



A – Request decision – closure required
B – Update/status report
C – Discussion and input – final decision at a subsequent meeting

School Board Meeting
Monday, November 27, 2023
AGENDA

1. **Call to Order (1 minute)**
 - Dates to Remember 4
2. **Pledge of Allegiance (1 minute)**
3. **Approve Board Agenda (1 minute)**
4. **Consent Agenda (5 minutes)**
 - 4.A. Minutes from 11/13/23 Board Meeting - A
Jeff Simon, Board Clerk

Appendix A 5
 - 4.B. Retirements, Resignations, Terminations, Layoffs and Recalls, Leaves and Modified Leaves of Absence, Appointments - A
Matt Brain, Director of Employee Services

Appendix B 12
 - 4.C. Cash Disbursements Report - A
Jennifer Beck, Director of Finance

Appendix C 16
 - 4.D. Cash Balance Report - A
Jennifer Beck, Director of Finance

Appendix D 17
 - 4.E. Donations & Scholarship Report - A
Jennifer Beck, Director of Finance

Appendix E 18
 - 4.F. Monthly Revenue & Expenditures - A
Jennifer Beck, Director of Finance

Appendix F 22
 - 4.G. Policy 413.0 Harassment, Violence and Discrimination Policy - A
Tim Palmatier, General Counsel

Appendix G 24
 - 4.H. Policy 506.0 District Student Discipline Policy - A
Tim Palmatier, General Counsel

Appendix H 54

4.I. Policy 419.0 Tobacco and Smoke Free Environment Policy - A Tim Palmatier, General Counsel	
Appendix I	80
4.J. Policy 533.5 Physical Wellness Policy - A Tim Palmatier, General Counsel	
Appendix J	84
4.K. Bid #24009B - Hamilton ES HVAC & Deferred Maintenance - Phase 4 - A Tiffany Audette, Director of Purchasing	
Appendix K	96
4.L. Bid #24018B - Dayton ES Remodeling & Deferred Maintenance - Phase 2 - A Tiffany Audette, Director of Purchasing	
Appendix L	97
4.M. Immunization Exclusions as required by Statute 121a.15 - A Cindy Hiltz, Asst. Director of Student Services, Health Services	
5. Communications, Delegations & Petitions (15 minutes)	
6. Board Calendar & District Update (10 minutes) Cory McIntyre, Superintendent	
7. Community Education & Government Relations (5 minutes)	
7.A. Canvas Election Results Resolution - Recount (5 minutes) - A/R Kristie Thorson, Community Education Communications Coordinator; Thomas Hunt, Anoka County Elections Manager	
Appendix M	98
8. Elementary and Secondary Education (45 minutes)	
8.A. Demographer Study Report (45 minutes) - C Hazel Reinhardt, Consultant	
Appendix N	107
9. General Counsel (35 minutes)	
9.A.213.0 Advisory Committees Policy (currently 213.1-213.5) - First Read (5 minutes) Tim Palmatier, General Counsel	
Appendix O	138
9.B. 707.0 Transportation Policies - First Read	
9.B.1. 707.0 Transportation of Public School Students Policy (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer; B.J. Ison, Director of Transportation	
Appendix P	141
9.B.2. 708.0 Transportation of Nonpublic School Students Policy (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer; B.J. Ison, Director of Transportation	

Appendix Q	151
9.B.3. 709.0 Student Transportation Safety Policy (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer; B.J. Ison, Director of Transportation	
Appendix R	155
9.B.4. 710.0 Extracurricular Transportation Policy (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer; B.J. Ison, Director of Transportation	
Appendix S	171
9.B.5. 711.0 Video Recording on School Buses Policy (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer; B.J. Ison, Director of Transportation	
Appendix T	172
9.C. 806.1 Crisis Management Policy - First Read (5 minutes) - C Tim Palmatier, General Counsel; Greg Cole, Chief Operations Officer	
Appendix U	173
10. Labor Relations & Benefits (15 minutes)	
10.A. Labor Relations Update (15 minutes) - B Dr. Jennifer Cherry, Executive Director of Human Resources; Todd Mensink, Director of Labor Relations & Benefits	
Appendix V	175
11. Board Correspondence & Communication	
12. Executive Session (45 minutes)	
12.A. Labor Negotiations (45 minutes) Dr. Jennifer Cherry, Executive Director of Human Resources	
13. Adjourn	

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

School Board Meeting Agenda

November 27, 2023

Dates to Remember

- | | |
|-----------------------|---|
| 1. November 27 | Regular School Board Meeting, Sandburg Education Center, 6:30 p.m. |
| 2. December 1 | Staff Planning, No Students |
| 3. December 4 | PLC/Staff Development, Para Staff Development, No Students |
| 4. December 4 | CIAC, ESC, 6:30 p.m. |
| 5. December 6 | School Board Orientation, Sandburg Education Center, 5:30 p.m. |
| 6. December 11 | School Board Recognition, Sandburg Education Center, 5:30 p.m. |
| 7. December 11 | Truth in Taxation-Regular School Board Meeting, Sandburg Education Center, 6:30 p.m. |
| 8. December 13 | Winter Play Up Meeting, 5:30 p.m. |
| 9. December 13 | AHEM Meet & Confer (Tentative), TBD, 5:30 p.m. |
| 10. December 25-26 | District Closed, Holiday |
| 11. December 27-29 | No School, Winter Break |
| 12. January 1 | District Closed, Holiday |
| 13. January 2 | No School, Winter Break |
| 14. January 4 | CIAC, ESC, 6:30 p.m. |
| 15. January 8 | Regular School Board Meeting, Sandburg Education Center, 6:30 p.m. |
| 16. January 15 | District Closed, Holiday |
| 17. January 22 | Regular School Board Meeting, Sandburg Education Center, 6:30 p.m. |

To contact the School Board, go to www.ahschools.us/schoolboard and click on School Board Members.

The largest school district in Minnesota, Anoka-Hennepin serves 36,788 students and 242,300 residents living in Andover, Anoka, Blaine, Brooklyn Center, Brooklyn Park, Champlin, Coon Rapids, Dayton, Fridley, Ham Lake, Nowthen, Oak Grove and Ramsey. The district was established in 1952.



Marci Anderson
CHAIR



Nicole Hayes
VICE CHAIR



Jeff Simon
CLERK



Erin Heers-McArdle
TREASURER



Matt Audette
DIRECTOR



Kacy Deschene
DIRECTOR

This agenda will be provided in an alternate format upon request in order to accommodate individuals with disabilities. A minimum of three days notice is needed. Please call Debbie Koffski at 763-506-1002 to request an alternate format.

**MINUTES OF MEETING
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 11
(Anoka-Hennepin School District)
STATE OF MINNESOTA**

The School Board of Anoka-Hennepin Independent School District No. 11 held a meeting on **Monday, November 13, 2023**, at Sandburg Education Center, Anoka, Minnesota.

Chair Anderson called the meeting to order at 6:30 p.m.

The following members were present: Marci Anderson, Matt Audette, Kacy Deschene, Nicole Hayes, Erin Heers-McArdle, and Jeff Simon.

Jeff Simon motioned to approve the Board Agenda as presented. Vice Chair Hayes seconded. Motion passed.

CONSENT AGENDA

Jeff Simon moved and Erin Heers-McArdle seconded the motion to approve the following **consent agenda** items:

- a. **Minutes** from the October 23, 2023, School Board work session.
- b. **Personnel items** as follows:

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Cynthia Davis	Roosevelt Middle, ParaEducator Spec Ed Cntr Base	06/06/2024
Eric Huebner	Oak View Middle, B/G Building Supervisor	12/22/2023
Randall Sveningson	ESC, B/G Maintenance Spec Woodshop	07/31/2024
Kim P Thole	ESC, Teacher SA-QComp Peer Eval	06/07/2024
Colleen Wawers	ESC, Educ Office Prof	01/31/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Madeline Benson	Anoka Middle - FM, Teacher ABS (AcadBehav)	11/01/2023
Cheryl Chandler-Smith	Champlin Park High, Teacher Counselor	11/10/2023
Ramona Tran	ESC, Recruit Retention Specialist	11/03/2023

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Kristin M Baden	Verndale, Teacher EC/SE Stretch Calendar	07/01/2023	06/29/2029
Katharine Borg	Oxbow Creek, Teacher SLD	11/03/2023	02/23/2024
Caitlin Burns	Sand Creek, Teacher SA-Coach Literacy Spec	11/07/2023	01/29/2024
Norma Cederstrand	ESC - Transportation, ParaEducator Bus	09/29/2023	10/17/2023
Patricia Engren	Brookside, A+ Site Leader full year	10/10/2023	11/13/2023
Mackenna Fredericksen	Morris Bye, Teacher Grade 4	10/17/2023	12/22/2023
Ashlea Garrison	ESC-Special Ed, Teacher Psychologist	10/23/2023	11/27/2023
Wade Grabow	Anoka High, Teacher ABS (AcadBehav)	11/29/2023	12/22/2023
Julie D Griffin	Coon Rapids High, ParaEducator Secondary	10/23/2023	01/12/2024
Lisa Iverson	Compass - Bell Building, Child Nutrition Site Supv	10/02/2023	10/27/2023
Jacqueline Johnson	Anoka Middle - FM, Teacher Art Secondary	11/17/2023	12/22/2023
Marla Kohl	Anoka High, Teacher American Sign Language	07/01/2024	06/29/2029
Kathryn Merriam	Coon Rapids Family Center - Eval Team, Teacher SLD	10/30/2023	11/10/2023
Chris Mertesdorf	ESC, B/G Maintenance Spec Maint	10/13/2023	04/17/2024
Taralyn Patterson	Wilson, Teacher Grade 3	10/16/2023	12/22/2023
Jaline Root	Sorteberg ECC, Para Sped ECSE center base	10/12/2023	11/13/2023
Cheryl Skluzacek	Monroe, ParaEducator Elementary	10/26/2023	12/13/2023
Regina Watson	ESC, Administrative Assistant	11/03/2023	12/11/2023

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
John Borene	Champlin Park High, ParaEducator Technology	09/04/2023	11/10/2023
Jamie Costello	Oxbow Creek, Teacher E/BD	09/15/2023	10/18/2023
Lynda Edelman-Hoecherl	Jackson Middle, Educ Office Prof School Year	09/26/2023	01/22/2024
Susan Elliott	Eisenhower, Teacher Grade 4	10/09/2023	11/06/2023
Abigail J Fonken	Blaine High, Teacher SLD	06/21/2023	11/10/2023
John Gerding	Roosevelt Middle, Teacher ASD (AutismSpectrum)	07/08/2023	06/30/2024
Susan Hawley	Mississippi, ParaEducator Special Education	09/07/2023	10/27/2023
Brianna Mueller	Jefferson, A+ Site Leader full year	09/21/2023	11/07/2023
Debra Nelson	Coon Rapids High, ParaEducator Spec Ed Cntr Base	09/25/2023	12/06/2023
Mary Stradal	Ramsey, ParaEducator Special Education	09/19/2023	11/29/2023
Joanne Taylor	McKinley, ParaEducator Special Education	09/13/2023	12/15/2023
Kelly Tokay	Jefferson, Teacher SA-Tal Devl	12/13/2022	12/13/2024

APPOINTMENTS

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
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Elementary

This section returned no records

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
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Secondary

Devon Johnson	Northdale Middle, Teacher Media Specialist LTS	10/17/2023	Masters+60/24	0.4492	\$41,646
Jessica McDonald	Anoka Middle - FM, Teacher Social Studies LTS	10/12/2023	Bachelors/2	0.2513	\$11,476
Ethan Scheibe	Blaine High, Teacher English	11/08/2023	Bachelors/1	0.7433	\$33,522

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
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Special Education

Michelle Aldinger	ESC-Special Ed, Teacher Nurse	08/28/2023	Masters/15	1.0000	\$78,926
Justin Johnson	Anoka Middle - FM, Teacher ABS (AcadBehav)	08/28/2023	Bachelors+15/10	1.0000	\$61,280
Debra Settambriano	Hoover, Teacher SLD	11/01/2023	Masters/13	0.7594	\$57,727
Caitlin Smith	Sorteberg ECC, Teacher EC/SE	10/09/2023	Bachelors/1	0.8503	\$38,345

Name	Current or Most Recent Position	Effective Date	Days	Salary
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Administrative

William Hill	Champlin Park High, Asst Principal High School Based on an annual salary of \$112,726 for 260 days	10/20/2023	181	\$78,474
Amy Warren	ESC, Administrative Assistant Based on an annual salary of \$63,234 for 260 days	11/27/2023	155	\$37,697

- c. Approved Building Naming of Franklin Site to ‘Two Rivers Transition Program at Franklin’.
 - d. Approved Middle School Transition: 6th Grade First Day of School Plan.
 - e. Approved Fogerty Ice Arena Lease Agreement.
 - f. Approved Andover Community Center Ice Facility Lease.
 - g. Approved City of Coon Rapids Agreement for Education Services & Fostering a Safe & Welcoming School Environment.
 - h. Immunization Exclusions—names and specifics are not included because of data privacy.
- Motion passed.

The School Board received testimony from Val Holthus, Mary Falk, Amelia Eric and Jennifer Walberg.

Superintendent McIntyre gave a report to the Board and reviewed the Board calendar. The Superintendent shared that Anoka-Hennepin’s curriculum review process includes opportunities for engagement by members of the community; one of those important engagement opportunities is set for Thursday, Nov. 16 from 5:30 to 7:00 p.m. Eight new curriculum options are under consideration including Advanced Placement Calculus, physics, biology, International Baccalaureate Chemistry and Biology, U.S. studies, U.S. history and world history. A virtual review option is available for those unable to attend this session in person from Nov. 15th to the 29th. Registration information for the virtual option is included in information shared on the ahschools.us website. Recommendations on these materials will be forwarded to the School Board for approval in the spring of 2024 and would be implemented for the 2024-25 school year pending approval. Schools across Anoka-Hennepin hosted Veteran’s Day assemblies and events in honor of our veterans. The district has many staff members and also parents, grandparents and even great grandparents who are veterans. Many students were involved in music performances, reading essays, patriotic displays, and managing the logistics of hosting these events. A summary of these activities is posted online at ahschools.us. The Andover High School Football team continues its deep playoff run as they advance to the state semifinals. The Huskies face Chanhassen on Saturday, Nov. 18 at 7 p.m. at U.S. Bank Stadium with the winner moving on to the Prep Bowl. Anoka Volleyball completed their impressive season at the state tournament by capturing the third place trophy. The Tornados defeated Eagan in the quarterfinals and Stillwater in the third place game, only losing to eventual state champion Wayzata. The Anoka-Hennepin Mustangs PI Adapted Soccer team is heading to their state tournament where they face Minneapolis South in quarterfinal round action on Friday, Nov. 17 at 5 p.m. at Stillwater High

School. Girls Swim and Dive will hold their state meet this weekend at the University of Minnesota. Congratulations to the many representatives from Anoka-Hennepin who advanced on to compete in that showcase event.

Kristie Thorson, Community Education communications coordinator, and Thomas Hunt, Anoka County elections manager, presented the School Board election results. The action to approve or canvas the election results is necessary to confirm the School Board election held on Nov. 7, 2023. The Canvas Election Results Resolution was approved on a 6-0 vote.

CERTIFICATE OF CLERK

The undersigned, being the duly qualified and acting Clerk of Elections for Anoka-Hennepin Independent School District No. 11, Minnesota (the District), attests and certifies that:

1. I have legal custody of the original Official Returns and Summary Statements of the Judges of Election from which the attached copies were transcribed.
2. I have carefully compared the attached copies with the original Official Returns and Summary Statements of Judges.
3. I find the attached copies to be true, correct and complete copies of the Official Returns and Summary Statements of Judges of Election appointed for each polling place indicated and acting at the General Election held in the District on November 7, 2023.

WITNESS my hand officially as Clerk of Elections this 9th day of November, 2023.



Thomas S. Hunt
Clerk of Election

RESOLUTION CANVASSING RETURNS OF VOTES OF ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11 GENERAL ELECTION HELD NOVEMBER 7, 2023

BE IT RESOLVED by the School Board of Anoka-Hennepin Independent School District No. 11, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the General Election of the voters of this school district held on November 7, 2023, was in all respects duly and legally held.
2. As specified in the attached Abstract and Return of Votes Cast, a total of 4,470 voters of the district voted at said General Election on the election of one (1) school board member from Election District No. 1 for a four (4) year vacancy on the board caused by expiration of term on the first Monday in January following the general election.

Votes cast for the office are as follows:

Candidate	Votes	Elected
Linda Hoekman	2,490	X
Erin Heers-McArdle	1,971	
Write-In	6	

3. Linda Hoekman, having received the highest number of votes, is elected to a four (4) year term in Election District No. 1 beginning on the first Monday in January, 2024.

4. As specified in the attached Abstract and Return of Votes Cast, a total of 4,394 voters of the district voted at said General Election on the election of one (1) school board member from Election District No. 2 for a four (4) year vacancy on the board caused by expiration of term on the first Monday in January following the general election.

Votes cast for the office are as follows:

Candidate	Votes	Elected
Zach Arco	2,201	X
Susan Witt	2,189	
Write-In	6	

5. Zach Arco, having received the highest number of votes, is elected to a four (4) year term in Election District No. 2 beginning on the first Monday in January, 2024.

6. As specified in the attached Abstract and Return of Votes Cast, a total of 3,257 voters of the district voted at said General Election on the election of one (1) school board member from Election District No. 5 for a four (4) year vacancy on the board caused by expiration of term on the first Monday in January following the general election.

Votes cast for the office are as follows:

Candidate	Votes	Elected
Michelle Langenfeld	1,775	X
Scott Simmons	1,405	
Cyrus Wilson	67	
Write-In	8	

7. Michelle Langenfeld, having received the highest number of votes, is elected to a four (4) year term in Election District No. 5 beginning on the first Monday in January, 2024.
8. The clerk is hereby directed to certify results of the General & Special Election to the county auditors of each county in which the school district is located in whole or in part.
9. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk is hereby directed to deliver a certificate of election to each person entitled thereto. The clerk is also hereby directed to enclose with the certificate a form of acceptance of office and oath of office.

Dr. Josh Delich, associate superintendent for high schools, informed the School Board of the Minnesota State High School League (MSHSL) Foundation Form A and B grant process and presented the application and resolutions to the board for approval. The grant provides resources for extracurricular activities and encourages participation in high school fine arts and athletics. Grant Form A Resolution was approved on a 6-0 vote.

**FORM A
RESOLUTION OF GOVERNING BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;
 WHEREAS, the Governing Board of [Name of School/District] Anoka-Hennepin ISD 11 recognizes the value of student participation in extracurricular activities; and
 WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.
 THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] Anoka-Hennepin ISD 11 supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

11-13-2023

Date

Marci Anderson

Board Chair/Head of School

Grant Form B Resolution was approved on a unanimous 6-0 vote.

**FORM B
RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING
FORM B APPLICATION TO
MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;
 WHEREAS, the Governing Board of [Name of School] Anoka-Hennepin ISD 11 recognizes the value of student participation in extracurricular activities; and
 WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.
 THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School] Anoka-Hennepin ISD 11 supports the school's application to the Minnesota State High School League Foundation for a FORM B grant.

11-13-2023

Date

Marci Anderson

Board Chair/Head of School

11-13-2023

Date

Jeff Simon

Board Clerk/Treasurer

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.

Dr. Johnna Rohmer-Hirt, executive director of research, evaluation and testing, led a team of administrators presenting a comprehensive overview of the district's efforts to meet the goals of Minnesota's Best Workforce plan. The plan measures performance in achieving school readiness, reading well by third grade, closing achievement gaps, career and

college readiness, and improving student graduation rates. The presentation also included key data points from achievement and integration programming and how they support the overall achievement goals for all district students. Anoka-Hennepin remains diligent in striving for continuous improvement in racial and economic integration, student academic achievement, equitable educational opportunities and the reduction of academic disparities based on student demographics. This presentation was a continuation of the information shared at the Oct. 23 board meeting which was suspended due to a facility issue.

Tim Palmatier, general counsel, provided a first read of Policy 413.0 Harassment, Violence and Discrimination policy. The policy was first adopted in 1985 and is being recommended for amendment for accuracy. Tim Palmatier, general counsel, provided a first read of Policy 506.0 District Student Discipline policy. The policy was first adopted in 1984 which provides the district's expectations for student conduct and is being recommended for amendment. Tim Palmatier, general counsel, provided a first read of Policy 419.0 Tobacco and Smoke Free Environment policy. The policy was first adopted in 1988 and is being recommended for amendment consistent with recommendations from the Indian Education program. Tim Palmatier, general counsel, provided a first read of Policy 533.5 Physical Wellness policy. The policy was first adopted in 2006 and is being recommended for amendment. All policies will receive two opportunities for review by the School Board and also allow time for community feedback prior to approval at a future meeting.

Dr. Jennifer Cherry, executive director of human resources, and Todd Mensink, director of labor relations and benefits, provided the School Board with an update on the status of negotiations for employee groups consistent with Board Policy 209, Negotiations Code of Ethics. Dr. Cherry provided an overview of the status of negotiations with the district's 14 bargaining groups and five policy groups. This was an informational update and no action was required.

Erin Heers-McArdle attended the Anoka High School Pep Rally for the Girls' Volleyball team. The Pep band performed and the Girls Volleyball team is truly amazing. Congratulations to the team! Vice Chair Hayes highlighted AHEF, reporting back and thanking everyone in support of the AHEF Golf Tournament. She thanked the board members for sponsoring a hole at the tournament and shared the golf tournament broke records across the board with 36 teams, 54 sponsors, 156 golfers with a waiting list, and netted the foundation \$35,000. She thanked the board, staff and community members for their participation. Hayes shared that AHEF Raffle Tickets are available for \$20 for a chance to win tickets to the Vikings vs. Packers game on Dec. 31. Raffle tickets can be purchased from AHEF up until Dec. 1 when the drawing will take place at the ESC. Kacy Deschene highlighted Veteran's Day programs across the district honoring service of veterans. She thanked the district staff and community members for their service and participation. Chair Anderson shared that our Anoka-Hennepin School Board and schools are dedicated to creating a safe and respectful learning environment for all. We are committed to the appreciation of diversity, to recognize and honor the dignity of each individual and to celebrate differences among culture, gender, ability and to work cooperatively with others to resolve conflicts. Chair Anderson encouraged our board to consider a Code of Conduct board policy for board members.

Chair Anderson proposed under Minnesota State Law 13D.03 sub 1 that they move into a closed session to deal with matters of labor negotiations for Teachers, Child Nutrition Site Supervisors, Custodians, Ed. Support Professionals, Principals, School Office Supervisors, and Tech. Specialists. The closed session will be held in the Michael Sullivan Room. Jeff Simon seconded the motion to go into closed sessions. Motion carried.

Chair Anderson recessed the meeting at 9:47 p.m. The meeting reconvened in closed executive session at 9:58 p.m. to discuss negotiations.

Chair Anderson recessed the meeting at 10:38 p.m. Vice Chair Hayes moved and Erin Heers-McArdle seconded the motion to adjourn the meeting. Motion passed.

