutes, section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Minnesota Statutes, section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with sections 624.714 and 624.715.
 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 7. a gun or knife show held on school property;
 8. possession of dangerous weapons, BB guns, or replica firearms with written

permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[NOTE: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than the exceptions to the general prohibition of having a weapon on school grounds set forth in Minnesota Statutes, section 609.66, Subdivision 1d (f) listed in Section IV.B. above. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Minnesota Statutes, section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

- A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:
 1. immediate out-of-school suspension;
 2. confiscation of the weapon;
 3. immediate notification of police;
 4. parent or guardian notification; and
 5. recommendation to the superintendent of dismissal for a period of time not to

exceed one year.

- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.
- D. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

- 1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
- 2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
- 3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[NOTE: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

- 1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
- 2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

- A. The school district must electronically report to the Commissioner of the Minnesota Department of Education ("Commissioner") incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

- B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.
1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.
 2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

[NOTE: The 2025 Minnesota legislature enacted the addition to 2.c (Session Law Chapter 35)].

Legal References: Minn. Stat. § 97B.045 (Transporting Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Adopted: _____

MSBA/MASA Model Policy 418

Orig. 1995

Revised: _____

Rev. 2025

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- C. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.

- D. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- E. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- F. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").
- G. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- H. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- I. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- J. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- K. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic

substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

[NOTE: The 2025 Minnesota legislature amended this law.]

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

[NOTE: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

[NOTE: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition (41 United States Code section 8103; 34 Code of Federal Regulations Part 84). An acknowledgment will document

satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district’s drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

[NOTE: MDE information on this requirement is provided in the Resources section of this model policy.]

- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)

Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Resources: To support the requirements for school districts and charter schools outlined in [Minnesota Statute 2024, section 120B.215, subdivision 2](#), and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a

[List of Model Cannabis Education Programs for School District and Charter School Consideration.](#)

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit [MDE's Health Education webpage](#) for more information.

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[NOTE: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minnesota Statutes, chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes, chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes, chapter 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child's care to supply a child with

necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statutes, section 260C.007, subdivision 6, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules, part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules, chapter 9503.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child

such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes, section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes, section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minnesota Statutes, section 609.02, subdivision 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statutes, section 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes, section 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.

- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statutes, section 609.341, subdivision 15), or by a person in a current or recent position of authority (as defined in Minnesota Statutes, section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes, section 243.166, subdivision 1b(a) or (b).

- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages

set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[NOTE: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially

abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.301 (Termination of Parental Rights)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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