Jeff Simon, Clerk
Anoka-Hennepin Independent School District No. 11

Marci Anderson, Chair

Prepared by: Debbie Koffski, CPS
Recorder

Approved: _____

APPENDIX B

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Amy Eidenschink	Sand Creek, Teacher Grade 5	06/07/2024
Cindy Gray	Northdale Middle, Child Nutrition Assistant	06/06/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Korbin Kvaas	Evergreen Park, Teacher E/BD	11/10/2023
Shawna Voigt	Evergreen Park, Teacher Grade 1	11/10/2023

APPENDIX B

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Ann Benson	Andover DC-Bridges, ParaEducator Spec Ed Cntr Base	11/01/2023	01/30/2024
Amanda Britz	Anoka Middle - WA, Teacher Grade 6	11/09/2023	12/06/2023
Matthew Collins	Jackson Middle, Teacher Science	07/01/2024	06/29/2029
Victoria Courts	RiverTrail Learning Ctr, Special Educ Prg Supervisor	11/07/2023	01/30/2024
Christine Dahl	Northdale Middle, Teacher Grade 6	11/27/2023	12/22/2023
Kelly Godwin-Pratt	Morris Bye, Teacher SA-Coach Literacy Spec	11/13/2023	01/12/2024
Deseraie Hall	Jackson Middle, ParaEducator Spec Ed Cntr Base	11/16/2023	02/24/2024
Angela Jurmu	Roosevelt Middle, School Office Supervisor	11/27/2023	12/22/2023
Georgia Larson	Champlin Park High, Teacher SA-IB Coord	12/13/2023	01/24/2024
Nicole Mancuso	Andover DC-Bridges, Teacher ASD (AutismSpectrum)	11/15/2023	12/22/2023
Meghan Murray	Brookside, Teacher Grade 1	11/09/2023	03/08/2024
Erin Packer	Coon Rapids Middle, Teacher ABS (AcadBehav)	11/20/2023	01/03/2024
Molly Peddycoart	ChamplinBrklynPk Academy, Teacher ASD (AutismSpectrum)	11/07/2023	01/19/2024
Shawn Pederson-Walczynski	Rum River Elementary, Teacher SA-Coach Math Spec	10/30/2023	11/17/2023
Lynnsey S Plaisance	Anoka High, Teacher ESL	10/26/2023	11/10/2023
Lynnsey S Plaisance	Anoka High, Teacher ESL	11/14/2023	11/27/2023
Brittney Reinecke	Verndale, Teacher Speech Clinician	11/08/2023	02/20/2024
Julie Roman	Oxbow Creek, TIER I-ABS (AcadBehav)	11/07/2023	12/07/2023
Jaline Root	Sorteberg ECC, ParaEducator Special Education	11/28/2023	12/01/2023
Celestina Russell	Riverview ECC, ParaEducator Spec Ed Cntr Base	10/23/2023	11/14/2023
Diana Sanchez-Solorzano	University Avenue, Educ Office Prof School Year	11/09/2023	02/07/2024
Cassandra Scott	Eisenhower, Teacher ABS (AcadBehav)	11/13/2023	02/09/2024
Terra M Sweet	Jackson Middle, Child Nutrition Assistant	11/09/2023	12/08/2023
Cindy M Thomas	ESC-Special Ed, ParaEducator Special Ed COTA	11/06/2023	11/20/2023
Clara Tice	Ramsey, A+ PT CCA - Ln 1	11/06/2023	12/04/2023
Jean M Towley	S.T.E.P., Job Coaches	11/06/2023	12/15/2023

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Lydia Anderson	ESC-Special Ed, Teacher Speech Clinician	05/16/2023	06/30/2024
Caitlin Burns	Sand Creek, Teacher SA-Coach Literacy Spec	11/21/2023	02/12/2024
Patricia Engren	Brookside, A+ Site Leader full year	10/10/2023	11/10/2023
Deseraie Hall	Jackson Middle, ParaEducator Spec Ed Cntr Base	09/19/2023	11/16/2023
Lisa Heiden	Mississippi, Teacher Grade 1	08/28/2023	02/29/2024
Caroline Justice	Andover DC-Bridges, ParaEducator Spec Ed Cntr Base	09/05/2023	02/16/2024
Candace Keller	ESC - Transportation, ParaEducator Bus	09/21/2023	12/20/2023
Brianna Mueller	Jefferson, A+ Site Leader full year	09/21/2023	12/20/2023
Debra Nelson	Coon Rapids High, ParaEducator Spec Ed Cntr Base	09/25/2023	01/03/2024
Karyn Ratajczak	Brookside, ParaEducator Spec Ed Cntr Base	10/30/2023	11/24/2023

APPENDIX B

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Jaline Root	Sorteberg ECC, Para Sped ECSE center base	10/12/2023	11/27/2023

APPOINTMENTS

<u>Name</u>	<u>Current or Most Recent Position</u>	<u>Effective Date</u>	<u>Lane/Step</u>	<u>FTE</u>	<u>Salary</u>
Elementary					
Heather Schleicher	Wilson, Teacher Grade 3 LTS	10/30/2023	Bachelors/1	0.1979	\$8,923
Trina Schultz	Eisenhower, Teacher SA-Tal Devl	11/20/2023	Masters+60/14	0.3449	\$30,264

<u>Name</u>	<u>Current or Most Recent Position</u>	<u>Effective Date</u>	<u>Lane/Step</u>	<u>FTE</u>	<u>Salary</u>
Secondary					
This section returned no records					

<u>Name</u>	<u>Current or Most Recent Position</u>	<u>Effective Date</u>	<u>Lane/Step</u>	<u>FTE</u>	<u>Salary</u>
Special Education					
Nancy Hofschulte	ChamplinBrklynPk Academy, Teacher MMH LTS	11/03/2023	Bachelors/20	0.2406	\$16,371
Jessica Johnson	Coon Rapids High, Teacher E/BD	12/04/2023	Bachelors+45/13	0.6524	\$44,949

<u>Name</u>	<u>Current or Most Recent Position</u>	<u>Effective Date</u>	<u>Days</u>	<u>Salary</u>
Administrative				
This section returned no records				

MOTION

Date:

November 27, 2023

That these disbursements as presented, excluding net payroll, be allowed and charged to funds as follows:

Fund No.	Description	Amount
	Checks	\$ 7,945,344.39
01	General	6,818,375.26
02	Food Service	174,537.53
04	Community Service	67,589.99
06	Building Construction	884,571.61
07	Bond & Interest K-12	-
20	Health-Self Insurance	270.00
21	Dental-Self Insurance	-
22	Work. Comp.-Self Insurance	-
47	OPEB Debt Service	-
	Electronic Payments	\$ 19,915,028.04
01	General	13,741,439.64
02	Food Service	296,452.78
04	Community Service	624,116.06
06	Building Construction	-
07	Bond & Interest K-12	-
20	Health-Self Insurance	4,609,009.79
21	Dental-Self Insurance	563,744.27
22	Work. Comp.-Self Insurance	80,265.50
47	OPEB Debt Service	-
	ACH Payments	\$ 8,414,661.26
01	General	3,653,958.22
02	Food Service	2,221,716.73
04	Community Service	44,486.43
06	Building Construction	2,405,734.51
07	Bond & Interest K-12	-
20	Health-Self Insurance	70,505.37
22	Work. Comp.-Self Insurance	18,260.00
	P-Card	\$ 239,326.03
01	General	204,265.35
02	Food Service	2,121.61
04	Community Service	32,939.07
06	Building Construction	-
20	Health-Self Insurance	-
	TOTAL DISTRICT	\$ 36,514,359.72

ANOKA HENNEPIN DISTRICT NO. 11
MONTHLY CASH BALANCES - FY24

	GENERAL 01-101	FOOD SERVICE 02-101	COMMUNITY SERVICE 04-101	BUILDING CONSTRUCTION 06-101 ¹	DEBT SERVICE 07-101	EMP BENE HEALTH 20-101	EMP BENE DENTAL 21-101	EMP BENE WORK COMP 22-101	OPEB DEBT SERVICE 47-101	TOTAL CASH	CASH INVESTMENTS	BUILDING CONSTRUCTION INVESTMENT	SCHOLARSHIP INVESTMENT	TOTAL ALL BALANCES	FY23 Total All Balances (1 year ago comparison)
07/01/23	167,625,306	9,661,551	12,168,757	(2,844,745)	9,201,166	24,002,428	3,225,038	2,287,027	1,304,644	226,631,172	10,000,000	16,854,844	712,365	254,198,381	273,086,188
07/31/23	137,645,718	9,351,636	11,562,339	(619,251)	6,724,711	17,724,437	2,897,721	2,104,797	1,381,049	188,773,157	10,000,000	13,071,820	688,427	212,533,404	241,851,628
08/31/23	168,372,920	9,385,665	11,533,868	(2,681,823)	6,325,755	14,225,288	2,294,219	2,066,908	1,358,476	212,881,277	10,000,000	13,124,816	509,804	236,515,897	271,684,755
09/30/23	185,170,574	8,882,238	13,083,758	(4,131,880)	6,329,633	14,920,089	2,548,666	2,067,015	1,358,523	230,228,616	10,000,000	13,131,309	464,430	253,824,355	276,894,445
10/31/23	184,238,524	8,296,287	12,969,484	(7,425,653)	9,023,567	17,058,314	2,435,497	2,094,463	1,748,359	230,438,843	10,000,000	13,131,309	446,296	254,016,449	275,084,581
11/30/23										0				0	
12/31/23										0				0	
01/31/24										0				0	
02/28/24										0				0	
03/31/24										0				0	
04/30/24										0				0	
05/31/24										0				0	
06/30/24										0				0	

¹ Building Construction Fund is negative because funds are transferred from the Building Construction investment account on a reimbursement basis.

ANOKA-HENNEPIN DISTRICT NO. 11
MONTHLY DONATION REPORT
November 2023

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
11/07/2023	AHEF	Andover HS	AHEF-Assist in paying for activity fees-students u	General	2,000.00
11/07/2023	AHEF	Anoka HS	AHEF-Assist in paying for activity fees-students u	General	2,000.00
11/03/2023	AHEF	Anoka Middle School for the Arts	AHEF-Mini Grant Non-instructional Supplies	General	500.00
11/03/2023	AHEF	Anoka Middle School for the Arts	Agility fun mini grant	General	500.00
11/07/2023	AHEF	Blaine HS	AHEF-Assist in paying for activity fees-students u	General	2,000.00
11/07/2023	AHEF	Brookside Elem	AHEF-Art classroom supplies	General	500.00
11/07/2023	AHEF	Brookside Elem	AHEF-Gr 2 Classroom supplies	General	390.00
11/07/2023	AHEF	CBPA	AHEF-Gr2 Classroom Books	General	500.00
11/07/2023	AHEF	Champlin Park HS	AHEF-Assist in paying for activity fees-students u	General	2,000.00
11/02/2023	AHEF	Compass Teen Parent Program	AHEF-grant for teen parent-family, food, & commi	General	500.00
11/07/2023	AHEF	CPHS	AHEF- Supplies/Equipment for Black Student Uni	General	350.00
11/07/2023	AHEF	CPHS	AHEF-Supplies for Hmong Cultural Club	General	500.00
11/07/2023	AHEF	CRHS	AHEF-Assist in paying for activity fees-students u	General	2,000.00
11/02/2023	AHEF	Crooked Lake Elem	AHEF- Giant Chess Board	General	500.00
11/02/2023	AHEF	Crooked Lake Elem	AHEF- Everyday Speech Subscription	General	400.00
11/02/2023	AHEF	Eisenhower Elem	AHEF- Classroom Manipulatives	General	500.00
11/02/2023	AHEF	Eisenhower Elem	AHEF-Breathing balls/Hoberman Spheres	General	490.00
11/07/2023	AHEF	Eisenhower Elem	AHEF-Multicultural Arts Night	General	500.00
11/03/2023	AHEF	Evergreen Park STEM School	AHEF-Binders for students	General	500.00
11/03/2023	AHEF	Hamilton Elem	AHEF-Agility Fun	General	500.00
11/02/2023	AHEF	McKinley Elem	AHEF- Agility Fun	General	500.00
11/02/2023	AHEF	McKinley Elem	AHEF- Agility Fun	General	500.00
11/02/2023	AHEF	McKinley Elem	AHEF- Books- Whole Group	General	500.00
11/02/2023	AHEF	McKinley Elem	AHEF- Lit Matericals-50 Nifty for LITS	General	500.00
11/07/2023	AHEF	Mississippi Elem	AHEF-Mini Grant-Calming corner	General	500.00
11/02/2023	AHEF	Monroe Elem	AHEF- Agility Fun	General	500.00
11/02/2023	AHEF	Oxbow Creek Elem	AHEF-5th G ski trip, Adaptive Ski lesson Mini Gra	General	500.00
11/07/2023	AHEF	River Trail	AHEF-Sensory Items for Classroom	General	475.00
11/07/2023	AHEF	River Trail	AHEF-Supplies for Cooking Classes	General	500.00
11/07/2023	AHEF	River Trail	HEF-Skating Field Trips For Building	General	500.00
11/07/2023	AHEF	River Trail	AHEF-Fidgits for students in recourse room	General	371.00
11/07/2023	AHEF	River Trail	AHEF-Incentives for Positive Behaviors in classrc	General	500.00
11/07/2023	AHEF	River Trail	AHEF-Incentives for Positive Behaviors in classrc	General	500.00

11/07/2023	AHEF	River Trail	AHEF-Supplies to make Derby cars-Assembly and	General	404.00
11/07/2023	AHEF	River Trail	AHEF-Craft Projects for classes to do weekly	General	500.00
11/07/2023	AHEF	Roosevelt MS	AHEF-Books for English	General	500.00
11/02/2023	AHEF	Wilson Elem	AHEF-ML Family engagement- Agility Fun	General	390.00
11/08/2023	AHEF	Compass Programs	AHEF-Supplies to create a Sculpture garden	General	500.00
11/08/2023	AHEF	Compass Programs	AHEF-Increase student engagement through tech	General	262.00
11/08/2023	AHEF	Adams Elem	AHEF-Student supplies/ Agility Fun	General	220.00
11/08/2023	AHEF	Adams Elem	AHEF-Student supplies/Inovative writing tools	General	650.00
11/08/2023	AHEF	Jefferson Elem	AHEF- 2 EL Pocket Talks	General	500.00
11/13/2023	AHEF	CPHS women's Group	AHEF-Supplies for Women's Group	General	500.00
11/13/2023	AHEF	CRHS	AHEF-J.Appel- English calssroom purchases	General	250.00
11/13/2023	AHEF	CRHS	AHEF-A.Johnson-Choir classroom purchases	General	500.00
11/13/2023	AHEF	Roosevelt MS	AHEF- Supplies for showcase and books	General	250.00
11/13/2023	AHEF	Rum River Elem	AHEF-signs for story book trail	General	360.00
11/16/2023	AHEF	Blaine HS	AHEF- Mini Grant to Purchase VR Headsets for Sc	General	500.00
11/16/2023	AHEF	Blaine HS	AHEF-Mini Grant to purchase games for Sped De	General	500.00
11/16/2023	AHEF	Jackson MS	AHEF-Science Books	General	307.00
11/16/2023	AHEF	AH Special Education	AHEF-Mini Grant to Expand DHH library	General	500.00
11/16/2023	AHEF	Jackson MS	AHEF-Podcast audio equip for students	General	500.00
11/01/2023	Allina Health	Compass Programs at Bell	23-24 Change to Chill Students Needs	General	250.00
11/02/2023	Allina Health	CRHS	Maintaining chill zone space for students	General	250.00
10/27/2023	Allina Health System	Blaine High School	Create/maintain a "Chill zone"	General	250.00
11/13/2023	Allina Health System	Rum River Elem	Student?General Supplies	General	100.00
10/26/2023	Allison & Matthew Gruhn	CPHS	Books for Student Book Club	General	2,000.00
11/02/2023	American Onling Giving Foundation	McKinley Elem	Misc Supplies	General	747.67
11/02/2023	American Onling Giving Foundation	Oxbow Creek Elem	School Supplies	General	180.00
11/07/2023	American Onling Giving Foundation	University ave ACES Elem	Water Filteration system-Monthly Rental	General	319.95
11/07/2023	Andover Football Association Inc	Andover HS	football- QCTV for 11/3 Section Final	General	900.00
11/07/2023	Ann Dublin	STEP Automotive	Classroom Instruction/Car Maintenance	General	250.00
11/01/2023	Anoka Tornadoes Baseball Booster Club	Anoka Baseball Team	Baseball Jerseys	General	1,770.00
10/23/2023	Ben and Nicole Manthey	Rum River Elem	New Playground Equipment	General	60.00
10/27/2023	Blaine Dugout Club	Blaine High School	Uniforms for Baseball Team	General	3,095.00
10/25/2023	Blaine Youth Hockey	Blaine High School	HOSA Club	General	2,000.00
11/07/2023	Blaine Youth Hockey	Madison Elem	Trasportation for Gr5 to Long Lake in June 24	General	2,500.00
11/13/2023	Bring Change 2 Mind	Andover HS	Program Supplies Use	General	150.00
11/02/2023	Brookside Elem PTO	Brookside Elem	VSC Sponser Payment	General	2,916.00
11/13/2023	Champlin Park Baseball Association	Champlin Park HS	Electrical Work, Stadium Scoreboard	General	10,500.00

10/26/2023	Champlin Park Girls Swim Team	CPHS	Swimteam Record Board	General	4,855.00
10/05/2023	Champlin Park Touchdown Club	Champlin Park Athletics	9 FB Coaches ESA's	General	45,727.15
10/05/2023	Champlin Park Touchdown Club	Champlin Park Athletics	FB Coaches Cooper, Smith PERA tax	General	695.40
11/02/2023	Charities Aid Foundation America	McKinley Elem	Misc Supplies	General	145.54
10/13/2023	Coon Rapids Gridiron Club	CRHS	C,lves- Coashing ESA	General	2,300.00
10/13/2023	Coon Rapids Gridiron Club	CRHS	Add'l Coach ESA G.Spiering	General	2,400.00
10/13/2023	Coon Rapids Gridiron Club	CRHS	K,Fleury Coaching ESA	General	2,300.00
10/13/2023	Coon Rapids Gridiron Club	CRHS	R,Nelson Cain Coaching	General	3,300.00
11/16/2023	Coon Rapids Lion Foundation	Eisenhower Elem	Books for Bango	General	1,537.00
11/16/2023	Coon Rapids Lion Foundation, Inc	University Avenue ACES Elem	Books for Bango- to hand out to students	General	1,851.00
10/13/2023	Coon Rapids Lions Club	CRHS	Change to Chill-Licensing to show community mo	General	200.00
11/16/2023	Coon Rapids Lions Foundation	Lincoln Elem	Books for Students	General	1,502.00
11/16/2023	Coon Rapids Lions Foundation Inc.	Adams Elem	Books for Students	General	1,563.00
11/13/2023	Coon Rapids Lions Foundation, Inc	Sand Creek Elem	Books for Students	General	1,970.00
10/25/2023	Coon Rapids Veterans	Morris Bye Elem	Multilingual Family Night	General	200.00
10/26/2023	CPHS Boys Swim & Dive Team	CPHS	Swimteam Record Board	General	1,500.00
11/08/2023	CPHS Girls Hockey Boosters	Champlin Park HS	Girls Hockey charter transportation to Duluth	General	2,725.00
10/13/2023	CRHS Boys basketball Boosters	CRHS	Coach's Clinic	General	470.00
11/02/2023	CRHS Boys Basketball Boosters	CRHS	M.Schumann coach asst. ESA Boys Basketball	General	4,636.00
11/02/2023	CRHS Boys Basketball Boosters	CRHS	N.Schlinsog Coach Asst, Esa boys basketball	General	4,636.00
10/05/2023	Dayton Elementary PTO	Dayton Elem	Phase 2 Payground updates	General	50,000.00
11/13/2023	Dayton Elementary PTO	Dayton Elem	3rd Grade field trip(science Museum)	General	500.00
10/19/2023	Districk 5m7 Lions	Champlin Park High	Club Supplies	General	542.50
10/13/2023	Husky Hoops	Andover High	B Basketball Program Use	General	1,500.00
11/16/2023	Jessica Lipa	STEP Automotive	Classroom Instruction/Car Maintenance	General	500.00
10/13/2023	Kopp Family Foundation	Blaine High	Supplies as needed for Random Acts of Kidness	General	2,500.00
11/08/23	Madison PTO	Madison Elem	Gr 2 Transportation for Science Museum	General	250.00
10/06/23	Mat Bandits Wrestling Club	Mississippi Elem	Support PE,Art,CORE,Media,technology,Calming	General	5,000.00
11/02/23	Mississippi Elem PTO	Mississippi Elem	VSC Spongor Payment	General	2,750.00
10/05/23	NADG/SG Riverdale Vilage LP	CRHS	Boys Track General Use	General	2,000.00
10/25/23	Oxbow Creek Elementary PTO	Oxbow Creek Elem	Water Fillers on Drinking Fountains from FY22	General	17,105.00
11/07/23	Oxbow Creek Home and School Assoc	Oxbow Creek Elem	VSC Sponsor Payment	General	7,128.00
11/02/23	Oxbow Creek PTO	Oxbow Creek Elem	Media CTR Books	General	3,195.15
11/02/23	Oxbow Creek PTO	Oxbow Creek Elem	GR 3 Scholastic books& Parking lot signs	General	750.00
10/19/23	Robert Adams, Mat Bandits Wrestling Club	Hoover Elem	General Building Supplies	General	5,000.00
11/02/23	Rum River Accoc. Of Fmailies & Teachers	Rum River Elem	VSC Sponsor Payment	General	5,508.00
10/23/23	SC	Anoka HS	Hall of Fame Ceremony-Plaque's Pics	General	1,500.00
11/16/23	Steven Christensen	Oxbow Creek Elem	Student Supplies	General	100.00

11/01/23	Sunrise PTO	Sunrise Elem	Gaga Pit- Playground	General	7,457.72
11/07/23	Sunrise PTO	Sunrise Elem	VSC Sponsor Payment	General	7,128.00
10/05/23	The Blackbaud Giving Fund	CBPA	Supplies for School	General	60.00
10/13/23	The Blackbaud Giving Fund	Champlin Park High	Student Recognition	General	40.00
10/25/23	The Blackbaud Giving Fund	Champlin Park High School	Student Recognition	General	108.00
10/25/23	The Blackbaud Giving Fund	Champlin Park High School	Student Recognition	General	108.00
10/25/23	The Blackbaud Giving Fund	Champlin Park High School	Student Recognition	General	250.00
10/25/23	The Blackbaud Giving Fund	Champlin Park High School	Student Recognition	General	60.00
11/02/23	The Blackbaud Giving Fund	McKinley Elem	Misc Supplies	General	50.00
10/13/23	The Blackbaud Giving Fund	Oxbow Creek Elem	Supplies for 2nd Gr teacher N,Beyer	General	1,150.00
11/16/23	The Blackbaud Giving Fund	Jackson MS	Student materials	General	29.33
10/13/23	The Blackbaud Giving Fund by its agent, YourCause	Andover Elem	Classroom Supplies	General	22.40
10/27/23	The Blackbaud Giving Fund by its agent, YourCause	University Ave ACES Elem	Supplies, water filitering system monthly rental fe	General	500.00
11/08/23	The Blackbaud Giving Fund by its agent, YourCause	Andover Elem	Classroom Supplies	General	33.60
11/08/23	The Blackbaud Giving Fund by its agent, YourCause	Andover Elem	Classroom Supplies	General	37.50
10/19/23	The Blackbaud Giving Fund/Your Cause	OVMS	Student incentives and recognition	General	40.00
11/08/23	The Blackbaud Giving Fund-Medtronic	Johnsville Elem	Classroom Supplies	General	35.00
11/13/23	The Blackdaud Giving Fund by its agent, YourCause	Andover HS	School Supplies	General	30.00
11/13/23	The Blackdaud Giving Fund by its agent, YourCause	CBPA	Supplies for School	General	29.33
11/13/23	The Blackdaud Giving Fund by its agent, YourCause	CBPA	Supplies for School	General	80.00
11/13/23	The Blackdaud Giving Fund by its agent, YourCause	Anoka MS for the Arts	Non-instructional supplies	General	20.00
11/13/23	The Blackdaud Giving Fund by its agent, YourCause	Roosevelt MS	Non-instructional supplies	General	50.00
10/27/23	The Herbert, Flora and Harold Stolpestad Donor Advised I	Rum River Elem	ADA Playground, outside ADA equipment	General	1,000.00
10/19/23	Unlversity Avenue Elementary PTO	University Ave Elem	Food for the Leader in Me Family Night Kick off e	General	2,037.80
10/19/23	Unlversity Avenue Elementary PTO	University Ave Elem	Purchase Leader in ME T-shirts for Students	General	2,160.75

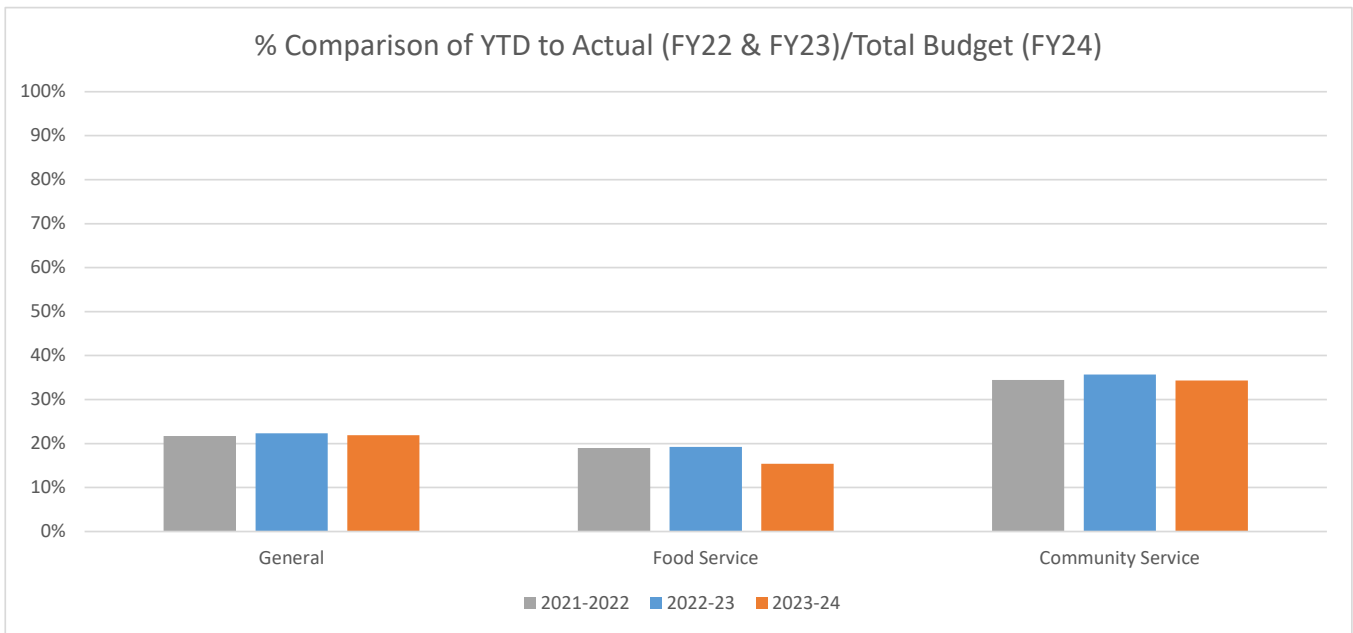
*MATERIAL, EQUIPMENT, OR LABOR DONATION

TOTAL

272,666.79

**Anoka-Hennepin ISD #11
Statement of Revenues
For the month ended Oct 31, 2023**

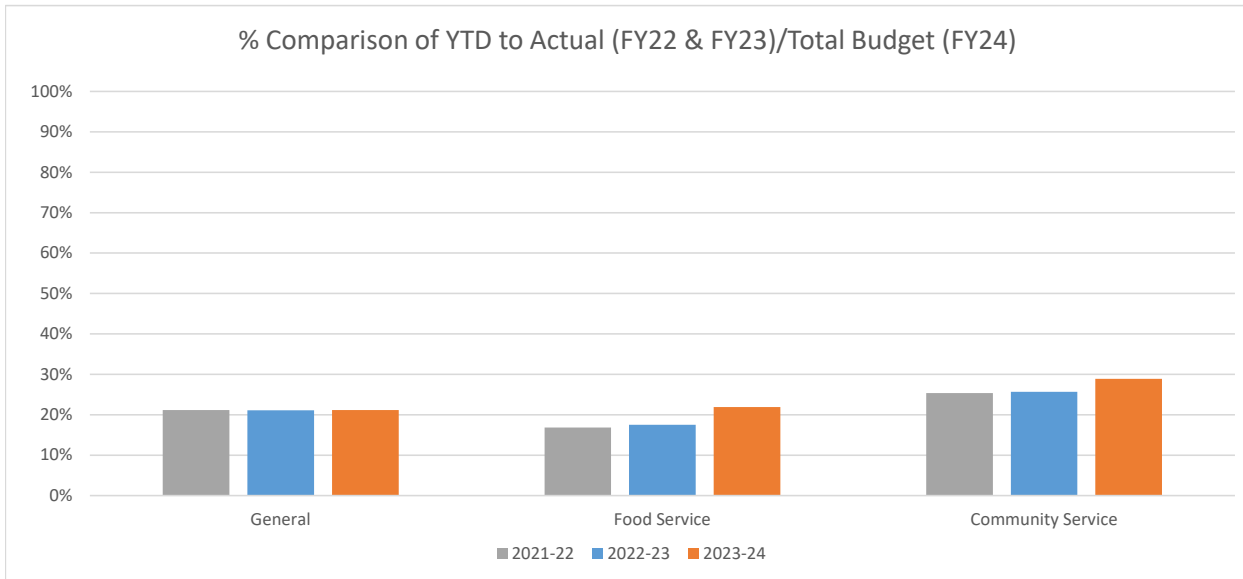
Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2023-24	2022-23	2021-2022
General	34,429,200	135,449,456	617,825,830	22%	22%	22%
Food Service	2,801,110	4,130,365	26,803,221	15%	19%	19%
Community Service	2,061,325	9,519,045	27,718,687	34%	36%	34%
Building Construction ¹	-	97,549	20,000	488%	13206%	10%
Debt Service	3,083,770	4,840,620	15,394,194	31%	34%	29%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 42,375,405	\$ 154,037,034	\$ 688,511,932	22%	23%	22%



¹Conservative budgeting

**Anoka-Hennepin ISD #11
Statement of Expenditures
For the month ended Oct 31, 2023**

Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2023-24	2022-23	2021-22
				General		
Salaries & Benefits	38,396,583	88,133,891	498,124,467	18%	18%	18%
Purchased Services	4,544,855	10,817,062	57,920,406	19%	21%	17%
Supplies	2,506,163	12,968,472	25,741,355	50%	48%	48%
Capital Expenditures	3,572,601	16,730,781	25,118,614	67%	43%	77%
Other Exp & Transfers	100,125	753,432	4,058,066	19%	20%	25%
Total General Fund	\$ 49,120,328	\$ 129,403,639	\$ 610,962,908	21%	21%	21%
Food Service	3,391,115	5,349,117	24,429,676	22%	17%	17%
Community Service	2,212,098	7,913,266	27,419,770	29%	26%	25%
Building Construction	3,293,773	7,188,252	8,850,000	81%	30%	20%
Debt Service	-	4,152,151	15,444,303	27%	28%	29%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 58,017,313	\$ 154,006,425	\$ 687,856,657	22%	21%	21%



Redline policy depicting changes

HARASSMENT, VIOLENCE and DISCRIMINATION POLICY

I. PURPOSE: The purpose of this policy is to maintain a learning and working environment that is free from discrimination, harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial or family care leave status, status with regard to public assistance, sexual orientation, including gender identity or expression, disability, veteran status, or other protected classes as defined by the Minnesota Human Rights Act or other applicable state or federal laws.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the Anoka-Hennepin School District No. 11 to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex, gender identity, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. The district prohibits any form of harassment, violence or discrimination based on actual or perceived protected class status.

B. It will be a violation of this policy for any student or district employee to (1) harass a student or district employee through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student or District employee based on that student's or employee's actual or perceived protected class status.

C. It is a violation of this policy for any district employee or student to engage in malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined by the Minnesota Human Rights Act. It is also a violation of this policy to engage in sexual exploitation

D. This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

E. The district will investigate all complaints of harassment, violence or discrimination—whether formal or informal, verbal or written—based on a student's or district employee's actual or perceived protected class status, and will discipline or take appropriate action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

~~B.F.~~ While this policy addresses the reporting and responses to harassment, violence or discrimination, the district recognizes the importance of preventing harassment, violence and discrimination before it occurs through ongoing practices, programs and

training. The district shall implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

III. DEFINITIONS

A. District employee. For purposes of this policy, district employee includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

B. Discriminate. The term "discriminate" includes segregate or separate and, for purposes of discrimination based on sex, it includes sexual harassment.

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C. Harassment. Harassment is unwelcome conduct that is based on race, color, creed, religion, national origin, sex, gender identity, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of their ~~his~~ race and sexual orientation.

1. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language, intimidation, and threats; unwanted physical contact or physical violence; and the use of derogatory language and images in graffiti, pictures or drawings, notes, e-mails, electronic postings and/or phone or text messages related to a person's membership in a protected class. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.

2. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive. Submission or failure to complain does not mean that the conduct was welcome; the circumstances must be examined.

3. With respect to students, a "hostile environment" exists when harassment is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program.

4. With respect to district employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.

D. Sex-Based Harassment (Reference 413.1 Title IX Harassment Grievance Process)

1. "Sex-based harassment" includes both sexual harassment and gender-based harassment.

2. Sexual harassment is harassment of a sexual nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. the conduct or communication has the purpose or effect of creating a hostile environment.

3. "Gender-based harassment" means non-sexual harassment of a person because of the person's sex, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

4. "Gender stereotypes" refers to stereotypical notions of masculinity and femininity or expectations of how boys or girls should act.

4.5. "Gender identity" means a person's inherent sense of being a man, woman, both, or neither. A person's gender identity may or may not correspond to their assigned sex at birth or to their primary or secondary sex characteristics. A person's gender identity is not necessarily visible to others.

E. Sexual Orientation Based Harassment (Reference 413.1 Title IX Harassment Grievance Process)

1. "Sexual orientation-based harassment" means non-sexual harassment of a person because of the person's actual or perceived sexual orientation or association with or advocacy for a person or group. ~~(e.g., family members or friends) who are lesbian, gay, bisexual or transgender ("LGBTQIA+").~~

2. "Sexual orientation" means ~~having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness~~ to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

F. Racial, Color, Creed or National Origin Harassment.

1. Racial, color, creed or national origin harassment consists of physical or verbal conduct based on an individual's perceived or actual race, color, creed or national origin.

2. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors. This includes harassment of students born in the United States who have relatives that are from other countries.

G. Race.

Race is inclusive of traits associated with race, including but not limited to hair texture and hair styles such as braids, locs, and twists.

H. Religious Harassment.

Religious harassment consists of physical or verbal conduct based on an individual's perceived or actual religious beliefs.

I. Disability Harassment.

1. Disability harassment consists of physical or verbal conduct based on an individual's perceived or actual disability.

2. A person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

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3. Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from their~~his or her~~ education and amount to a denial of FAPE.

I. Other Protected Class Harassment.

Harassment of other protected classes consists of physical or verbal conduct based on an individual's perceived or actual protected class status.

J. Sexual Violence.

Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another person's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:

1. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
2. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
3. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

K. Racial, Color, Creed or National Origin Violence.

Racial violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual race, color, creed, or national origin.

L. Religious Violence.

Religious violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual religion.

M. Disability Violence.

Disability violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on a perceived or actual disability.

N. Other Protected Class Violence.

Other Protected Class violence is a physical act of aggression or assault on another based on their actual or perceived protected class status.

O. Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm on another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

~~3.P. Malicious and sadistic conduct means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.~~

~~I. GENERAL REPORTING PROCEDURES~~

~~A. The adoption and implementation of a proper reporting system will help the district comply with the Minnesota Human Rights Act and federal law by ensuring that the district promptly addresses allegations of harassment and violence.~~

~~B. Pursuant to Title IX, each district must designate at least one employee (Title IX Coordinator) to coordinate its efforts to comply with and carry out its responsibilities under the regulations, including Title IX complaint investigations. 34 C.F.R. § 106.8(a).~~

~~C. Each district must also publish grievance procedures providing for prompt and equitable resolution of sex discrimination complaints, including complaints of sexual harassment. In addition, under Section 504 and Title II, districts are required to have grievance procedures to address disability harassment.~~

~~D. Minnesota Statutes section 121A.03 requires that districts have reporting procedures for sexual, religious, and racial harassment and/or violence complaints.~~

~~1. For purposes of meeting the state reporting requirements, the following reporting procedures will be made available for district employees and students who wish to report an incident or incidents that may involve harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.~~

~~The district personnel designated in this policy are to receive oral or written complaints and reports of harassment, violence or discrimination based on race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.~~

IV. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST DISTRICT EMPLOYEES

A. Reporting Complaints

1. Any District employee who believes they have~~he or she has~~ experienced harassment, violence or discrimination on the basis of their~~his or her~~ actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status, or any person with knowledge or belief of conduct which may constitute harassment, violence or discrimination, should report the alleged acts immediately, or as soon as possible, to an appropriate district official designated by this policy.

2. Although the district encourages the alleged target or other reporting party to use the report form set forth in this policy, use of the formal reporting form is not required. Oral reports shall be considered complaints as well. The form is available from the principal of each building, the district office, and on the district's website. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.

3. In the District. The school board designates the Executive Director of Human Resources as the district human rights officer to receive employee reports or complaints of harassment, violence, and discrimination at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: humanrightsofficer@ahschools.us

If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: superintendent@ahschools.us

If the complaint involves the superintendent, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: schoolboardchair@ahschools.us

If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: schoolboardchair@ahschools.us

If the complaint involves the school board chair, the complaint shall be filed directly with the district general counsel:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: generalcounsel@ahschools.us

4. In Each School Building. The school principal is the person responsible for receiving oral or written reports of harassment, violence or discrimination at the school level. Any district employee who receives a report shall inform the principal immediately. If the principal is not available on the date of the report, then the employee must forward the oral or written report/complaint directly to the human rights officer. If the complaint involves the principal, the employee will provide ~~their~~ ~~his or her~~ report directly to the superintendent or the district's human rights officer. Upon receipt of a report, the principal must notify the district human rights officer immediately, without screening or investigating the credibility of the report. The principal may request, but may not insist on, a written complaint. If the report is verbal, the principal shall prepare and provide to the human rights officer a written statement of the facts alleged within 24 hours of receiving the report. Failure to forward any harassment or violence report or complaint may result in disciplinary action against the principal.

5. Nothing in this policy shall prevent a district employee from reporting harassment, violence, or discrimination directly to the district human rights officer or to the superintendent.

6. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.

7. The willful filing of a false report will be considered to be a violation of district policy.

8. Although confidentiality cannot be assured, the district will respect the privacy of the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

B. Investigation – District Employees

1. The human rights officer, upon receipt of a report or complaint, will promptly undertake or authorize an investigation. The investigation may be conducted by district officials or by a neutral third party designated by the district.

2. The investigation will be completed within 30 calendar days from receipt of the complaint, unless impracticable.

3. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have

knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

4. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

5. The district, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

C. School District Action – District Employee

1. Upon completion of the investigation, the district or neutral third party designated investigator will make a written report to the human rights officer. If the complaint involves the human rights officer, the report must be filed directly with the superintendent. If the complaint involves the superintendent, the report must be filed directly with the school board. The report will include the facts, a determination of whether the allegations have been substantiated and whether a violation of this policy has occurred.

2. Upon completion of the investigation, the human rights officer will inform the alleged target of ~~their~~~~his or her~~ right to review the written report at the school building where the target is employed or enrolled, in accordance with state and federal law regarding data or records privacy.

3. In the event a complaint is substantiated, the district will take appropriate and effective action depending on the circumstances. Such action may include, but is not limited to, training, counseling, warning, suspension, transfer, remediation, or termination. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and district policies.

III. V. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST STUDENTS

A. Reporting a Complaint

1. Any student who believes ~~they have~~~~she/he has~~ experienced harassment, violence or discrimination on the basis of their actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status should report the alleged acts immediately, or as soon as possible, to an administrator, counselor, or student services advocate in that school.

2. Any District employee who observes an act of harassment, violence or discrimination toward a student shall intervene to attempt to stop the act and shall report it to the appropriate person immediately, or as soon as possible.
3. Any District employee or student who witnesses or has knowledge or belief of conduct that may be harassment, violence or discrimination toward a student shall inform an administrator, counselor, or student services advocate immediately, or as soon after the incident as possible. A counselor or student services advocate must promptly report the information to an administrator.
4. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
5. The school board designates the Title IX Coordinator/Equity Coordinator to monitor and receive student reports or complaints of harassment, violence and discrimination against students:

Title IX Coordinator/Equity Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763)
506-1000
Email: titleIXcoordinator@ahschools.us

6. The school board designates the 504 Coordinator to monitor and receive student reports or complaints of disability harassment, violence and discrimination:

504 Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763)
506-1000
Email: 504coordinator@ahschools.us

7. If the complaint involves an administrator, the complaint should be filed directly with the Title IX/Equity Coordinator, who will advise the Superintendent. If a complaint involves the Title IX/Equity Coordinator, the complaint shall be filed directly with the superintendent. If the complaint involves the superintendent, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: suprintendent@ahschools.us or schoolboardchair@ahschools.us

8. If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: schoolboardchair@ahschools.us

9. If the complaint involves the school board chair, the complaint shall be filed directly with the district general counsel:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: generalcounsel@ahschools.us

10. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:

Superintendent, Anoka-Hennepin School District
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: superintendent@ahschools.us

11. Although the district encourages the reporting student to use the report form set forth in this policy, use of formal reporting forms is not required. Oral reports shall be considered complaints as well. The form is available in the counseling and administrative office of each school, the district office, and on the district's website at:

<http://www.ahschools.us/complaintform>

Alternative, accessible means of filing a complaint, such as through a personal interview or by tape recording, will be made available for individuals with disabilities.

B. Investigation– Students

1. Upon receipt of a report or complaint, the district shall promptly undertake or authorize an investigation. The investigation will be completed within thirty days from receipt of the complaint, unless impracticable.

2. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

3. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

4. The district may, at its discretion, take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

5. The intentional filing of a false report will be considered to be a violation of the student discipline policy.

C. School District Action – Students

1. The investigator shall document ~~their~~^{his or her} findings within five school days of concluding the investigation.

2. Upon conclusion of the investigation and receipt of the findings, and if harassment is found to have occurred, the district will take appropriate and effective action with respect to the target and the offender, and document the action taken. If the investigator determined that a violation of this policy has occurred, such appropriate action may include, but is not limited to, an education component, alternative dispute resolution, training, counseling, warning, class transfer, suspension, expulsion, or transfer. If both the target and the alleged offender agree to attempt to mediate the complaint using the school's formal mediation process, this will be encouraged.

D. Timelines and Notification to Parents/Guardians

1. The parent(s)/guardian(s) of the target and/or the alleged offenders of bullying, harassment, violence or discrimination should be notified of the report before the close of the current school day, but not later than two school days of the report being filed, unless otherwise directed by law enforcement or required by law, or if in the professional judgment of the District notification is not warranted. The parents/guardians of both the target and the alleged offender(s) shall be notified if there is a physical assault, unless otherwise directed by law enforcement or required by law.

2. Following the investigation, the person handling the complaint or a representative of the District will communicate with the target regarding the outcome of the investigation.

a. This communication will include the parent(s)/guardian(s) of the student at the parent's/guardian's request if the student is under age 18, or at the student's request if over 18.

b. If the investigation has not been completed within three school days, a verbal summary of the progress of the investigation will be given to the target at that time.

3. The target and/or the parent(s)/guardian(s) of the target may review any relevant data in the office of the employee completing the report if requested.

a. Copies of the data will not be released to a student but may be released to the parent(s)/guardian(s) of the target upon request of the parent(s)/guardian(s).

b. The alleged offender(s) or ~~their~~his/her parent(s)/guardian(s) may not examine or have access to the data unless a court order is received by the District. The alleged offender(s) or ~~their~~his/her parent(s)/guardian(s) may not be informed of the individual identity of the reporter by any staff person investigating the complaint.

4. The privacy and data privacy rights of all persons involved must be respected in accordance with current state and federal laws.

E. Who is Responsible for Carrying Out This Reporting Procedure

1. When a report is made or referred to an administrator, that person or ~~their~~his or her designee is responsible for carrying out and documenting this reporting procedure.

2. When a report is made or referred to the Title IX Coordinator/Equity Coordinator, that person or ~~their~~his or her designee, is responsible for carrying out and documenting this reporting procedure.

3. When a report is made to the superintendent, that person or ~~their~~his or her designee is responsible for carrying out and documenting this reporting procedure.

4. The district's 504 Coordinator or ~~their~~his or her designee, is responsible for carrying out and documenting this procedure in connection with complaints of disability harassment, violence, or discrimination.

5. Incidents that include violence as defined in this procedure should also be referred to the ~~school resource~~police liaison officer serving the building for a possible separate criminal investigation.

6. When the report involves alleged harassment, violence or discrimination by a district employee or employee of an agency contracted by the District against a student, the investigation will be performed by the Title IX/Equity Coordinator.

F. Harassment or Violence as Abuse

1. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes section 626.556 may be applicable.

2. Nothing in this policy will prevent or prohibit the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

V. NO REPRISAL

There will be no retaliation against any target or reporter of harassment, violence or discrimination under this policy, nor against any person who participates in an investigation. The district will take appropriate action against any student, teacher, administrator or other district employee who retaliates against any person who makes a good faith report, who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. APPEAL

If the report or grievance has not been resolved to the satisfaction of the target of harassment, violence or discrimination, s/he may appeal to the human rights officer if a district employee, or the Title IX/Equity Coordinator if a student, within ten (10) school days of receipt of the findings of the district investigation. The district investigator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the district investigator is final.

VII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies identified below, or initiating an action in state or federal court.

Minnesota Department of Human Rights Freeman
Building
625 Robert Street North St. Paul,
MN 55155
toll free: 800.657.3704
tty: 651.296.1283
fax: 651.296.9042
www.humanrights.state.mn.us

U.S. Department of Education Office for
Civil Rights, Region V 500
W. Madison Street - Suite 1475 Chicago
IL 60661
Tel: 312.730.1560
TDD: 312.730.1609

IX. MONITORING OF INCIDENTS

The Title IX/Equity Coordinator will monitor the frequency, nature, and severity of harassment, and the district's response to harassment incidents over time, in order to address the effectiveness of the district's prevention efforts and compliance with this policy.

X. DISSEMINATION OF THE POLICY

1. Each school will ensure that this policy is discussed at the start of each school year with all staff and with each student in a manner appropriate to ~~their~~his/her age and level of understanding and the principal or a designee will document the date it was discussed in each classroom.
2. This policy, including possible consequences for a violation, will be in the student handbook of every school.
3. This policy will be conspicuously posted throughout each school and other District buildings in areas accessible to students and staff. Posters will be made available to each school for duplication.
4. This policy will be ~~provided~~sent to every home by mail at the start of each school year. ~~as part of the district publication, Back to School News.~~ If a newsletter is sent to the homes of students, a summary of this policy/procedure will be included in that newsletter at least once each year.
5. This policy shall be given to each district employee and independent contractor at the time of entering into the person's employment contract.

XI. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis for effectiveness and appropriateness and, if necessary, will be revised to conform with applicable state and federal law.

Legal References: ***Minn. Stat. § 120B.232 (Character Development Education)***
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. §§ 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)

42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Anoka-Hennepin District No. 11

Anoka, MN 55303

Adopted: March 26, 1985

Revised: August 1985, July 1991, December 1993, November 1998, September 2003, April 28, 2008, October 25, 2010, January 9, 2012, October 22, 2012

Revised: November 12, 2014

Revised: December 12, 2016

Revised: September 27, 2021

Revised: October 23, 2023

HARASSMENT, VIOLENCE and DISCRIMINATION POLICY

- I. **PURPOSE:** The purpose of this policy is to maintain a learning and working environment that is free from discrimination, harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial or family care leave status, status with regard to public assistance, sexual orientation, including gender identity or expression, disability, veteran status, or other protected classes as defined by the Minnesota Human Rights Act or other applicable state or federal laws.
- II. **GENERAL STATEMENT OF POLICY**
 - A. It is the policy of the Anoka-Hennepin School District No. 11 to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex, gender identity, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. The district prohibits any form of harassment, violence or discrimination based on actual or perceived protected class status.
 - B. It will be a violation of this policy for any student or district employee to (1) harass a student or district employee through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student or District employee based on that student's or employee's actual or perceived protected class status.
 - C. It is a violation of this policy for any district employee or student to engage in malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined by the Minnesota Human Rights Act. It is also a violation of this policy to engage in sexual exploitation
 - D. This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.
 - E. The district will investigate all complaints of harassment, violence or discrimination—whether formal or informal, verbal or written—based on a student's or district employee's actual or perceived protected class status, and will discipline or take appropriate action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.
 - F. While this policy addresses the reporting and responses to harassment, violence or discrimination, the district recognizes the importance of preventing harassment, violence and discrimination before it occurs through ongoing practices, programs and training. The district shall implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer

instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

III. DEFINITIONS

A. District employee. For purposes of this policy, district employee includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

B. Discriminate. The term "discriminate" includes segregate or separate and, for purposes of discrimination based on sex, it includes sexual harassment.

C. Harassment. Harassment is unwelcome conduct that is based on race, color, creed, religion, national origin, sex, gender identity, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of their race and sexual orientation.

1. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language, intimidation, and threats; unwanted physical contact or physical violence; and the use of derogatory language and images in graffiti, pictures or drawings, notes, e-mails, electronic postings and/or phone or text messages related to a person's membership in a protected class. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.

2. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive. Submission or failure to complain does not mean that the conduct was welcome; the circumstances must be examined.

3. With respect to students, a "hostile environment" exists when harassment is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program.

4. With respect to district employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.

D. Sex-Based Harassment (Reference 413.1 Title IX Harassment Grievance Process)

1. "Sex-based harassment" includes both sexual harassment and gender-based harassment.

2. Sexual harassment is harassment of a sexual nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining

an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. the conduct or communication has the purpose or effect of creating a hostile environment.

3. "Gender-based harassment" means non-sexual harassment of a person because of the person's sex, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

4. "Gender stereotypes" refers to stereotypical notions of masculinity and femininity or expectations of how boys or girls should act.

5. "Gender identity" means a person's inherent sense of being a man, woman, both, or neither. A person's gender identity may or may not correspond to their assigned sex at birth or to their primary or secondary sex characteristics. A person's gender identity is not necessarily visible to others.

E. Sexual Orientation Based Harassment (Reference 413.1 Title IX Harassment Grievance Process)

1. "Sexual orientation-based harassment" means non-sexual harassment of a person because of the person's actual or perceived sexual orientation or association with or advocacy for a person or group.

2. "Sexual orientation" mean to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

F. Racial, Color, Creed or National Origin Harassment.

1. Racial, color, creed or national origin harassment consists of physical or verbal conduct based on an individual's perceived or actual race, color, creed or national origin.

2. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors. This includes harassment of students born in the United States who have relatives that are from other countries.

G. Race.

Race is inclusive of traits associated with race, including but not limited to hair texture and hair styles such as braids, locs, and twists.

H. Religious Harassment.

Religious harassment consists of physical or verbal conduct based on an individual's perceived or actual religious beliefs.

I. Disability Harassment.

1. Disability harassment consists of physical or verbal conduct based on an individual's perceived or actual disability.

2. A person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

3. Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from their education and amount to a denial of FAPE.

I. Other Protected Class Harassment.

Harassment of other protected classes consists of physical or verbal conduct based on an individual's perceived or actual protected class status.

J. Sexual Violence.

Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another person's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:

1. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
2. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
3. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

K. Racial, Color, Creed or National Origin Violence.

Racial violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual race, color, creed, or national origin.

L. Religious Violence.

Religious violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual religion.

M. Disability Violence.

Disability violence is a physical act of aggression or force, an assault, or the threat thereof,

that is directed toward a student or employee based on a perceived or actual disability.

N. Other Protected Class Violence.

Other Protected Class violence is a physical act of aggression or assault on another based on their actual or perceived protected class status.

O. Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm on another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

P. Malicious and sadistic conduct means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

IV. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST DISTRICT EMPLOYEES

A. Reporting Complaints

1. Any District employee who believes they have experienced harassment, violence or discrimination on the basis of their actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status, or any person with knowledge or belief of conduct which may constitute harassment, violence or discrimination, should report the alleged acts immediately, or as soon as possible, to an appropriate district official designated by this policy.

2. Although the district encourages the alleged target or other reporting party to use the report form set forth in this policy, use of the formal reporting form is not required. Oral reports shall be considered complaints as well. The form is available from the principal of each building, the district office, and on the district's website. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.

3. In the District. The school board designates the Executive Director of Human Resources as the district human rights officer to receive employee reports or complaints of harassment, violence, and discrimination at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000

Email: humanrightsofficer@ahschools.us

If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000

Email: superintendent@ahschools.us

If the complaint involves the superintendent, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: schoolboardchair@ahschools.us

If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: schoolboardchair@ahschools.us

If the complaint involves the school board chair, the complaint shall be filed directly with the district general counsel:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
(763) 506-1000
Email: generalcounsel@ahschools.us

4. In Each School Building. The school principal is the person responsible for receiving oral or written reports of harassment, violence or discrimination at the school level. Any district employee who receives a report shall inform the principal immediately. If the principal is not available on the date of the report, then the employee must forward the oral or written report/complaint directly to the human rights officer. If the complaint involves the principal, the employee will provide their report directly to the superintendent or the district's human rights officer. Upon receipt of a report, the principal must notify the district human rights officer immediately, without screening or investigating the credibility of the report. The principal may request, but may not insist on, a written complaint. If the report is verbal, the principal shall prepare and provide to the human rights officer a written statement of the facts alleged within 24 hours of receiving the report. Failure to forward any harassment or violence report or complaint may result in disciplinary action against the principal.

5. Nothing in this policy shall prevent a district employee from reporting harassment, violence, or discrimination directly to the district human rights officer or to the superintendent.

6. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.

7. The willful filing of a false report will be considered to be a violation of district policy.

8. Although confidentiality cannot be assured, the district will respect the privacy of the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

B. Investigation – District Employees

1. The human rights officer, upon receipt of a report or complaint, will promptly undertake or authorize an investigation. The investigation may be conducted by district officials or by a neutral third party designated by the district.

2. The investigation will be completed within 30 calendar days from receipt of the complaint, unless impracticable.
3. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
4. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
5. The district, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

C. School District Action – District Employee

1. Upon completion of the investigation, the district or neutral third party designated investigator will make a written report to the human rights officer. If the complaint involves the human rights officer, the report must be filed directly with the superintendent. If the complaint involves the superintendent, the report must be filed directly with the school board. The report will include the facts, a determination of whether the allegations have been substantiated and whether a violation of this policy has occurred.
2. Upon completion of the investigation, the human rights officer will inform the alleged target of their right to review the written report at the school building where the target is employed or enrolled, in accordance with state and federal law regarding data or records privacy.
3. In the event a complaint is substantiated, the district will take appropriate and effective action depending on the circumstances. Such action may include, but is not limited to, training, counseling, warning, suspension, transfer, remediation, or termination. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and district policies.

V. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST STUDENTS

A. Reporting a Complaint

1. Any student who believes they have experienced harassment, violence or discrimination on the basis of their actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, familial status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status should report the alleged acts immediately, or as soon as possible, to an administrator, counselor, or student services advocate in that school.

2. Any District employee who observes an act of harassment, violence or discrimination toward a student shall intervene to attempt to stop the act and shall report it to the appropriate person immediately, or as soon as possible.
3. Any District employee or student who witnesses or has knowledge or belief of conduct that may be harassment, violence or discrimination toward a student shall inform an administrator, counselor, or student services advocate immediately, or as soon after the incident as possible. A counselor or student services advocate must promptly report the information to an administrator.
4. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
5. The school board designates the Title IX Coordinator/Equity Coordinator to monitor and receive student reports or complaints of harassment, violence and discrimination against students:
Title IX Coordinator/Equity Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763) 506-1000
Email: titleIXcoordinator@ahschools.us
6. The school board designates the 504 Coordinator to monitor and receive student reports or complaints of disability harassment, violence and discrimination:
504 Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763) 506-1000
Email: 504coordinator@ahschools.us
7. If the complaint involves an administrator, the complaint should be filed directly with the Title IX/Equity Coordinator, who will advise the Superintendent. If a complaint involves the Title IX/Equity Coordinator, the complaint shall be filed directly with the superintendent. If the complaint involves the superintendent, the complaint shall be filed directly with the school board chair:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763) 506-1000
Email: superintendent@ahschools.us or schoolboardchair@ahschools.us
8. If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763) 506-1000
Email: schoolboardchair@ahschools.us
9. If the complaint involves the school board chair, the complaint shall be filed directly with the district general counsel:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone: (763) 506-1000
Email: generalcounsel@ahschools.us
10. Nothing in this policy shall prevent any person from reporting harassment, violence, or

discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:

Superintendent, Anoka-Hennepin School District
 Mailing address: 2727 North Ferry Street, Anoka, MN 55303 Telephone:
 (763) 506-1000
 Email: superintendent@ahschools.us

11. Although the district encourages the reporting student to use the report form set forth in this policy, use of formal reporting forms is not required. Oral reports shall be considered complaints as well. The form is available in the counseling and administrative office of each school, the district office, and on the district's website at:

<http://www.ahschools.us/complaintform>

Alternative, accessible means of filing a complaint, such as through a personal interview or by tape recording, will be made available for individuals with disabilities.

B. Investigation– Students

1. Upon receipt of a report or complaint, the district shall promptly undertake or authorize an investigation. The investigation will be completed within thirty days from receipt of the complaint, unless impracticable.

2. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

3. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

4. The district may, at its discretion, take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

5. The intentional filing of a false report will be considered to be a violation of the student discipline policy.

C. School District Action – Students

1. The investigator shall document their findings within five school days of concluding the investigation.

2. Upon conclusion of the investigation and receipt of the findings, and if harassment is found to have occurred, the district will take appropriate and effective action with respect to the target and the offender, and document the action taken. If the investigator determined that a violation of this policy has occurred, such appropriate action may include, but is not

limited to, an education component, alternative dispute resolution, training, counseling, warning, class transfer, suspension, expulsion, or transfer. If both the target and the alleged offender agree to attempt to mediate the complaint using the school's formal mediation process, this will be encouraged.

D. Timelines and Notification to Parents/Guardians

1. The parent(s)/guardian(s) of the target and/or the alleged offenders of bullying, harassment, violence or discrimination should be notified of the report before the close of the current school day, but not later than two school days of the report being filed, unless otherwise directed by law enforcement or required by law, or if in the professional judgment of the District notification is not warranted. The parents/guardians of both the target and the alleged offender(s) shall be notified if there is a physical assault, unless otherwise directed by law enforcement or required by law.
2. Following the investigation, the person handling the complaint or a representative of the District will communicate with the target regarding the outcome of the investigation.
 - a. This communication will include the parent(s)/guardian(s) of the student at the parent's/guardian's request if the student is under age 18, or at the student's request if over 18.
 - b. If the investigation has not been completed within three school days, a verbal summary of the progress of the investigation will be given to the target at that time.
3. The target and/or the parent(s)/guardian(s) of the target may review any relevant data in the office of the employee completing the report if requested.
 - a. Copies of the data will not be released to a student but may be released to the parent(s)/guardian(s) of the target upon request of the parent(s)/guardian(s).
 - b. The alleged offender(s) or their parent(s)/guardian(s) may not examine or have access to the data unless a court order is received by the District. The alleged offender(s) or their parent(s)/guardian(s) may not be informed of the individual identity of the reporter by any staff person investigating the complaint.
4. The privacy and data privacy rights of all persons involved must be respected in accordance with current state and federal laws.

E. Who is Responsible for Carrying Out This Reporting Procedure

1. When a report is made or referred to an administrator, that person or their designee is responsible for carrying out and documenting this reporting procedure.
2. When a report is made or referred to the Title IX Coordinator/Equity Coordinator, that person or their designee, is responsible for carrying out and documenting this reporting procedure.
3. When a report is made to the superintendent, that person or their designee is responsible for carrying out and documenting this reporting procedure.
4. The district's 504 Coordinator or their designee, is responsible for carrying out and documenting this procedure in connection with complaints of disability harassment, violence, or discrimination.

5. Incidents that include violence as defined in this procedure should also be referred to the school resource officer serving the building for a possible separate criminal investigation.

6. When the report involves alleged harassment, violence or discrimination by a district employee or employee of an agency contracted by the District against a student, the investigation will be performed by the Title IX/Equity Coordinator.

F. Harassment or Violence as Abuse

1. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes section 626.556 may be applicable.

2. Nothing in this policy will prevent or prohibit the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

V. NO REPRISAL

There will be no retaliation against any target or reporter of harassment, violence or discrimination under this policy, nor against any person who participates in an investigation. The district will take appropriate action against any student, teacher, administrator or other district employee who retaliates against any person who makes a good faith report, who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. APPEAL

If the report or grievance has not been resolved to the satisfaction of the target of harassment, violence or discrimination, s/he may appeal to the human rights officer if a district employee, or the Title IX/Equity Coordinator if a student, within ten (10) school days of receipt of the findings of the district investigation. The district investigator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the district investigator is final.

VII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies identified below, or initiating an action in state or federal court.

Minnesota Department of Human Rights Freeman
 Building
 625 Robert Street North St. Paul,
 MN 55155
 toll free: 800.657.3704
 tty: 651.296.1283
 fax: 651.296.9042
www.humanrights.state.mn.us

U.S. Department of Education Office for
 Civil Rights, Region V 500
 W. Madison Street - Suite 1475 Chicago
 IL 60661
 Tel: 312.730.1560
 TDD: 312.730.1609

IX. MONITORING OF INCIDENTS

The Title IX/Equity Coordinator will monitor the frequency, nature, and severity of harassment, and the district's response to harassment incidents over time, in order to address the effectiveness of the district's prevention efforts and compliance with this policy.

X. DISSEMINATION OF THE POLICY

1. Each school will ensure that this policy is discussed at the start of each school year with all staff and with each student in a manner appropriate to their age and level of understanding and the principal or a designee will document the date it was discussed in each classroom.
2. This policy, including possible consequences for a violation, will be in the student handbook of every school.
3. This policy will be conspicuously posted throughout each school and other District buildings in areas accessible to students and staff. Posters will be made available to each school for duplication.
4. This policy will be provided to every home by mail at the start of each school year. If a newsletter is sent to the homes of students, a summary of this policy/procedure will be included in that newsletter at least once each year.
5. This policy shall be given to each district employee and independent contractor at the time of entering into the person's employment contract.

XI. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis for effectiveness and appropriateness and, if necessary, will be revised to conform with applicable state and federal law.

Legal References: *Minn. Stat. § 120B.232 (Character Development Education)*
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. §§ 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Anoka-Hennepin District No. 11

Anoka, MN 55303

Adopted: March 26, 1985

Revised: August 1985, July 1991, December 1993, November 1998, September 2003, April 28, 2008, October 25, 2010, January 9, 2012, October 22, 2012, November 12, 2014, December 12, 2016, September 27, 2021

Revised: November 27, 2023

DISTRICT STUDENT DISCIPLINE POLICY

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain fair and consistent discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. STATEMENT OF PHILOSOPHY ON CONDUCT AND DISCIPLINE

~~I.~~

- A. ~~Statement of Philosophy on Conduct and Discipline:~~ The care, management, and control of the school district is vested in the School Board pursuant to the Minnesota Education Code, by Minnesota Public School Law (MS 120.A.20).
- B. Schools have a responsibility to parents and students which goes beyond the educational program. They must provide students with a suitable environment while on the school premises and at other school activities away from the school grounds. An environment conducive to learning must be maintained to ensure an equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to rules and regulations is a desired goal. These rules and regulations are designed to promote a desired environment for learning. It shall, therefore, be a policy of Anoka-Hennepin Independent School District No. 11 that every student abides by all rules and regulations of the district.
- C. Before effective learning can take place, reasonable order or discipline must be present. ~~Basically, t~~The responsibility of classroom discipline rests first with teachers; however, school administration, the principal is responsible to provide supervision, guidance, training and assistance to teachers in handling discipline problems. Experience indicates that a positive approach to discipline is effective. Early intervention in attempting to improve a student's behavior is strongly encouraged. This may include but should not be limited to early involvement of parents or guardians and utilizing available resources, including referral to the child study team and the use of support services.
- D. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.61 (~~and r~~removal of students from class statute). In local, state, and Federal proceedings, the fundamental question has been and is one of fairness for students. The elements of due process are designed to ensure that this goal is reached. Due process is the implementation of procedure which, when adhered to, guarantees the protection of individual rights.
- E. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.55, the School Board values efforts to prevent dismissals through early detection of problems. It is also important to

provide services and supports designed to help prevent a student's inappropriate behavior from reoccurring.

~~D-F.~~ "Nonexclusionary disciplinary policies and practices" are policies and practices that are alternatives to dismissing a student ~~pupil~~ from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, alternative education services, and other policies and practices identified in Minnesota's Education Code. Under the direction of the superintendent, school administrators will employ nonexclusionary disciplinary policies ~~policies~~ and practices.

~~H.~~III. STUDENT DISCIPLINE: STUDENT RIGHTS AND RESPONSIBILITIES

A. This statement of rights is not expected to cover every situation that may arise. The rights of an individual are preserved only by the protection and preservation of the rights of others. All students attending Anoka-Hennepin District No. 11 schools have the right to:

1. A free and appropriate education as defined by state and Federal statutes
2. Equal educational opportunity and freedom from discrimination
3. Due process as defined by state and Federal statutes and rules
4. Freedom of inquiry and expression
5. Data privacy
6. Be informed of school rules

B. Rights bring responsibilities and a student is responsible for the manner in which their his/her individual rights are exercised. This statement of responsibilities is not expected to cover every situation that may arise. All students attending Anoka-Hennepin District No. 11 schools have the responsibility to:

1. Attend school daily, except when excused, and to be on time to all classes and other school day functions,
2. Pursue and attempt to complete the course of study prescribed by the state and local school authorities,
3. Make necessary arrangements to make up school work when absent,
4. Assist school staff in maintaining a safe school for all students enrolled therein,
5. Be aware of all school rules and regulations and conduct themselves in accordance with them,
6. Assume that until a rule is waived, altered, or repealed, it is in full effect,
7. Be aware of and comply with state and local law,
8. Be aware of and comply with State High School League and regulations and School Board policy when participating in extracurricular activities,
9. Be willing to volunteer information in disciplinary cases and cooperate with school staff should they have important knowledge relating to such cases,
10. Protect and take care of school property and the property of others,
11. Dress and groom to meet fair standards of safety, health, and standards of decency,
12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language, both written and verbal,
13. Express ideas in a manner that will not demean, harass, or ~~slander~~ defame others.

III.IV. CODE OF STUDENT CONDUCT

- A. Disciplinary action may be taken for any behavior, which is disruptive of good order or violates the rights of others. The school has the authority and obligation to establish and enforce reasonable standards of conduct. In accordance with the Pupil Fair Dismissal Act and Minn. Stat. MS121A.61 ~~Discipline and removal of students from class~~, a student may be removed from class, suspended, excluded, or expelled (definitions set forth in sections V. G and V. H) from school for:
1. Willful violation of any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to students~~pupils~~ that they must conform their conduct to its requirements.
 2. Willful conduct that significantly disrupts the rights of other students to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 3. Willful conduct which endangers the student~~pupil~~ or other students~~pupils~~, or surrounding persons, including school district employees, or the property of the school
- B. The following list identifies unacceptable acts subject to disciplinary action in this school district. Violation of any of these offenses before, during or after school hours while on school property, the school bus, or any other approved vehicle used to transport students; or at school functions or events held at other locations or off school grounds if the action interferes with or obstructs the mission or operations of the school or the safety of the student, other students and staff or the aiding and abetting of such acts may lead to the implementation of a disciplinary action or consequence listed in part C, including expulsion.
1. Truancy and unauthorized absence.
 - a. As required by current statutes, regulations of the Department of Education and the School Board of this district, students shall be in attendance each day that school is in session. Students returning to school following an absence will be expected to complete all the missed assignment within a reasonable period of time.
 - b. Truancy, for purposes of this policy, is the absenting of one's self from school or class without approval of school administration. ~~The authority to decide whether an absence is excused or unexcused rests with the building principal.~~
 - c. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.
 2. Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances, or any controlled substance or the unauthorized use of prescription drugs.
 - a. ~~Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of chemicals by students, the superintendent's designee may use discretion in determining whether, under~~

~~specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.~~

3. Possession, use, and/or transmission of tobacco, nicotine products, Electronic Cigarettes, or look-a-likes in any form. (See policy 419.0 Tobacco-Free Environment regarding potential exceptions.)
4. Possession, use, and/or transmission of a weapon(s) or any object that can reasonably be considered a weapon(s): weapon means a knife; firearm or an item which looks like a firearm, whether loaded or unloaded, in working or nonworking condition; destructive explosives, any incendiary device or look alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of such.
 - ~~a. A student who commits a weapons infraction will be immediately suspended from school~~
 - ~~b. Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of weapons by students, the superintendent's designee may use discretion in determining whether, under specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.~~
5. Possession and/or use of any electronic device, including a computer, in a manner, which threatens or intimidates others and/or disrupts the educational process;
6. Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/ threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability sexual harassment/violence; indecent exposure; hazing;
7. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school property or the property of school personnel and/or others (even though such an act was accidental or a result of poor judgment); vandalism; trespassing; arson; theft or robbery; possession of stolen property;
8. Violations of school procedures or acts disruptive to the educational process, including disobedience, disruptive and disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, use of profanity, improper activation of fire alarms, activation of stink bombs and unauthorized access to school data;
9. Violation of school bus or transportation rules;

10. Violation of parking or school traffic rules and regulations;
 11. Possession, distribution, or display of slanderous, libelous, pornographic, racist, or gang related materials or symbolism;
 12. Student attire and/or personal grooming which creates a danger to health or safety; creates a disruption to the educational process, or violates common standards of decency as they apply to a community school setting, and/or any apparel, jewelry, accessories, or matter of grooming which by virtue of its color arrangement, trademark, or any other attribute (as a primary purpose) denotes membership in an organized gang;
 13. Criminal activity;
 14. Violation of other school rules, policies, or procedures.
- C. Disciplinary action or consequences for these offenses may include but are not limited to the following
1. Student conference
 2. Parent/guardian contact
 3. Parent/guardian conference
 4. In-school monitoring
 5. Referral to in-school support services
 6. Detention
 7. Removal from class
 8. Suspension from extracurricular activities
 9. Physical restraint
 10. Suspension from school (except students Pre-K – grade 3)
 11. Referral to Child Study Team (see Due Process/Total Special Education Systems manual)
 12. Referral to community, county or outside agencies
 13. Transfer to another school building
 14. Expulsion or exclusion from school
 15. Referral to police or other law enforcement agency
- D. When determining an appropriate action, the administrator will utilize their discretion and will consider the extent of the disruption to the safety of an individual or a group or to the disruption of the learning environment in the schools, and other relevant factors.
- E. ~~Students with Disabilities:~~
- ~~1. If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the specific placement and services for the student will be consistent with state and federal requirements, and are to be determined by the student's IEP Team.~~
 - ~~2. Use of Conditional Procedures: Students with disabilities who demonstrate behaviors which interfere with the student's or others' safety and or learning, which has not been ameliorated through the use of positive behavioral interventions, may result in an IEP Team determination to use a conditional procedure in conjunction with~~

~~continued use of positive behavioral interventions. The school district maintains procedures for use of conditional procedures, which are consistent with state and federal law.~~

~~IV.V.~~ STUDENT DISCIPLINE: POLICIES

A. Disruptive Student Policy

1. As stated in the philosophy of our District Student Discipline Policy, an environment conducive to learning must be maintained to ensure equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to district, building and classroom rules and regulations is a desired goal.
2. It shall; therefore, be a policy of the Anoka-Hennepin School District that:
 - a. Every student abides by the rules and regulations of this district.
 - b. Disciplinary action including expulsion may be taken for behaviors, which are disruptive or violate the rights of others to an environment conducive to teaching and learning.
3. Early intervention in attempting to improve a student's pattern of disruptive behavior is strongly encouraged. This should include involvement of parents/guardians and the utilization of available school district resources provided for students, including screening by the child study team.
4. A student will be referred to the school board for expulsion, if various appropriate interventions have been implemented and documented and the student persists in behavior which:
 - a. Violates any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to students~~pupils~~ that they must conform their conduct to its requirements, or
 - b. Significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 - c. Endangers the student~~pupil~~ or other students~~pupils~~, or surrounding persons, including school district employees, or the property of the school.

B. Policy on Weapons

1. It is the policy of the Anoka-Hennepin School District to maintain a positive, safe and secure learning and working environment. Therefore, the District will not tolerate weapons as defined in this policy at any time on school property or in the school zone (including district owned buildings and grounds; leased or rented facilities; school sponsored activities; field trips; school buses and other school vehicles; and school bus loading and unloading areas). Students and visitors may not possess, store, handle, transmit, or use any weapons in any of the school environments listed above. Any student found to possess, store, handle, transmit, or use any weapon before, during, or after school hours ~~will~~ould be subject to administrative and/or legal action.

- * School zone: The area surrounding school property to a distance of 300 feet or one city block, whichever distance is greater, beyond school property.
2. Students who become aware of a weapon (that is not subject to an exception listed in this policy) being brought to school or on school property must immediately notify an adult staff member. A student, who becomes aware that they are ~~he/she is~~ in possession of a weapon and immediately notifies an adult staff member, may avoid, depending on circumstances, being considered to be in possession of a weapon. Students should not, however, pick up or transport the weapon.
- C. Definition of Weapon: weapon is defined as a knife, firearm, or an item which looks like a firearm, whether loaded or unloaded, in working or non-working condition; destructive explosives, any incendiary device or look-alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such manner so as to threaten, intimidate or produce bodily harm or the fear of such. Weapons include, but are not limited to the following:
1. All firearms, loaded, unloaded, working or not working
 2. Other firearms of all types including pellet, BB, stun, splat, starter pistols, and/or look-a-likes, or replica firearms which include facsimile or toy versions of firearms and reasonably appear to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun, rocket launcher, or any other firearm
 3. Knives including switchblade or automatically opening blades, butterfly knives, Swiss army knives, pocket knives, box-cutters/utility knives hunting knives, daggers, swords, razors
 4. Artificial knuckles or similar objects designed to be worn over or inside the fist or knuckles
 5. Blackjacks, clubs, throwing stars, martial arts devices
 6. Explosives and/or similar devices and/or the threatened intent to cause an explosion
 7. Poisons, chemicals, combustible or flammable liquids, or substances capable of causing bodily harm
 8. Slingshots, bows and arrows
 9. Chemical irritant ** i.e. pepper spray, mace
 10. Any other device or instrument used to intimidate, threaten, or inflict bodily harm or fear
- D. Exceptions: This policy, in accordance with Minnesota law, provides for the following exceptions:
1. Licensed police officers, military personnel, licensed security personnel
 2. Instructors of school district approved firearm safety courses or activities conducted on school property
 3. School district approved possession and use of weapons by ceremonial color guards
 4. School district approved possession and use of starter guns for athletic contests
 5. School district approved equipment and tools used and stored appropriately on school property for instructional or work-related purposes by workers and students
 6. Other exceptions as granted by the superintendent
- E. Implementation of the Policy on Weapons

1. Weapons violation, Federal law: Pursuant to the Federal "Gun Free Schools Act of 1994" any student who brings a weapon (firearm and/or destructive device as defined under Federal law) to school shall be expelled from school for not less than one year. Consistent with state and federal law, the school board or Superintendent may modify this requirement on a case-by-case basis and any recommendation for expulsion must be consistent with the limitations imposed by state and federal special education and disability laws.
2. Middle school students: Possession of a weapon, as defined in this policy, by students in middle school, grades six through eight, will lead to the immediate initiation of the expulsion process and may lead to referral to the police. The School Board will expel middle school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in middle school will reenter school on the day the expulsion is completed.
3. High school students: Possession of a weapon, as defined in this policy, by students in high school, grades nine through graduation, will lead to immediate initiation of the expulsion process and referral to the police. The School Board will expel high school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. ~~A student in high school will reenter school on the first day of the new term closest the completion of the expulsion.~~
4. Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of weapons by students, the superintendent or their's designee may use discretion in determining whether, under specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.
5. Elementary school students: Principals in the elementary schools, when disciplining students in grades K-5 for possession of a weapon, as defined in this policy, will take disciplinary action consistent with state statute, as we~~suspend the student and~~ determine the intended and actual danger to other students and staff. (Note: Expulsion may be recommended.) The principal will inform the student's parents/guardians of the disciplinary action. In all cases the student will receive information regarding the danger of weapons.
6. Students with Disabilities:
 - a. Students with disabilities may be suspended for violation of school rules in accordance with state and federal law.
 - b. If the student is in violation of the district drug, alcohol policy or has a weapon as defined by federal law is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the student may be placed in a 45 school day interim alternative placement, the specific placement and services for the student will be

consistent with state and federal requirements and are to be determined by the student's IEP Team.

- c. The use of seclusionary time out or restraint of a student with a disability may be used in an emergency and must otherwise comply with Minnesota law on the use of restrictive procedures. ~~requires development of a behavior plan which meets specific criteria of state and federal law and rule.~~

F. Search and Seizure

1. School Facilities/School Lockers: While the student has exclusive control over ~~his/her~~their locker, desk, workstation, and other similar assigned areas of school property as against other students, such possession is not exclusive as against the school and its officials. The lockers, desks, work stations, and other similar assigned areas remain the property of the school and, at any time it is deemed necessary, the principal or ~~his/her~~their designee has the authority to conduct a search and confiscate items considered illegal illicit, or disruptive to the educational process or evidence tending to prove a violation of law or a rule of the School District.
2. Students and their Personal Possessions: While the student has exclusive control over ~~his/her~~their property in ~~his/her~~their immediate possession as against other students it is not exclusive as against the school and its officials. When a reasonable suspicion arises that use or possession of a student's property or its contents is illegal, illicit, disruptive, or a danger to that student or others, a search may be made of the student's person and/or personal property; including vehicles.
3. Conducting a search
 - a. Before conducting a search, the principal or designee will determine that there is a reasonable suspicion that the search of a student or of a student's personal property will produce evidence that the student has violated or is violating either the law or the rules of the School District.
 - b. The search shall be conducted in a manner, which is reasonably related to the objective of the search and is not excessively intrusive into the student's privacy in light of the age and sex of the student and the nature of the violation. Items considered illegal, illicit, disruptive to the educational process, or evidence tending to prove a violation of law or of a rule of the School District may be confiscated.
4. Procedures to Implement the Policies on Search and Seizure
 - a. Only the building principal or specific designee shall be responsible for determining if a search will be conducted.
 - b. A written record of each search will be kept by the principal or designee on a form provided for this purpose; including the facts upon which a reasonable suspicion rests, location, time, reason for the search and/or seizure, persons present, and disposition of items.
 - c. A search of a student's person or personal property shall be done as discreetly and privately as possible without compromising safety.

- d. Those items considered to be illegal, illicit, disruptive, a general nuisance to the educational process, or evidence tending to prove a violation of a law, or a rule of the District may be held by school administration.~~seized~~. The storage, return, or disposition of ~~withheld~~~~seized~~ items shall be at the discretion of the principal, subject only to legal impoundment.
- e. Repossession of school property shall not be considered seizure.
- f. The School District retains the authority to patrol school parking lots and inspect the exteriors of automobiles or other motor vehicles on school property. The interiors of vehicles on school property may be inspected and searched when the principal or specific designee has a reasonable suspicion to believe that materials which are illicit, illegal, or disruptive to the education process are contained inside that vehicle.

~~V~~.VI. Removal of Students from Class

- 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 parent/~~guardians~~. 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.
- B. Grounds for removal from class shall include any of the following:
 - 1. 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;
 - 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
 - 3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
 - 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
- C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the code of student conduct may be removed from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, this and the conditions for return to class will be determined at a conference between the principal and the teacher. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the conditions for returning to class.
- D. If a student's total days of removal from class exceeds ten (10) cumulative days in a school year, the principal or designee shall make reasonable attempts to convene a meeting with the student and the student's parent/~~or~~ guardian prior to removing the student from class. The purpose of this meeting is to attempt to determine the student~~pupil~~'s need for assessment or other services.

- E. Parent/guardian notification: Parents/guardians shall be notified of a violation of the rules and of the resulting disciplinary action. Under unusual circumstances, principals may determine that it is not necessary to notify the parent/guardian.
- F. Modified Learning Program: The short-term modification of a student's program, not to exceed five days per infraction, during which the school district retains custody of the student.

~~G.~~ VII. Out of School Suspension

- A. Suspension is the short-term exclusion, not to exceed five days (unless the student presents a danger to themselves or others) per infraction of the student from school during which the school is relieved of the custody of the child.
- B. If the suspension is longer than five days, the suspending administrator must provide the superintendent or designee with a reason for the longer suspension. A suspension may not extend beyond fifteen days.
- ~~1.~~C. Upon the sixth consecutive day of a suspension an alternative form of education must be presented to the child, i.e. supervise homework.
- D. Suspensions shall be utilized in accord with the Pupil Fair Dismissal Act and with ~~this Anoka-Hennepin School District~~ policy.
- E. School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate an employee as a liaison to work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

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H. VIII. Exclusion and Expulsion

1. Exclusion is an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond a school year.
2. Expulsion is an action taken by the School Board to prohibit an enrolled student from further attendance for a period of time that shall not extend beyond one calendar year from the date the child is suspended for the expellable offense.
3. Exclusion and expulsion shall be utilized in accordance with the Pupil Fair Dismissal Act and this ~~Anoka-Hennepin School District~~ policy.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. A school administrator must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
2. the student's parent or guardian specifically consents to the use of recess detention; or
3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

C. Recess must not be withheld from a student based on incomplete schoolwork.

D. School administrators are encouraged to ensure student access to structured breaks from the demands of school and to support teachers and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

~~VI.~~ X. SUMMER SCHOOL

- A. Summer school is not a state or federally mandated program, and students are not required to attend. Anoka-Hennepin Independent School District No. 11 has rules and regulations regarding the granting of credit for courses taken during the summer school; essentially these regulations state that participants must make up every day of absence from summer school in order to complete the necessary minimum number of hours for course credit. Excessive absence could result in a student being dismissed from a summer school credit course.
- B. Parents/guardians and students should be aware that summer school also differs from the regular school year in that alternative programs may not be available ~~are not provided~~ for students who exhibit attendance and/or behavior problems. Students may~~will~~ be dropped from summer school for violations of the student code of conduct.
- C. Anoka-Hennepin School District No. 11 recognizes its obligations to provide students the elements of due process. Due process is the implementation of procedures which when adhered to guarantees the protection of equal rights. Before a student is dropped from summer school, the appropriate due process components will be followed.
- D. The Anoka-Hennepin School District's discipline policy applies to summer school.

XI. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act or this policy are not being implemented appropriately or are being discriminately applied.

- A. Time for filing complaint, to whom: The complainant should attempt to informally resolve the complaint by notifying the principal or their designee of the complaint as

- soon as practicable, but in no event longer than five (5) school days after the event which is the subject of the complaint.
- B. If the complaint is not resolved informally, the complaining party shall reduce the complaint to writing and the school principal shall transmit the written complaint to the Principal Elementary Student Conduct or Principal Secondary Student Conduct, as appropriate. The Principal of Student Conduct shall begin to investigate the complaint within three (3) school days after receipt of the written complaint. The Principal of Student Conduct shall provide an opportunity for involved parties to submit additional relevant information, and shall meet (in-person, virtually, or by phone) with the complaining party. The Principal of Student Conduct will make a written disposition of the matter within twenty (20) school days of receipt of the written complaint and shall forward copies to the complaining party and the school principal.
- C. The decision of the Principal of Student Conduct shall be final.
- D. If it is determined that the requirements of the Pupil Fair Dismissal Act were not implemented appropriately or were discriminatorily applied, the Principal Elementary Student Conduct or Principal Secondary Student Conduct ~~elementary or secondary principal of Compass programs~~ shall oversee a corrective action plan to correct the student's record and provide relevant staff with training, coaching, or other accountability practices, and take other appropriate measures designed to ensure appropriate compliance with policies in the future.
- E. The District prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint under this provision. Complaints of retaliation or reprisal will be investigated and handled by the General Counsel or designee.

~~VII.~~ XII. COMMUNICATION/DISTRIBUTION OF POLICY

- A. Publication: This policy shall be published and distributed annually for all students utilizing one or more of the following methods: publication in a student handbook; publication in a principal's newsletter to parents/guardians with the request that the parent/guardian discuss the policy with the student; publication in pamphlet form to be distributed; and/or publication in a district wide mailing to parents/guardians.
- B. Building-level Supplement: The building principal may supplement this policy with rules and regulations for a particular building. However, no such rule or regulation shall be inconsistent with School Board policy.
- C. Dissemination to Students: This policy and supplemental building rules and regulations shall be reviewed with students in classrooms at the beginning of each school year.
- D. Annual Review: The principal and representative staff and students in each school building shall confer at least annually to review the discipline policy and to assess whether the policy is appropriate and has been enforced. Any recommended changes shall be forwarded to the Superintendent for review.

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Removal of Students from Class)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)

~~Anoka-Hennepin District No. 11~~

~~Coon Rapids, MN 55433~~ Anoka-Hennepin District No. 11

Anoka, MN 55303

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DISTRICT STUDENT DISCIPLINE POLICY

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain fair and consistent discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. STATEMENT OF PHILOSOPHY ON CONDUCT AND DISCIPLINE

- A. The care, management, and control of the school district is vested in the School Board pursuant to the Minnesota Education Code.
- B. Schools have a responsibility to parents and students which goes beyond the educational program. They must provide students with a suitable environment while on the school premises and at other school activities away from the school grounds. An environment conducive to learning must be maintained to ensure an equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to rules and regulations is a desired goal. These rules and regulations are designed to promote a desired environment for learning. It shall, therefore, be a policy of Anoka-Hennepin Independent School District No. 11 that every student abides by all rules and regulations of the district.
- C. Before effective learning can take place, reasonable order or discipline must be present. The responsibility of classroom discipline rests first with teachers; however, school administration is responsible to provide supervision, guidance, training and assistance to teachers in handling discipline problems. Experience indicates that a positive approach to discipline is effective. Early intervention in attempting to improve a student's behavior is strongly encouraged. This may include but should not be limited to early involvement of parents or guardians and utilizing available resources, including referral to the child study team and the use of support services.
- D. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.61 (removal of students from class statute). In local, state, and Federal proceedings, the fundamental question has been and is one of fairness for students. The elements of due process are designed to ensure that this goal is reached. Due process is the implementation of procedure which, when adhered to, guarantees the protection of individual rights.
- E. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.55, the School Board values efforts to prevent dismissals through early detection of problems. It is also important to provide services and supports designed to help prevent a student's inappropriate behavior from reoccurring.
- F. "Nonexclusionary disciplinary policies and practices" are policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, alternative education services, and other policies

and practices identified in Minnesota's Education Code. Under the direction of the superintendent, school administrators will employ nonexclusionary disciplinary policies and practices.

III. STUDENT DISCIPLINE: STUDENT RIGHTS AND RESPONSIBILITIES

- A. This statement of rights is not expected to cover every situation that may arise. The rights of an individual are preserved only by the protection and preservation of the rights of others. All students attending Anoka-Hennepin District No. 11 schools have the right to:
1. A free and appropriate education as defined by state and Federal statutes
 2. Equal educational opportunity and freedom from discrimination
 3. Due process as defined by state and Federal statutes and rules
 4. Freedom of inquiry and expression
 5. Data privacy
 6. Be informed of school rules
- B. Rights bring responsibilities and a student is responsible for the manner in which their individual rights are exercised. This statement of responsibilities is not expected to cover every situation that may arise. All students attending Anoka-Hennepin District No. 11 schools have the responsibility to:
1. Attend school daily, except when excused, and to be on time to all classes and other school day functions,
 2. Pursue and attempt to complete the course of study prescribed by the state and local school authorities,
 3. Make necessary arrangements to make up school work when absent,
 4. Assist school staff in maintaining a safe school for all students enrolled therein,
 5. Be aware of all school rules and regulations and conduct themselves in accordance with them,
 6. Assume that until a rule is waived, altered, or repealed, it is in full effect,
 7. Be aware of and comply with state and local law,
 8. Be aware of and comply with State High School League and regulations and School Board policy when participating in extracurricular activities,
 9. Be willing to volunteer information in disciplinary cases and cooperate with school staff should they have important knowledge relating to such cases,
 10. Protect and take care of school property and the property of others,
 11. Dress and groom to meet fair standards of safety, health, and standards of decency,
 12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language, both written and verbal,
 13. Express ideas in a manner that will not demean, harass, or defame others.

IV. CODE OF STUDENT CONDUCT

- A. Disciplinary action may be taken for any behavior which is disruptive of good order or violates the rights of others. The school has the authority and obligation to establish and enforce reasonable standards of conduct. In accordance with the Pupil Fair Dismissal Act and Minn. Stat. 121A.61, a student may be removed from class, suspended, excluded, or expelled (definitions set forth in sections V. G and V. H) from school for:

1. Willful violation of any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to students that they must conform their conduct to its requirements.
 2. Willful conduct that significantly disrupts the rights of other students to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 3. Willful conduct which endangers the student or other students, or surrounding persons, including school district employees, or the property of the school
- B. The following list identifies unacceptable acts subject to disciplinary action in this school district. Violation of any of these offenses before, during or after school hours while on school property, the school bus, or any other approved vehicle used to transport students; or at school functions or events held at other locations or off school grounds if the action interferes with or obstructs the mission or operations of the school or the safety of the student, other students and staff or the aiding and abetting of such acts may lead to the implementation of a disciplinary action or consequence listed in part C, including expulsion.
1. Truancy and unauthorized absence.
 - a. As required by current statutes, regulations of the Department of Education and the School Board of this district, students shall be in attendance each day that school is in session. Students returning to school following an absence will be expected to complete all the missed assignments within a reasonable period of time.
 - b. Truancy, for purposes of this policy, is the absenting of one's self from school or class without approval of school administration.
 - c. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.
 2. Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances, or any controlled substance or the unauthorized use of prescription drugs.
 3. Possession, use, and/or transmission of tobacco, nicotine products, Electronic Cigarettes, or look-a-likes in any form. (See policy 419.0 Tobacco-Free Environment regarding potential exceptions.)
 4. Possession, use, and/or transmission of a weapon(s) or any object that can reasonably be considered a weapon(s): weapon means a knife; firearm or an item which looks like a firearm, whether loaded or unloaded, in working or nonworking condition; destructive explosives, any incendiary device or look alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of such.
 5. Possession and/or use of any electronic device, including a computer, in a manner, which threatens or intimidates others and/or disrupts the educational process;
 6. Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/ threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability sexual harassment/violence; indecent exposure; hazing;
 7. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school property or the property of school personnel and/or others (even

- though such an act was accidental or a result of poor judgment); vandalism; trespassing; arson; theft or robbery; possession of stolen property;
8. Violations of school procedures or acts disruptive to the educational process, including disobedience, disruptive and disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, use of profanity, improper activation of fire alarms, activation of stink bombs and unauthorized access to school data;
 9. Violation of school bus or transportation rules;
 10. Violation of parking or school traffic rules and regulations;
 11. Possession, distribution, or display of slanderous, libelous, pornographic, racist, or gang related materials or symbolism;
 12. Student attire and/or personal grooming which creates a danger to health or safety; creates a disruption to the educational process, or violates common standards of decency as they apply to a community school setting, and/or any apparel, jewelry, accessories, or matter of grooming which by virtue of its color arrangement, trademark, or any other attribute (as a primary purpose) denotes membership in an organized gang;
 13. Criminal activity;
 14. Violation of other school rules, policies, or procedures.
- C. Disciplinary action or consequences for these offenses may include but are not limited to the following
1. Student conference
 2. Parent/guardian contact
 3. Parent/guardian conference
 4. In-school monitoring
 5. Referral to in-school support services
 6. Detention
 7. Removal from class
 8. Suspension from extracurricular activities
 9. Physical restraint
 10. Suspension from school (except students Pre-K – grade 3)
 11. Referral to Child Study Team (see Due Process/Total Special Education Systems manual)
 12. Referral to community, county or outside agencies
 13. Transfer to another school building
 14. Expulsion or exclusion from school
 15. Referral to police or other law enforcement agency
- D. When determining an appropriate action, the administrator will utilize their discretion and will consider the extent of the disruption to the safety of an individual or a group or to the disruption of the learning environment in the schools, and other relevant factors.
- E. If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the specific placement and services for the student will be consistent with state and federal requirements.

V. STUDENT DISCIPLINE: POLICIES

A. Disruptive Student Policy

1. As stated in the philosophy of our District Student Discipline Policy, an environment conducive to learning must be maintained to ensure equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to district, building and classroom rules and regulations is a desired goal.
2. It shall; therefore, be a policy of the Anoka-Hennepin School District that:
 - a. Every student abides by the rules and regulations of this district.
 - b. Disciplinary action including expulsion may be taken for behaviors, which are disruptive or violate the rights of others to an environment conducive to teaching and learning.
3. Early intervention in attempting to improve a student's pattern of disruptive behavior is strongly encouraged. This should include involvement of parents/guardians and the utilization of available school district resources provided for students, including screening by the child study team.
4. A student will be referred to the school board for expulsion, if various appropriate interventions have been implemented and documented and the student persists in behavior which:
 - a. Violates any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to students that they must conform their conduct to its requirements, or
 - b. Significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or
 - c. Endangers the student or other students, or surrounding persons, including school district employees, or the property of the school.

B. Policy on Weapons

1. It is the policy of the Anoka-Hennepin School District to maintain a positive, safe and secure learning and working environment. Therefore, the District will not tolerate weapons as defined in this policy at any time on school property or in the school zone (including district owned buildings and grounds; leased or rented facilities; school sponsored activities; field trips; school buses and other school vehicles; and school bus loading and unloading areas). Students and visitors may not possess, store, handle, transmit, or use any weapons in any of the school environments listed above. Any student found to possess, store, handle, transmit, or use any weapon before, during, or after school hours will be subject to administrative and/or legal action.

* School zone: The area surrounding school property to a distance of 300 feet or one city block, whichever distance is greater, beyond school property.

2. Students who become aware of a weapon (that is not subject to an exception listed in this policy) being brought to school or on school property must immediately notify an adult staff member. A student, who becomes aware that they are in possession of a weapon and immediately notifies an adult staff member, may avoid, depending on circumstances, being considered to be in possession of a weapon. Students should not, however, pick up or transport the weapon.

- C. Definition of Weapon: weapon is defined as a knife, firearm, or an item which looks like a firearm, whether loaded or unloaded, in working or non-working condition; destructive explosives, any incendiary device or look-alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such manner so as to

threaten, intimidate or produce bodily harm or the fear of such. Weapons include, but are not limited to the following:

1. All firearms, loaded, unloaded, working or not working
2. Other firearms of all types including pellet, BB, stun, splat, starter pistols, and/or look-a-likes, or replica firearms which include facsimile or toy versions of firearms and reasonably appear to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun, rocket launcher, or any other firearm
3. Knives including switchblade or automatically opening blades, butterfly knives, Swiss army knives, pocket knives, box-cutters/utility knives hunting knives, daggers, swords, razors
4. Artificial knuckles or similar objects designed to be worn over or inside the fist or knuckles
5. Blackjacks, clubs, throwing stars, martial arts devices
6. Explosives and/or similar devices and/or the threatened intent to cause an explosion
7. Poisons, chemicals, combustible or flammable liquids, or substances capable of causing bodily harm
8. Slingshots, bows and arrows
9. Chemical irritant ** i.e. pepper spray, mace
10. Any other device or instrument used to intimidate, threaten, or inflict bodily harm or fear

D. Exceptions: This policy, in accordance with Minnesota law, provides for the following exceptions:

1. Licensed police officers, military personnel, licensed security personnel
2. Instructors of school district approved firearm safety courses or activities conducted on school property
3. School district approved possession and use of weapons by ceremonial color guards
4. School district approved possession and use of starter guns for athletic contests
5. School district approved equipment and tools used and stored appropriately on school property for instructional or work-related purposes by workers and students
6. Other exceptions as granted by the superintendent

E. Implementation of the Policy on Weapons

1. Weapons violation, Federal law: Pursuant to the Federal "Gun Free Schools Act of 1994" any student who brings a weapon (firearm and/or destructive device as defined under Federal law) to school shall be expelled from school for not less than one year. Consistent with state and federal law, the school board or Superintendent may modify this requirement on a case-by-case basis and any recommendation for expulsion must be consistent with the limitations imposed by state and federal special education and disability laws.
2. Middle school students: Possession of a weapon, as defined in this policy, by students in middle school, grades six through eight, will lead to the immediate initiation of the expulsion process and may lead to referral to the police. The School Board will expel middle school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in middle school will reenter school on the day the expulsion is completed.

3. High school students: Possession of a weapon, as defined in this policy, by students in high school, grades nine through graduation, will lead to immediate initiation of the expulsion process and referral to the police. The School Board will expel high school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion.
4. Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of weapons by students, the superintendent or their designee may use discretion in determining whether, under specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.
5. Elementary school students: Principals in the elementary schools, when disciplining students in grades K-5 for possession of a weapon, as defined in this policy, will take disciplinary action consistent with state statute, as we determine the intended and actual danger to other students and staff. (Note: Expulsion may be recommended.) The principal will inform the student's parents/guardian of the disciplinary action. In all cases the student will receive information regarding the danger of weapons.
6. Students with Disabilities:
 - a. Students with disabilities may be suspended for violation of school rules in accordance with state and federal law.
 - b. If the student is in violation of the district drug, alcohol policy or has a weapon as defined by federal law is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the student may be placed in a 45 school day interim alternative placement, the specific placement and services for the student will be consistent with state and federal requirements and are to be determined by the student's IEP Team.
 - c. The use of seclusionary time out or restraint of a student with a disability may be used in an emergency and must otherwise comply with Minnesota law on the use of restrictive procedures.

F. Search and Seizure

1. School Facilities/School Lockers: While the student has exclusive control over their locker, desk, workstation, and other similar assigned areas of school property as against other students, such possession is not exclusive as against the school and its officials. The lockers, desks, work stations, and other similar assigned areas remain the property of the school and, at any time it is deemed necessary, the principal or their designee has the authority to conduct a search and confiscate items considered illegal illicit, or disruptive to the educational process or evidence tending to prove a violation of law or a rule of the School District.
2. Students and their Personal Possessions: While the student has exclusive control over their property in their immediate possession as against other students it is not exclusive as against the school and its officials. When a reasonable suspicion arises that use or possession of a student's property or its contents is illegal, illicit, disruptive, or a danger to that student or others, a search may be made of the student's person and/or personal property; including vehicles.
3. Conducting a search
 - a. Before conducting a search, the principal or designee will determine that there is a reasonable suspicion that the search of a student or of a student's personal property

will produce evidence that the student has violated or is violating either the law or the rules of the School District.

- b. The search shall be conducted in a manner, which is reasonably related to the objective of the search and is not excessively intrusive into the student's privacy in light of the age and sex of the student and the nature of the violation. Items considered illegal, illicit, disruptive to the educational process, or evidence tending to prove a violation of law or of a rule of the School District may be confiscated.
4. Procedures to Implement the Policies on Search and Seizure
 - a. Only the building principal or specific designee shall be responsible for determining if a search will be conducted.
 - b. A written record of each search will be kept by the principal or designee on a form provided for this purpose; including the facts upon which a reasonable suspicion rests, location, time, reason for the search and/or seizure, persons present, and disposition of items.
 - c. A search of a student's person or personal property shall be done as discreetly and privately as possible without compromising safety.
 - d. Those items considered to be illegal, illicit, disruptive, a general nuisance to the educational process, or evidence tending to prove a violation of a law, or a rule of the District may be held by school administration. The storage, return, or disposition of withheld items shall be at the discretion of the principal, subject only to legal impoundment.
 - e. Repossession of school property shall not be considered seizure.
 - f. The School District retains the authority to patrol school parking lots and inspect the exteriors of automobiles or other motor vehicles on school property. The interiors of vehicles on school property may be inspected and searched when the principal or specific designee has a reasonable suspicion to believe that materials which are illicit, illegal, or disruptive to the education process are contained inside that vehicle.

VI. Removal of Students from Class

- 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 parent/guardian. 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.
- B. Grounds for removal from class shall include any of the following:
 1. 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;
 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
 3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
- C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the code of student conduct may be removed

from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, this and the conditions for return to class will be determined at a conference between the principal and the teacher. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the conditions for returning to class.

- D. If a student's total days of removal from class exceeds ten (10) cumulative days in a school year, the principal or designee shall make reasonable attempts to convene a meeting with the student and the student's parent/guardian prior to removing the student from class. The purpose of this meeting is to attempt to determine the student's need for assessment or other services.
- E. Parent/guardian notification: Parents/guardians shall be notified of a violation of the rules and of the resulting disciplinary action. Under unusual circumstances, principals may determine that it is not necessary to notify the parent/guardian.
- F. Modified Learning Program: The short-term modification of a student's program, not to exceed five days per infraction, during which the school district retains custody of the student.

VII. Out of School Suspension

- A. Suspension is the short-term exclusion, not to exceed five days (unless the student presents a danger to themselves or others) per infraction of the student from school during which the school is relieved of the custody of the child.
- B. If the suspension is longer than five days, the suspending administrator must provide the superintendent or designee with a reason for the longer suspension. A suspension may not extend beyond fifteen days.
- C. Upon the sixth consecutive day of a suspension an alternative form of education must be presented to the child, i.e. supervise homework.
- D. Suspensions shall be utilized in accord with the Pupil Fair Dismissal Act and with this policy.
- E. School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate an employee as a liaison to work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

VIII. Exclusion and Expulsion

1. Exclusion is an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond a school year.
2. Expulsion is an action taken by the School Board to prohibit an enrolled student from further attendance for a period of time that shall not extend beyond one calendar year from the date the child is suspended for the expellable offense.
3. Exclusion and expulsion shall be utilized in accordance with the Pupil Fair Dismissal Act and this policy.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. A school administrator must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- C. Recess must not be withheld from a student based on incomplete schoolwork.
- D. School administrators are encouraged to ensure student access to structured breaks from the demands of school and to support teachers and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

X. SUMMER SCHOOL

- A. Summer school is not a state or federally mandated program, and students are not required to attend. Anoka-Hennepin Independent School District No. 11 has rules and regulations regarding the granting of credit for courses taken during the summer school; essentially these regulations state that participants must make up every day of absence from summer school in order to complete the necessary minimum number of hours for course credit. Excessive absence could result in a student being dismissed from a summer school credit course.
- B. Parents/guardians and students should be aware that summer school also differs from the regular school year in that alternative programs may not be available for students who exhibit attendance and/or behavior problems. Students may be dropped from summer school for violations of the student code of conduct.
- C. Anoka-Hennepin School District No. 11 recognizes its obligations to provide students the elements of due process. Due process is the implementation of procedures which when adhered to guarantees the protection of equal rights. Before a student is dropped from summer school, the appropriate due process components will be followed.
- D. The Anoka-Hennepin School District's discipline policy applies to summer school.

XI. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act or this policy are not being implemented appropriately or are being discriminately applied.

- A. Time for filing complaint, to whom: The complainant should attempt to informally resolve the complaint by notifying the principal or their designee of the complaint as soon as practicable, but in no event longer than five (5) school days after the event which is the subject of the complaint.

- B. If the complaint is not resolved informally, the complaining party shall reduce the complaint to writing and the school principal shall transmit the written complaint to the Principal Elementary Student Conduct or Principal Secondary Student Conduct, as appropriate. The Principal of Student Conduct shall begin to investigate the complaint within three (3) school days after receipt of the written complaint. The Principal of Student Conduct shall provide an opportunity for involved parties to submit additional relevant information, and shall meet (in-person, virtually, or by phone) with the complaining party. The Principal of Student Conduct will make a written disposition of the matter within twenty (20) school days of receipt of the written complaint and shall forward copies to the complaining party and the school principal.
- C. The decision of the Principal of Student Conduct shall be final.
- D. If it is determined that the requirements of the Pupil Fair Dismissal Act were not implemented appropriately or were discriminatorily applied, the Principal Elementary Student Conduct or Principal Secondary Student Conduct shall oversee a corrective action plan to correct the student's record and provide relevant staff with training, coaching, or other accountability practices, and take other appropriate measures designed to ensure appropriate compliance with policies in the future.
- E. The District prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint under this provision. Complaints of retaliation or reprisal will be investigated and handled by the General Counsel or designee.

XII. COMMUNICATION/DISTRIBUTION OF POLICY

- A. **Publication:** This policy shall be published and distributed annually for all students utilizing one or more of the following methods: publication in a student handbook; publication in a principal's newsletter to parents/guardians with the request that the parent/guardian discuss the policy with the student; publication in pamphlet form to be distributed; and/or publication in a district wide mailing to parents/guardians.
- B. **Building-level Supplement:** The building principal may supplement this policy with rules and regulations for a particular building. However, no such rule or regulation shall be inconsistent with School Board policy.
- C. **Dissemination to Students:** This policy and supplemental building rules and regulations shall be reviewed with students in classrooms at the beginning of each school year.
- D. **Annual Review:** The principal and representative staff and students in each school building shall confer at least annually to review the discipline policy and to assess whether the policy is appropriate and has been enforced. Any recommended changes shall be forwarded to the Superintendent for review.

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.61 (Removal of Students from Class)
 Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. §§ 121A.60 (Definitions)
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)

Anoka-Hennepin District No. 11

Anoka, MN 55303

Adopted June 11, 1984

Revised March 11, 1991, July 12, 1993, August 14, 1995, August 11, 1997, August 13, 2001, July 28, 2003, June 27, 2005, July 10, 2006, July 9, 2012, September 28, 2020

Revised: November 27, 2023

TOBACCO AND SMOKE -FREE ENVIRONMENT

I. Purpose

The purpose of this policy is to maintain a learning and working environment that is tobacco and smoke free

II. General Statement of Policy

A. All Anoka-Hennepin School District facilities, grounds, and vehicles will be free of tobacco, tobacco-related devices and electronic delivery devices intended to deliver similar products.

B. ~~The~~is requirement of a tobacco-free environment extends to all facilities, whether owned, rented or leased, and all vehicles leased, contracted for or owned by the District.

III. Exceptions

A. A violation of this policy does not occur when an American Indian adult lights tobacco on school district property as a part of a traditional American Indian, Indigenous or ~~spiritual or cultural practices~~ceremony.

B. A violation of this policy does not occur when an American Indian adult or student carries a medicine pouch containing loose tobacco intended as observance of traditional cultural practices.

C. A violation of this policy does not occur when an American Indian adult or student uses tobacco/kinnikinnick, sage, sweetgrass, or cedar to conduct individual or group smudging. The District recognizes tobacco, sage, sweetgrass, and cedar as traditional American Indian medicines and essential elements of American Indian ceremony.

1. The process under which smudging is conducted will be determined at the building level by the building or site administrator in collaboration with American Indian Education Program Staff.

2. Smudging by students must be conducted under the supervision of an appropriate school district staff member, as determined by the building or site administrator and otherwise comply with the District's Equal Access to School Facilities Policy 801.0.

3. Smudging shall be conducted in a manner consistent with the Minnesota Clean Indoor Air Act, Minnesota Statutes section 144.411 to 144.417.

IV. Signs and Other Notices

This policy will be printed in student handbooks. It should be posted in highly visible places in all schools of the district, such as, but not limited to all entrances of school buildings, school playgrounds and athletic fields.

Legal References: Minn. Stat. §§ 144.4165 (Tobacco Products Prohibited in Public Schools)

Anoka-Hennepin District No. 11

Anoka, MN 55303

Revised: February 8, 1988

Amended: February 26, 1990

Revised: November 27, 2006

Revised: June 27, 2011

Revised: November 22, 2021

Revised: 2023

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 - 3. Smudging shall be conducted in a manner consistent with the Minnesota Clean Indoor Air Act, Minnesota Statutes section 144.411 to 144.417.

IV. Signs and Other Notices

This policy will be printed in student handbooks. It should be posted in highly visible places in all schools of the district, such as, but not limited to all entrances of school buildings, school playgrounds and athletic fields.

Legal References: Minn. Stat. §§ 144.4165 (Tobacco Products Prohibited in Public Schools)

Anoka-Hennepin District No. 11
Anoka, MN 55303
Revised: February 8, 1988
Amended: February 26, 1990
Revised: November 27, 2006
Revised: June 27, 2011
Revised: November 22, 2021
Revised: November 27, 2023

Redline policy depicting changes

PHYSICAL WELLNESS POLICY

I. Purpose

The Anoka-Hennepin School District is committed to promoting and protecting students' health, physical well-being and ability to learn. Thus, Anoka-Hennepin School District supports healthy eating, healthy physical activity, and strives to provide a healthy environment which is conducive to good learning.

II. General Statement of Policy

By working toward the following goals, Anoka-Hennepin School District supports the evidence based link between health wellness and improved educational outcomes of Anoka-Hennepin School District students.

- A. Food and beverages sold or served at school, as part of the National School Lunch Program and School Breakfast Program, will meet the nutrition guidelines as defined by the United States Department of Agriculture.
- B. Students will have access to a variety of affordable, nutritious, and appealing foods that meet their health and nutrition needs. The Anoka-Hennepin School District will provide clean, safe and pleasant settings and provide students adequate time to eat. School stores and snack vending machines that provide service during the school day, will offer snacks that follow the same state and federal regulations as the Child Nutrition Program for nutrient content.
- C. To the maximum extent practicable, all schools will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- D. Schools will provide nutrition promotion, nutrition education and physical education to foster lifelong habits of healthy eating and physical activity. Schools will establish connections between health education, school meal programs and related community services.
- E. All students will have opportunities, support and encouragement to be physically active on a regular basis.
- F. Each school will have a School Health, Wellness and Safety Committee. The committee will assist the district Health, Wellness and Safety Committee with the implementation, monitoring and reporting requirements of this policy. School/Site administrators will meet with their building committee at least two times per year to discuss wellness issues at their school.
- ~~G. Staff will support legislation that funds issues that address the nutritional needs of the student during the school day.~~
- H. A Student Wellness page will be established on the district/school website to publicize opportunities in the area of nutrition and physical activity throughout the district.

~~The Wellness Policy is designed by the Wellness Task Force which is a subcommittee of the Health, Wellness and Safety Committee. The Wellness Task Force strives to include persons from our schools and community including parents, students, representatives from Child Nutrition, Health Service, Community Education, curriculum directors, members of the School Board, school administration, teachers, health professionals and~~

~~members of the public. The Health, Wellness and Safety Committee shall continue to develop, implement, monitor, review, and recommend revisions regarding the Wellness Policy. The Health, Wellness and Safety Committee will also serve as a resource to school sites for implementation of the policy.¹~~

III. Nutrition and Environmental Guidelines During the School Day²

A. Food Environment

1. Students will be encouraged to start each day with a healthy breakfast. Studies continue to show that children who eat breakfast learn better and score higher on standardized tests. If a full breakfast program is not feasible, schools will have healthy breakfast items available that students can purchase on campus in school stores or vending machines.
2. It is a goal that bus schedules and morning breaks should be coordinated to allow students ample time before class to participate in the breakfast program.
3. Lunch periods will be scheduled as near the middle of the school day as possible.
4. It is a goal to provide students sufficient time to eat during meal periods with at least 10 minutes for breakfast and 20 minutes for lunch from the time the student is seated.
5. It is a goal to provide dining areas that are attractive and include enough seating areas to accommodate all students who would like to sit and eat lunch, as well as, enough serving areas so that students do not have to spend too much time waiting in line.
6. Hand-washing facilities will be available for students and they will be reminded to wash their hands before meals (to prevent the spread of germs and reduce the risk of illness).
7. Drinking water will be available for students throughout the building, and in the cafeteria upon request.

B. Food Service Operations

1. Anoka-Hennepin School District will develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in its school meal programs. Anoka-Hennepin School District will make available free and reduced price meals to all children that qualify.
2. Schools will ensure that students eligible to receive free or reduced price meals and milk are not treated differently from other students nor are they easily identified by their peers.
3. Anoka-Hennepin School District will employ a food service director who is properly qualified, certified and/or credentialed according to professional standards to administer the school food service program and satisfy reporting requirements.
4. All child nutrition personnel will have adequate pre-service training, participate in ongoing professional development and strive to hold a state issued or equivalent training certificate.
5. The Child Nutrition Program will adopt methods of cooking that maintain the quality of our food as well as meet the nutritional requirements of the National School Breakfast and Lunch Programs.
6. Anoka-Hennepin School District will plan menus that will meet the nutrition standards set forth under U.S.D.A. 7 CFR Part 210 and Part 220.

C. Food and Beverages Sold and/or Served

1. Food and beverages offered will be nutrient³ dense including whole grain products, fiber-rich fruits and vegetables.
2. Food and beverages offered will include a variety of healthy choices that are of excellent quality, appealing to students and are served at the proper temperature.
3. Food and beverages offered will follow the nutritional guidelines set forth by the National School Lunch Act and School Breakfast Program.

¹~~In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress per Public Law 108-265 instructed schools to establish a school wellness policy. Anoka-Hennepin has established a policy for public schools in our district.~~

² School day is defined by USDA regulations as 12:01 AM to 30 minutes after final school bell.

³ School day is defined by USDA regulations as 12:01 AM to 30 minutes after final school bell.

4. Portion sizes will be age-appropriate⁴ for elementary, middle and high school students respectively.
5. Other foods sold during the school day, also known as A la carte, sold from the cafeteria, snack bars, vending machines and school stores will follow the nutritional guidelines set forth by the USDA in the Smart Snack guidelines. The Smart Snack guidelines define the “school day” as the midnight before to 30 minutes after the end of the school day.
6. Nutrition information for products offered in snack bars, a la carte, vending and school stores should be available upon request.
7. All beverages sold to students on school premises during the school day must meet the nutrition guidelines set forth by the National School Lunch Act Smart Snack Regulation. Beverages traditionally referred to as “Soft Drinks,” “Soda,” or “Pop” will not be made available to students during the school day. Foods or beverages with high concentrations of caffeine such as, “energy drinks,” “energy shots,” or “caffeinated gums or candies,” will not be made available to students during the school day.
8. If food is provided for classroom celebration, it must be commercially prepared.
9. Classroom snacks and celebrations should reinforce the importance of healthy choices. Families will receive information at least annually from the school on foods that are appropriate for such celebrations.
10. Schools may identify up to four special celebration days when food is given away where exceptions are made to the food requirements under this policy.
11. All food sold during the school day, including fundraisers and concessions, must meet the same state and federal regulations as the Child Nutrition Program for nutrient content.

IV. Community Collaboration

A. Communications with Parents

1. Anoka-Hennepin School District will support parents’ efforts to provide a healthy diet and daily physical activity for their children. Anoka-Hennepin School District will share information about healthy food options available in school and suggestions for home.
2. Anoka-Hennepin School District will provide information about physical education and other school based physical activity opportunities before, during and after the school day and will support parents’ efforts to provide their children with opportunities to be physically active outside of school.

B. Product Marketing in Schools

1. School based marketing will be consistent with nutrition education and health promotion. The promotion of healthy foods including fruits, vegetables, whole grains, lean meats, and low-fat dairy products is encouraged.
2. Schools are encouraged to consider nutritious products, competitive pricing, and product placement and promotion strategies for the consumption of healthy foods.

C. Opportunities Before and After School

1. Anoka-Hennepin School District encourages the participation of all students in activities such as co curricular activities, extra-curricular activities, Community Education programs, and community and family activities that promote physical activity.
2. Anoka-Hennepin School District and individual schools will offer a range of activities that meet the needs, interests and abilities of all students including students with disabilities and special health needs.

⁴ An age-appropriate diet is one that provides adequate nutrition and is appropriate for a child's state of development.

3. Anoka-Hennepin School District encourages community use of its facilities for physical activity outside of the normal school day consistent with the district's facility use policy.
4. All schools will offer physical activity programs such as co-curricular, extra-curricular, intramural or Community Ed programs.
5. After school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

D. Food and Beverages Served and/or Sold Outside of the School Day

1. Anoka-Hennepin School District encourages non-food fundraisers when possible. Fundraisers involving the sale of food, outside of the normal school day, are encouraged to promote positive health habits. Information will be provided on fundraising opportunities that promote health and wellness. ~~Schools will collaborate with parent groups and booster clubs to select healthy foods and snacks as part of their programs.~~ Fundraisers that involve the sale of food, held by any student group or organization during the school day, must meet the National School Lunch Act regulations.
2. Anoka-Hennepin School district encourages concession stands to promote and provide nutrient rich food and beverage choices.

V. Curriculum

- A. Schools will provide education to foster lifelong habits of healthy eating and physical activity. Schools will establish linkages between health education, physical education, school meal programs and related community services.

B. Integrating Nutrition Education into the Classroom Setting

1. Schools will provide nutrition education and engage in nutrition promotion that:
 - a. is offered as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. is part of not only health education and Family and Consumer Science classes but could also be referenced in other subjects as appropriate;
 - c. promotes fruits, vegetables, whole grain products, lean meats, low-fat and fat-free dairy products, healthy food preparation methods and health enhancing nutrition practices;
 - d. emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
 - e. links with school meal programs, other school food and nutrition related community services;
 - f. teaches media literacy with an emphasis on food marketing; and
 - g. includes training for teachers and other staff
 - h. may include school gardens as a proper study for students in experiential learning to understanding the science of growth of plants for food and the place of plant matter in the ecological system.
2. Staff is encouraged to model good nutrition.

C. Physical Education

1. All students will be provided opportunities for physical education as defined by Anoka-Hennepin School District curriculum guidelines.
2. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
3. If a student's conduct during physical education class endangers the health or safety of the student

or others, a teacher may remove the student from class.

D. Integrating Physical Activity into the Classroom Setting

1. Classroom teachers are encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short physical activity breaks during class.
2. Staff is encouraged to model physical activity.
3. Staff is encouraged to find creative ways to promote physical activity before, during and after the school day.

E. Promoting a Healthy Lifestyle

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities such as watching television.
2. The district's Transportation Department, with the help of Safe Routes to School, will work with the schools to promote safe, active trips on foot and bicycle for children not eligible for bus transportation.

F. Rewards and Consequences ~~Punishment~~

- ~~1. Staff are strongly encouraged not to exclude students in kindergarten through grade 5 from recess due to punishment or disciplinary action. For students of all ages and grade levels, if a student's conduct during physical education class or recess endangers the health or safety of the student or others, a teacher may remove the student from class or recess.~~

A school administrator must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
2. the student's parent or guardian specifically consents to the use of recess detention; or
3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

Additionally, recess must not be withheld from a student based on incomplete schoolwork.

"Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

2. Food will not be used as a reward or punishment. Teachers are encouraged to offer non-food items as classroom rewards. Staff will not be reimbursed for purchased food rewards. Site administrators may allow purchases of foods or snacks for testing days based on research and recommended best practices. For learners with disabilities, the use of food as an incentive or accommodation may be included in the IEP or Section 504 Plan if appropriate as determined by the IEP or 504 team.

VI. Monitoring and Policy Review

- A. The superintendent or designee will ensure compliance with this Wellness Policy through the Health, Wellness and Safety Committee. At the school level, the principal or designee will ensure compliance with the Wellness Policy and report on the school's compliance to the Health, Wellness and Safety Committee. It is the responsibility of each school's Health, Wellness and Safety Committee to assist in the implementation of the reporting and monitoring requirements of this policy.

- B. The Health, Wellness and Safety Committee will be responsible for coordinating information from schools and departments, compiling data and reporting to the superintendent regarding compliance of this policy. The Health, Wellness and Safety Committee will establish methods to monitor results of the policy and measure compliance throughout the district. The Health, Wellness and Safety Committee will review the plan and make recommendations to the superintendent as necessary.
- C. Policy review and assessment of items monitored shall be repeated every three years to help maintain compliance, assess progress and determine areas in need of improvement. The Health, Wellness and Safety Committee will recommend revisions for ~~revise~~ the Wellness Policy to the school board and will develop work plans to facilitate their implementation as necessary.
- D. The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established Wellness Policy based on input from the Health, Wellness and Safety Committee. The report will assess the implementation of the policy, including the extent to which schools are in compliance, and will describe the progress made in attaining the goals of the policy. The report will be provided to the School Board and distributed to groups as directed by the School Board. The report will be made available to the public once approved by the board.

Anoka-Hennepin School District #11

Anoka MN 55303

Adopted: August 28, 2006

Revised: September 14, 2009

Revised: June 27, 2011

Revised: November 13, 2012

Revised: June 22, 2015

Revised: August 26, 2019

Revised: May 23, 2022

Revised: 2023

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy)

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7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

7 C.F.R. § 210.10 (School Lunch Program Regulations)

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- H. A Student Wellness page will be established on the district/school website to publicize opportunities in the area of nutrition and physical activity throughout the district.

III. Nutrition and Environmental Guidelines During the School Day¹

¹ School day is defined by USDA regulations as 12:01 AM to 30 minutes after final school bell.

A. Food Environment

1. Students will be encouraged to start each day with a healthy breakfast. Studies continue to show that children who eat breakfast learn better and score higher on standardized tests. If a full breakfast program is not feasible, schools will have healthy breakfast items available that students can purchase on campus in school stores or vending machines.
2. It is a goal that bus schedules and morning breaks should be coordinated to allow students ample time before class to participate in the breakfast program.
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5. It is a goal to provide dining areas that are attractive and include enough seating areas to accommodate all students who would like to sit and eat lunch, as well as, enough serving areas so that students do not have to spend too much time waiting in line.
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1. Food and beverages offered will be nutrient² dense including whole grain products, fiber-rich fruits and vegetables.
2. Food and beverages offered will include a variety of healthy choices that are of excellent quality, appealing to students and are served at the proper temperature.
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4. Portion sizes will be age-appropriate³ for elementary, middle and high school students respectively.
5. Other foods sold during the school day, also known as A la carte, sold from the cafeteria,

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snack bars, vending machines and school stores will follow the nutritional guidelines set forth by the USDA in the Smart Snack guidelines. The Smart Snack guidelines define the “school day” as the midnight before to 30 minutes after the end of the school day.

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Anoka-Hennepin School District #11

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7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

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ANOKA-HENNEPIN SCHOOLS

EDUCATIONAL SERVICECENTER

Cory McIntyre, Superintendent

2727 N Fay St. • Anoka, MN 55303

763-506-1000 • Fax: 763-506-1013

ahschools.us

November 17, 2023

To: School Board Members and Superintendent Cory McIntyre

From: Tiffany Audette, CPPB, Director of Purchasing

Re: **Award Recommendation****Bid # 24009B - Hamilton ES HVAC and Deferred Maintenance – Phase 4****Opened on Wednesday, November 15, 2023, at 2:00 p.m. LT.**

A

The recap below is a record of the seven (7) bids received for this project. The recommendation is made to award a contract to the lowest responsive and responsible bidder, Jorgenson Construction, Inc., of Minneapolis, Minnesota, with the acceptance of base bid for \$699,000.00, Alternate #1 for \$195,000.00, Alternate #2 for \$110,000.00, and Alternate #3 for \$41,000.00, for a total contract award of \$1,045,000.00.

Response Tab for Solicitation				
24009B Hamilton ES HVAC Replacement and Deferred Maintenance - Phase 4			Opening/Due Date: Wednesday, November 15, 2023, at 2:00 p.m. LT	
Bidder	Base Bid	Alternate #1	Alternate #2	Alternate #3
CM Construction Company, Inc.	\$805,000.00	\$218,000.00	\$108,000.00	\$33,600.00
Construction Results Corporation	\$809,600.00	\$244,000.00	\$134,400.00	\$52,800.00
Ebert, Inc. dba: Ebert Construction Companies	\$767,700.00	\$211,800.00	\$107,300.00	\$38,700.00
Jorgenson Construction Inc.	\$699,000.00	\$195,000.00	\$110,000.00	\$41,000.00
Morcon Construction CO., Inc.	\$743,000.00	\$212,000.00	\$102,000.00	\$43,000.00
Parkos Construction Company	\$727,800.00	\$208,200.00	\$137,200.00	\$58,200.00
RAK Construction, Inc.	\$840,662.00	\$222,931.00	\$156,152.00	\$54,575.00



ANOKA-HENNEPIN SCHOOLS

EDUCATIONAL SERVICECENTER

Cory McIntyre, Superintendent

2727 N Fry St. • Anoka, MN 55303

763-506-1000 • Fax: 763-506-1013

ahschools.us

November 14, 2023

To: School Board Members and Superintendent Cory McIntyre

From: Tiffany Audette, CPPB, Director of Purchasing

Re: **Award Recommendation****Bid # 24018B - Dayton ES Remodeling and Deferred Maintenance – Phase 2****Opened on Wednesday, November 8, 2023, at 2:00 p.m. LT.**

The recap below is a record of the seven (7) bids received for this project. The recommendation is made to award a contract to the lowest responsive and responsible bidder, Morcon Construction CO., Inc., of Fridley, Minnesota, with the acceptance of base bid for \$1,219,000.00, Alternate #2 for \$38,000.00, Alternate #3 for \$22,000.00, Alternate #4 for \$24,000.00, Alternate #5 for \$33,000.00, Alternate #6 for \$28,000.00, and the decline of Alternate #1, for a total contract award of \$1,364,000.00.

Response Tab for Solicitation							
24018B Dayton ES Remodeling and Deferred Maintenance - Phase 2			Opening/Due Date: Wednesday, November 8, 2023 - 2:00 PM LT				
Bidder	CM Construction Company	Ebert Inc. dba Ebert Companies	Jorgenson Construction Inc.	Morcon Construction CO. Inc.	Parkos Construction Company	Rochon Corporation	Versacon Inc.
Base Bid	\$1,328,200.00	\$1,383,000.00	\$1,236,000.00	\$1,219,000.00	\$1,245,400.00	\$1,297,000.00	\$1,270,000.00
Alternate #1	\$52,500.00	\$50,500.00	\$62,000.00	\$69,000.00	\$59,800.00	\$50,000.00	\$59,000.00
Alternate #2	\$43,500.00	\$43,000.00	\$34,000.00	\$38,000.00	\$31,400.00	\$29,000.00	\$31,000.00
Alternate #3	\$14,200.00	\$20,000.00	\$21,000.00	\$22,000.00	\$16,800.00	\$10,500.00	\$15,000.00
Alternate #4	\$8,300.00	\$14,000.00	\$15,000.00	\$24,000.00	\$31,400.00	\$28,000.00	\$14,500.00
Alternate #5	\$33,000.00	\$35,000.00	\$35,000.00	\$33,000.00	\$35,500.00	\$35,000.00	\$34,000.00
Alternate #6	\$28,750.00	\$35,000.00	\$30,000.00	\$28,000.00	\$30,800.00	\$5,300.00	\$29,000.00

**RESOLUTION CERTIFYING THE RESULTS OF THE RECOUNT OF THE
ANOKA-HENNEPIN INDEPENDENT SCHOOL DISTRICT NO. 11, DISTRICT 2
GENERAL ELECTION HELD NOVEMBER 7, 2023**

WHEREAS, the Anoka-Hennepin Independent School District No. 11 conducted a general election on November 7, 2023;

WHEREAS, on November 14, 2023, Candidate Susan Witt requested a recount of the results for school board member representing District No. 2 pursuant to Minn. Stat. § 204C.36(b);

WHEREAS, the Anoka-Hennepin Independent School District No. 11 conducted a recount on November 15, 2023; and

WHEREAS, that recount confirmed the results of the November 7 election.

BE IT RESOLVED by the School Board of Anoka-Hennepin Independent School District No. 11, State of Minnesota, as follows:

1. The recount results attached as 2023 ISD 11 SB2 Recount Worksheet are certified as the final results of the November 7, 2023, Anoka-Hennepin Independent School District No. 11, Election District No. 2 contest.
2. The final results of the recount of the ballots and the vote for each candidate are as follows:

Candidate	Votes	Elected
Zach Arco	2,202	X
Susan Witt	2,189	
Write-In	2	

3. As a result of the November 7, 2023, General Election, and the recount held on November 15, 2023, Candidate Zach Arco is certified as the elected candidate of the November 7, 2023 General Election for Anoka-Hennepin Independent School District No. 11, Election District No. 2.

4. The clerk is hereby directed to certify results of the General Election to the county auditors of each county in which the school district is located in whole or in part.

5. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk is hereby directed to deliver a certificate of election to each person entitled thereto. The clerk is also hereby directed to enclose with the certificate a form of acceptance of office and oath of office.

Independent School District No. 11 (Anoka-Hennepin Public Schools), Minnesota || Subdistrict 2 - Recount Worksheet

General Election
 Tuesday, November 7, 2023

County - Anoka, Recount - ISD 11 SB2

Precinct	Nov. 7th Votes for Witt	Nov. 7th Votes for Arco	Recount Votes for Witt	Recount Votes for Arco	Recount All Other Ballots	Ballots Challenged by Witt	Ballots Challenged by Arco	Ballots Challenged by Both	Recount Team Initials	Date Precinct Counted
ISD 11 SB2 P1	638	596	638	596	1				Witt LAm	11-15-23
ISD 11 SB2 P2	448	544	448	544	1					11-15-23
ISD 11 SB2 P3	403	352	403	352	1				MV	11-15-23
ISD 11 SB2 P4	326	306	326	306	—				RM/NA	11-15-23
ISD 11 SB2 P5	374	403	374	404	—				DM/TE	11-15-23
TOTALS	2189	2201	2189	2202	3	0	0	0		

We certify that the numbers entered on this recount summary statement correctly show the recounted number of votes for each candidate in this recount.

ISD 11 SB2 P1: Vigitt K
Kathy Miller

ISD 11 SB2 P2: _____

ISD 11 SB2 P3: Bary Vandenberg

ISD 11 SB2 P4: Mark Witt
MAN

ISD 11 SB2 P5: Miller
Chuck Allen

Signatures of recount official(s): [Signature]

Date: 11-15-23

Abstract of Votes Cast
Independent School District No. 11 (ANOKA-HENNEPIN)
State of Minnesota
at the Municipal and School District General
Held Tuesday, November 7, 2023

Compiled from the Official Returns.

Summary of Totals
 Independent School District No. 11 (ANOKA-HENNEPIN)
 Tuesday, November 7, 2023 Municipal and School District General

Number of persons registered as of 7 a.m.	77922
Number of persons registered on Election Day	242
Number of accepted regular, military, and overseas absentee ballots and mail ballots	921
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	12121

Summary of Totals
 Independent School District No. 11 (ANOKA-HENNEPIN)
 Tuesday, November 7, 2023 Municipal and School District General

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member District 1 (ISD #11)

NP Linda Hoekman 2490	NP Erin Heers-McArdle 1971	WI WRITE-IN 6
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School Board Member District 2 (ISD #11)

NP Susan Witt 2189	NP Zach Arco 2202	WI WRITE-IN 2
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School Board Member District 5 (ISD #11)

NP Scott Simmons 1405	NP Cyrus Wilson 67	NP Michelle Langenfeld 1775	WI WRITE-IN 8
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Detail of Election Results
 Independent School District No. 11 (ANOKA-HENNEPIN)
 Tuesday, November 7, 2023 Municipal and School District General

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
02 9359 : ISD 11 SB1 P1 - RAMSEY MUNICIPAL CENTER	6640	19	934
02 9361 : ISD 11 SB1 P3 - ANOKA COVENANT CHURCH	4677	14	856
02 9362 : ISD 11 SB1 P4 - ZION LUTHERAN CHURCH	6111	24	1112
02 9363 : ISD 11 SB1 P5 - GREENHAVEN COUNTRY CLUB	4020	15	696
02 9364 : ISD 11 SB2 P1 - BRIDGEWOOD COMMUNITY CHURCH	6279	31	1235
02 9365 : ISD 11 SB2 P2 - OAK PARK COMMUNITY CHURCH	5573	12	993
02 9366 : ISD 11 SB2 P3 - BLAINE UNITED METHODIST CHURCH	5509	13	756
02 9367 : ISD 11 SB2 P4 - KING OF GLORY CHURCH	4538	10	632
02 9368 : ISD 11 SB2 P5 - BUNKER HILLS GOLF CLUB	4805	27	778
02 9376 : ISD 11 SB5 P5 - SPRINGBROOK NATURE CENTER	4414	14	654
02 9377 : ISD 11 SB5 P6 - EMMA B HOWE YMCA - COMMUNITY ROOM	1999	4	180
02 9378 : ISD 11 SB5 P7 - SPIRIT OF GRACE CHURCH	5183	8	564
02 9658 : ISD 11 SB1 P2 - PUBLIC WORKS BUILDING	5277	23	872
27 8178 : ISD 11 SB5 P1 - EVERGREEN PARK ELEMENTARY	2252	3	230
27 8179 : ISD 11 SB5 P2 - WAYCROSS EVANGELICAL CHURCH	3700	9	434
27 8180 : ISD 11 SB5 P3 - EDINBROOK CHURCH	5271	11	846
27 9383 : ISD 11 SB5 P4 - OXBOW CREEK ELEMENTARY SCHOOL	1674	5	349
Independent School District No. 11 (ANOKA-HENNEPIN) Total:	77922	242	12121

Detail of Election Results
 Independent School District No. 11 (ANOKA-HENNEPIN)
 Tuesday, November 7, 2023 Municipal and School District General

Office Title: School Board Member District 1 (ISD #11)

Precinct	NP Linda Hoekman	NP Erin Heers-McArdle	WI WRITE-IN
02 9359 : ISD 11 SB1 P1 - RAMSEY MUNICIPAL CENTER	576	355	3
02 9361 : ISD 11 SB1 P3 - ANOKA COVENANT CHURCH	493	362	1
02 9362 : ISD 11 SB1 P4 - ZION LUTHERAN CHURCH	574	536	0
02 9363 : ISD 11 SB1 P5 - GREENHAVEN COUNTRY CLUB	322	372	1
02 9658 : ISD 11 SB1 P2 - PUBLIC WORKS BUILDING	525	346	1
Total:	2490	1971	6

Office Title: School Board Member District 2 (ISD #11)

Precinct	NP Susan Witt	NP Zach Arco	WI WRITE-IN
02 9364 : ISD 11 SB2 P1 - BRIDGEWOOD COMMUNITY CHURCH	638	596	1
02 9365 : ISD 11 SB2 P2 - OAK PARK COMMUNITY CHURCH	448	544	1
02 9366 : ISD 11 SB2 P3 - BLAINE UNITED METHODIST CHURCH	403	352	0
02 9367 : ISD 11 SB2 P4 - KING OF GLORY CHURCH	326	306	0
02 9368 : ISD 11 SB2 P5 - BUNKER HILLS GOLF CLUB	374	404	0
Total:	2189	2202	2

Detail of Election Results
 Independent School District No. 11 (ANOKA-HENNEPIN)
 Tuesday, November 7, 2023 Municipal and School District General

Office Title: School Board Member District 5 (ISD #11)

Precinct	NP	NP	NP	WI
	Scott Simmons	Cyrus Wilson	Michelle Langenfeld	WRITE-IN
02 9376 : ISD 11 SB5 P5 - SPRINGBROOK NATURE CENTER	288	11	354	1
02 9377 : ISD 11 SB5 P6 - EMMA B HOWE YMCA - COMMUNITY ROOM	91	4	85	0
02 9378 : ISD 11 SB5 P7 - SPIRIT OF GRACE CHURCH	309	16	235	4
27 8178 : ISD 11 SB5 P1 - EVERGREEN PARK ELEMENTARY	74	8	148	0
27 8179 : ISD 11 SB5 P2 - WAYCROSS EVANGELICAL CHURCH	173	10	249	1
27 8180 : ISD 11 SB5 P3 - EDINBROOK CHURCH	331	16	496	2
27 9383 : ISD 11 SB5 P4 - OXBOW CREEK ELEMENTARY SCHOOL	139	2	208	0
Total:	1405	67	1775	8

We, the school board members of Independent School District No. 11 (ANOKA-HENNEPIN), certify that we have canvassed the returns of the Municipal and School District General held on Tuesday, November 7, 2023 and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the clerk of Independent School District No. 11 (ANOKA-HENNEPIN).

Witness our official signature at _____ in _____ County this _____ day of _____, 2023.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 11 (ANOKA-HENNEPIN)

I, _____, Clerk of the Independent School District No. 11 (ANOKA-HENNEPIN) do hereby certify the within and foregoing _____ pages to be a full and correct copy of the original abstract and return of the votes cast in the Independent School District No. 11 (ANOKA-HENNEPIN) Municipal and School District General held on Tuesday, November 7, 2023.

Witness my hand and official seal of office this _____ day of _____, 2023.

ANOKA-HENNEPIN PUBLIC SCHOOLS ISD#11

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

November 27, 2023

COVID-19 AFFECTS

- Minnesota public school enrollment in 2020-21
 - Kindergarten classes smaller as students attended no school or were homeschooled or attended nonpublic schools
 - Other elementary grades also lost students to home schools or nonpublic schools
 - Middle school and high school enrollment less affected
- 2022-23 marked the third year that Minnesota public school enrollment was below pre-Pandemic numbers
- U.S. 2023-24 public school attendance not yet recovered

COVID-19 AFFECTS

- Anoka-Hennepin Public Schools
 - 2020-21 kindergarten below its “expected” size. Kindergarten remains below its pre-Pandemic “expected” size. This year the ratio of kindergarten to the kindergarten pool is the lowest in 10 years
 - Students shifted to other education options
 - Home school increased, but has since decreased
 - Nonpublic enrollment increased
 - Charter school enrollment increased
 - Affects of Pandemic linger

PROJECTION ENVIRONMENT

- Low fertility
 - Fertility below replacement (2.11 children per woman at the end of childbearing). Minnesota at 1.73 in 2020 and falling
 - Number of births decreasing in U.S. and Minnesota
 - 2020 U.S. births lowest since 1979 but births up 1% in 2021; flat in 2022
 - Fertility varies by race/ethnicity
- Population aging
 - Housing mix different; more apartments, condos, and townhomes. Unit types with few school age children per unit
 - Smaller percentage of households have children
- Population growing very slowly

PROJECTION ENVIRONMENT

- Less mobility
 - U.S. fewer than 10 percent (8.4 percent) moved last year
 - Was 20 per cent per year since WWII
 - Mobility creates demand for housing
- Immigration from abroad slowed
 - Minnesota was very dependent on immigration for population growth in the past 25 years
- Minnesota population back to pattern of net out migration
 - Losing young adults—affects number of births
- Competition for students increasing in Minnesota

K-12 ENROLLMENT HISTORY

- From 2013-14 to 2023-24—Small enrollment increase
 - K-12 enrollment increased by 142 students or 0.4%
 - Resident K-12 enrollment decreased by 155 students or -0.4%
 - **Estimated school age population in district increased by 4,143 students or 9.9% (2013-14 to 2022-23)**
 - Nonresidents make up 4.9% of enrollment in 2023-24
 - The Anoka-Hennepin Schools had a net loss of 5,206 students to other public options in 2022-23
 - Market share is 76.5% (2022-23)
 - Competition for students increasing

CHANGE IN OTHER EDUCATION OPTIONS

Year	Nonpublic	Home School	Open Out	Charters
2013-14	1,973	842	2,454	1,388
2019-20	1,822	1,044	3,860	1,397
2022-23	2,774	1,345	3,416	3,283

CHANGES SINCE 2013-14

ESTIMATED ENROLLED SCHOOL AGE POPULATION IN DISTRICT #11

Year	Number
2013-14	41,799
2022-23	45,942

EDUCATION CHOICES

2022-23

	Minnesota	Anoka-Hennepin Public Schools
Nonpublic settings	10.2%	9.0%
Traditional schools	7.5%	6.0%
Home schools	2.7%	2.9%
Public Options		
Open enrollment	9.2%	
In		4.1%
Out		7.4%
Charter schools	7.0%	7.1%
Capture Rate	73.6%	76.5%

K-12 ENROLLMENT

Year	Total	Resident	Nonresident
2013-14	36,646	35,142	1,504
2014-15	36,478	34,829	1,649
2015-16	36,556	34,709	1,847
2016-17	37,200	35,354	1,846
2017-18	37,062	35,290	1,772
2018-19	37,008	35,488	1,520
2019-20	37,386	35,979	1,407
2020-21	36,325	35,028	1,297
2021-22	36,606	35,136	1,470
2022-23	36,617	35,124	1,493
2023-24	36,788	34,987	1,801

Excludes ALT and SPED

COMPONENTS OF K-12 ENROLLMENT CHANGE

Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2013 to 2014	-168	-0.5%	-305	137
2014 to 2015	78	0.2%	-334	412
2015 to 2016	644	1.8%	-184	828
2016 to 2017	-138	-0.4%	-316	178
2017 to 2018	-54	-0.1%	-274	220
2018 to 2019	378	1.0%	-279	657
2019 to 2020	-1,061	-2.8%	-506	-555
2020 to 2021	281	0.8%	-308	589
2021 to 2022	11	0.0%	-538	549
2022 to 2023	171	0.5%	-452	623
Total	142	---	-3,496	3,638

Excludes ALT and SPED

K-12 ENROLLMENT

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	2,557	2,639	2,525	2,595	2,554	2,580	2,682	2,371	2,600	2,553	2,452
1	2,743	2,628	2,667	2,609	2,591	2,576	2,666	2,566	2,521	2,681	2,568
2	2,703	2,712	2,667	2,736	2,664	2,632	2,601	2,582	2,640	2,602	2,704
3	2,761	2,762	2,768	2,756	2,713	2,700	2,683	2,521	2,647	2,733	2,621
4	2,801	2,738	2,810	2,870	2,757	2,703	2,746	2,565	2,554	2,720	2,733
5	2,748	2,793	2,773	2,876	2,895	2,814	2,789	2,691	2,610	2,617	2,786
6	2,730	2,759	2,917	2,903	2,964	2,964	2,916	2,777	2,765	2,738	2,705
7	2,929	2,832	2,838	3,024	2,918	3,014	3,020	2,891	2,820	2,812	2,775
8	2,847	2,965	2,846	2,897	3,076	2,988	3,016	2,985	2,903	2,893	2,861
9	3,004	2,953	3,098	2,997	3,012	3,196	3,171	3,168	3,197	3,117	3,157
10	2,930	2,969	2,921	3,119	2,990	2,970	3,234	3,128	3,171	3,170	3,204
11	2,949	2,869	2,947	2,948	3,074	2,910	2,985	3,172	3,087	3,077	3,178
12	2,944	2,859	2,779	2,870	2,854	2,961	2,877	2,908	3,091	2,904	3,044
Total	36,646	36,478	36,556	37,200	37,062	37,008	37,386	36,325	36,606	36,617	36,788

Excludes ALT and SPED

COHORT SURVIVAL METHOD PROJECTIONS

- Cohort Survival Method
 - Both simple and complex
 - Ages each grade by moving it to the next higher grade in the following year
 - Requires making kindergarten projections
 - Resident births are a proxy
 - Requires making assumptions about net migration or the survival rates from grade to grade

ENROLLMENT PROJECTIONS

From a base year enrollment

- Students added
 - Incoming kindergarten (pipeline from births)
 - Students moving into the district (increase in housing units one factor) or district residents transferring from other education options to the district's schools
- Students subtracted
 - Graduating seniors
 - Students leaving the district's schools either by moving out of the district or opting for a different education option

DISTRICT PROJECTIONS

- Assumptions underlying these projections
 - The decline in resident births in Minnesota and Anoka and Hennepin Counties will result in smaller kindergartens in the next several years
 - Anoka County's share of Minnesota resident births not likely to increase in the next five years because the county's population is aging
 - Anoka-Hennepin Public Schools' share of Anoka County resident births will not return to its pre-Pandemic shares
 - Anoka-Hennepin Public Schools will face more competition

DECLINE IN RESIDENT LIVE BIRTHS

- 2007-2020
 - -13.9% Minnesota
 - -12.1% Anoka County
 - -9.4% Suburban Hennepin County
- 2021 U.S. up 1%. Minnesota up to 64,398 resident live births, no county data to date
- 2022 U.S. flat; Minnesota likely to follow this pattern
- WHY?
 - Decline in fertility rates
 - Aging of the population

RESIDENT LIVE BIRTHS

Year	Minnesota	Anoka County	Sub. Hennepin County
2007	73,675	4,543	10,532
2008	72,382	4,378	10,212
2009	70,617	4,288	10,017
2010	68,407	4,191	9,854
2011	68,416	4,069	9,894
2012	68,783	4,035	10,294
2013	69,183	4,225	10,468
2014	69,916	4,178	10,536
2015	69,835	4,305	10,626
2016	69,746	4,269	10,400
2017	68,603	4,213	10,451
2018	67,348	4,241	10,152
2019	66,033	4,186	9,908
2020	63,451	3,995	9,541
2021	64,398	n.a.	n.a.

PROJECTED MINNESOTA 0-YEAR OLDS

Year	Projected Number	Adjusted Number
2017	70,312	
2017 Actual	68,603	
2018	70,395	
2018 Actual	67,348	
2019	70,373	
2019 Actual	66,033	
2020	70,325	65,965
2020 Actual	63,451	
2021	70,274	65,917
2021 Actual	64,398	
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161	65,811

Adjusted number is 93.8 percent of projected number

KINDERGARTEN PROJECTIONS

- Projected births (o-year-olds) statewide is very flat
- Anoka-Hennepin Public Schools' share of Anoka County resident births has decreased

KINDERGARTEN AS A PERCENTAGE OF THE ANOKA COUNTY KINDERGARTEN POOL

Birth Years	Pool	Percentage	Kindergarten Year
2007; 2008	4,432	57.69%	2013-14
2008; 2009	4,318	61.12%	2014-15
2009; 2010	4,223	59.79%	2015-16
2010; 2011	4,109	63.15%	2016-17
2011; 2012	4,046	63.12%	2017-18
2012; 2013	4,163	61.97%	2018-19
2013; 2014	4,193	63.96%	2019-20
2014; 2015	4,263	55.62%	2020-21
2015; 2016	4,281	60.73%	2021-22
2016; 2017	4,232	60.33%	2022-23
2017; 2018	4,231	57.95%	2023-24
2018; 2019	4,205		2024-25
2019; 2020	4,058		2025-26
2020; 2021	n.a.	n.a.	2026-27

KINDERGARTEN PROJECTIONS

- Kindergarten assumptions
 - Kindergarten/birth ratios
 - Low is 60.53% (average of the two years prior to 2023-24)
 - High is 61.75% (average of the five years prior to 2023-24 omitting the Pandemic year) Below pre-Pandemic percentages
 - Longer-term—2027-28 through 2033-34
 - In past 15 years, Anoka County resident births increased from 6.08% to 6.30% of Minnesota resident births. Assumed Anoka County's share would be 6.31 percent (average of three years prior to 2023-24) in the next five years

KINDERGARTEN PROJECTIONS

- In the next ten years, the projected number of kindergarten students in the high kindergarten assumption is comparable to the number in the past ten years. The low assumption is 470 less

KINDERGARTEN PROJECTIONS

Year	@60.53%	@61.75%
2023-24	2,452	2,452
2024-25	2,545	2,597
2025-26	2,456	2,506
2026-27	2,485	2,535
2027-28	2,516	2,568
2028-29	2,514	2,565
2029-30	2,513	2,564
2030-31	2,513	2,564
2031-32	2,513	2,564
2032-33	2,513	2,564
2033-34	2,513	2,564
Total	25,081	25,591
Past ten years 25,551 Kindergarten students		

NET MIGRATION

- Net **in** migration is the trend in the district
 - Only exception was the Pandemic year
- A consistent net inflow at the beginning of middle school and high school. Typical in Minnesota
 - 3% increase at Grade 6
 - 5-6% increase at Grade 9
- Net in migration in 2023-24 greater in the middle school and high school grades than before
 - Net in migration in the elementary grades, especially in the lower grades (K through Grade 3), key to enrollment growth

NET MIGRATION YEAR TO YEAR

Grade	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23
K to 5	68	206	410	54	146	294	-453	367	391	123
6-8	149	217	296	155	189	160	-72	129	248	174
9-12	-80	-11	122	-31	-115	203	-30	93	-90	326
Total	137	412	828	178	220	657	-555	589	549	623

NET MIGRATION YEAR TO YEAR

Grade	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23
K to 1	71	28	84	-4	22	86	-116	150	81	15
1 to 2	-31	39	69	55	41	25	-84	74	81	23
2 to 3	59	56	89	-23	36	51	-80	65	93	19
3 to 4	-23	48	102	1	-10	46	-118	33	73	0
4 to 5	-8	35	66	25	57	86	-55	45	63	66
5 to 6	11	124	130	88	69	102	-12	74	128	88
6 to 7	102	79	107	15	50	56	-25	43	47	37
7 to 8	36	14	59	52	70	2	-35	12	73	49
8 to 9	106	133	151	115	120	183	152	212	214	264
9 to 10	-35	-32	21	-7	-42	38	-43	3	-27	87
10 to 11	-61	-22	27	-45	-80	15	-62	-41	-94	8
11 to 12	-90	-90	-77	-94	-113	-33	-77	-81	-183	-33
Total	137	412	828	178	220	657	-555	589	549	623

PROJECTED SURVIVAL RATES

Grade	Low (2 Years Prior to Pandemic Year)	High (5 Years Prior to 2023-24 Omitting Pandemic Year)
K to 1	1.021	1.034
1 to 2	1.013	1.022
2 to 3	1.017	1.023
3 to 4	1.007	1.014
4 to 5	1.027	1.024
5 to 6	1.030	1.034
6 to 7	1.018	1.017
7 to 8	1.013	1.014
8 to 9	1.050	1.061
9 to 10	0.999	0.998
10 to 11	0.989	0.984
11 to 12	0.976	0.967

EFFECT OF SURVIVAL RATES IN TEN YEARS WITH LOW K ASSUMPTION

Survival Rates	Total	K-5	6-8	9-12
5 Years Prior to this Year but Omitting the Pandemic Year	37,376	16,060	8,793	12,523
2 Years Prior to Pandemic	36,342	15,718	8,491	12,133
This Past Year Fall 2022 to Fall 2023	36,233	15,361	8,191	12,681

K-12 ENROLLMENT PROJECTIONS

- In ten years (2032-33)
 - K-12 enrollment projected to increase (one exception)
 - 2023-24 = 36,788
 - 2033-34
 - 36,342 to 37,947 or -1.2% to 3.2%
 - Why so little increase?
 - Natural decrease (Kindergarten smaller than the previous year's Grade 12)
 - Competition
 - Projected natural decrease less than in the past two years
 - Net in migration projected to continue (more than past decade but less than the past two years)

K-12 ENROLLMENT PROJECTIONS

Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig
2023-24	36,788	36,788	36,788	36,788
2024-25	36,709	36,761	36,785	36,837
2025-26	36,482	36,585	36,667	36,771
2026-27	36,296	36,451	36,605	36,762
2027-28	36,203	36,412	36,644	36,857
2028-29	36,253	36,517	36,797	37,066
2029-30	36,347	36,666	36,991	37,317
2030-31	36,465	36,841	37,214	37,600
2031-32	36,404	36,838	37,249	37,694
2032-33	36,320	36,813	37,270	37,776
2033-34	36,342	36,897	37,376	37,947

Excludes ALT and SPED

K-12 ENROLLMENT PROJECTIONS

	K-5	6-8	9-12	Total
2023-24	15,864	8,341	12,583	36,788
2028-29				
Low K/Low Mig	15,599	8,679	11,975	36,253
Low K/High Mig	15,863	8,679	11,975	36,517
High K/ Low Mig	15,939	8,805	12,053	36,797
High K/High Mig	16,207	8,805	12,053	37,066
2033-34				
Low K/Low Mig	15,718	8,491	12,133	36,342
Low K/High Mig	16,307	8,664	12,196	36,897
High K/ Low Mig	16,060	8,793	12,523	37,376
High K/High Mig	16,386	8,972	12,589	37,947
Excludes ALT and SPED				

K-12 ENROLLMENT PROJECTIONS

What could make these district wide projections

- Too high
 - Projected kindergarten is too high
 - More students chose other education options
 - Slowdown in housing growth
- Too low
 - Projected kindergarten is too low because the kindergarten capture rate returns to pre-Pandemic levels
 - Net in migration is larger
 - Faster increase in number of single-family detached housing units

WHAT ABOUT HOUSING?

- Relationship between housing and K-12 enrollment is complex
 - **Unit type** affects school age child per unit yield
 - Single-family detached units have the highest student yield per unit
 - Newer single-family detached units yield more students per unit than older single-family detached units
 - As single-family detached units sell, student yield usually increases in the new units. In older units, yield is likely to decrease
 - Market value of single-family detached units affect yield. Moderately to higher priced units have higher per unit yield
 - Senior units—no students

ANOKA-HENNEPIN SCHOOL DISTRICT

- Results like those found in other school districts in Minnesota, Wisconsin, Illinois and Colorado
 - Every district has its own “unique” single-family detached unit yield
 - Every district has the same townhome and apartment unit yields (within one percentage point)

ANOKA-HENNEPIN SCHOOL DISTRICT

- 76.2% of all district housing units are single-family detached units
- 86.7% of resident students enrolled in the Anoka-Hennepin Public Schools reside in single-family detached units
- Student yields from single-family detached units, duplexes/triplexes, and mobile homes are comparable
- Townhomes and apartment units yield significantly fewer students per unit
- Anoka-Hennepin's yield per unit (0.38) is mid range among TC Metro Area school districts

HOUSING UNITS AND STUDENT YIELD

**ANOKA-HENNEPIN PUBLIC SCHOOLS
HOUSING TYPE BY RESIDENT STUDENT YIELD**

Housing Type	# of Units*	K-12 Students	K-12 Yield
Single-Family Detached Unit	71,479	30,996	0.43
Single-Family Attached Units**	3,697	847	0.23
Duplex and Triplex Units	495	221	0.45
Apartment Units (4+ per Bldg.)	13,921	2,149	0.15
Apartment Units (Low Income)	1,269	477	0.38
Mobile Homes	1,943	845	0.43
Condominium Units	828	186	0.22
Aero Lot Line Units	132	45	0.34
Total	93,764	35,766	0.38

* To Date; ***Townhomes; Source: Anoka-Hennepin School District

DWELLING UNIT TYPE AND YIELDS

- Bottom line, it is only an increase in single-family detached units that brings any meaningful number of school age children to the district
 - Even these “new” students do not automatically increase enrollment
- In the Anoka-Hennepin School District it takes 5 single family detached units to produce 1 K-5 student in the Anoka-Hennepin Public Schools

SELECTED DWELLING TYPES AND STUDENT YIELD

DWELLING TYPES BY YIELD BY GRADE LEVELS

	Number	K-5 Yield	6-8 Yield	9-12 Yield
Single-Family Detached Units	71,479	0.19	0.10	0.15
Townhome Units	3,697	0.10	0.05	0.07
Apartment Units (4+ per Bldg.)	2,149	0.07	0.03	0.04
Mobile Homes	1,943	0.20	0.09	0.13

Source: Anoka-Hennepin School District

AGE OF DWELLING UNIT AFFECTS STUDENT YIELD

- Student yield decreases as single-family dwelling units get older, which means that newer units contribute a disproportionate number of students
 - This has implications for future enrollment
- In the Anoka-Hennepin School District
 - 40% of all single-family detached units were built in the 20-year period from 1980 to 1999
 - Construction of single-family units slowed beginning in 2000
 - These 23 years account for 24% of the units but 34% of resident students

SINGLE-FAMILY DETACHED UNITS YEAR BUILT BY STUDENT YIELD

Year Built	Units	Resident K-12	
		#	Yield
2010 or Later	7,828	5,695	0.73
2000-2009	9,169	4,810	0.53
1990-1999	14,238	5,893	0.41
1980-1989	14,194	5,672	0.40
1970-1979	10,954	4,172	0.38
1960-1969	8,686	2,977	0.34
Pre 1960	6,364	1,777	0.28
Unknown	46	0	
Total	71,479	30,996	0.43

Source: Anoka-Hennepin School District

INDIVIDUAL SCHOOL PROJECTIONS

- The Anoka-Hennepin School District is a large geographical area encompassing many communities in Anoka and Hennepin Counties
- As would be expected, growth is not evenly distributed over the district's geography. Today there are growth "hot spots" and other areas that are stable or may even have declining school age populations
- This uneven growth means the district had to change attendance area boundaries to manage capacity in individual school buildings

INDIVIDUAL SCHOOL PROJECTIONS

- The many and frequent boundary changes in elementary and middle school attendance areas create a challenge both in the trend line of kindergarten size by school and in finding underlying "ongoing" survival rates by grade by school
- Starting Point
 - Reduce and isolate these challenges by making K-5 projections by cluster. However, to isolate survival rate challenges, the Andover and Anoka clusters were combined as were the Coon Rapids and Blaine clusters
 - This proved wise because it isolated most of the challenges to the Coon Rapids/Blaine combined cluster
 - The cluster projections are a good fit with the district wide projections (difference of -14 students in five years)
- The sum of individual school projections must approximate the low kindergarten/high migration district wide projections

CLUSTER PROJECTIONS

K-5 PROJECTIONS BY CLUSTER						
Cluster	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Champlin	3,382	3,395	3,375	3,419	3,432	3,410
Andover & Anoka	5,240	5,314	5,299	5,344	5,315	5,312
Coon Rapids & Blaine	7,242	7,220	7,223	7,203	7,166	7,203
Sum	15,864	15,929	15,897	15,966	15,913	15,925
District	15,864	15,927	15,890	15,959	15,908	15,939
Difference	0	2	7	7	5	-14

ELEMENTARY SCHOOL PROJECTIONS

- Individual school projections are typically less reliable than district wide projections because numbers are small and prone to volatility
- Starting Point
 - For each K-5 school, analyzed 7 data points for kindergarten and 6 data points for survival rates
 - The sum of individual school kindergarten projections had to equal the kindergarten of the district wide projections each projection year
 - Other elementary grades not “controlled” to the district wide projections

ELEMENTARY SCHOOL PROJECTIONS

- Observations/cautions
 - Kindergarten projections are less volatile than history has shown. This can result in under projection and over projection at the individual school level
 - Although “outliers” were removed from survival rate analysis, it was difficult to determine likely ongoing survival rates for several schools
 - Nearly all elementary schools had positive survival rates at nearly all grade transitions
 - The sum of the individual school projections is a good fit with the district wide projections (difference of -15 students)

ELEMENTARY SCHOOL PROJECTIONS

- In five years, elementary enrollment increases by 75 students in the low kindergarten/high migration projection
 - 25 K-5 schools
 - 10 projected to have enrollment increases
 - Adams, Andover, Dayton, Hamilton, Lincoln, Madison, McKinley, Monroe, Rum River, and Sunrise
 - 3 are flat (+1 to -1)
 - Brookside, Jefferson and Morris Bye
 - 12 projected to have enrollment decreases
 - CBPA, Crooked Lake, Eisenhower, Evergreen Park, Hoover, Johnsville, Mississippi, Oxbow Creek, Ramsey, Sand Creek, University Avenue, and Wilson

ELEMENTARY SCHOOL PROJECTIONS

- Enrollment decreases most often result from larger grades aging out of K-5 and being replaced with smaller size grades
- Projected kindergarten by school varies less from year to year than occurred in the past. This may distort future enrollment in some schools
- Boundary changes in effect as of fall 2023-24
 - Appears to have taken pressure off Sunrise, which has a projected increase of 36 students or 3.6%
 - Dayton has a projected increase of 142 students or 26.1%
 - K-5 yields by dwelling type supports this difference in outcome

ELEMENTARY SCHOOL PROJECTIONS

School	Year		Change	
	2023-24	2028-29	#	%
Adams	468	475	7	1.5%
Andover	1,204	1,292	88	7.3%
Brookside	775	776	1	0.1%
CBPA	775	758	-17	-2.2%
Crooked Lake	458	439	-19	-4.1%
Dayton	544	686	142	26.1%
Eisenhower	485	456	-29	-6.0%
Evergreen Park	408	396	-12	-2.9%
Hamilton	381	470	89	23.4%
Hoover	459	444	-15	-3.3%
Jefferson	651	650	-1	-0.2%

ELEMENTARY SCHOOL PROJECTIONS

School	Year		Change	
	2023-24	2028-29	#	%
Johnsville	662	618	-44	-6.6%
Lincoln	427	484	57	13.3%
Madison	424	440	16	3.8%
McKinley	653	680	27	4.1%
Mississippi	461	426	-35	-7.6%
Monroe	545	581	36	6.6%
Morris Bye	440	440	0	0.0%
Oxbow Creek	1,110	1,001	-109	-9.8%
Ramsey	949	909	-40	-4.2%
Rum River	853	875	22	2.6%
Sand Creek	577	498	-79	-13.7%

ELEMENTARY SCHOOL PROJECTIONS

School	Year		Change	
	2023-24	2028-29	#	%
Sunrise	993	1,029	36	3.6%
University Ave	588	556	-32	-5.4%
Wilson	574	545	-29	-5.1%
Sum	15,864	15,924	60	0.4%
District Low K/High M	15,864	15,939	75	0.5%
Difference	0	-15	---	---

HOUSING AND ENROLLMENT

- The next slide shows each of the 25 elementary attendance areas by the number of single-family detached units, the number of K-5 Anoka-Hennepin Public School students in these units, the K-5 yield per unit and the number of students in all other types of units
- Observations
 - Large variation by attendance area in portion of students in single-family detached units
 - Large variation in K-5 yield in single-family detached units
 - This provides insight into the likely impact of additional housing units in each attendance area as well as the family life cycle stage in each area

HOUSING AND ENROLLMENT

- Highest single-family detached unit K-5 yield by attendance area. Only 8 areas had a higher yield than the district wide yield
 - 0.35 Dayton
 - 0.28 Sunrise
 - 0.26 Rum River
 - 0.25 Andover
 - 0.24 CBPA
 - 0.23 Oxbow Creek
 - 0.21 Monroe
 - 0.20 Crooked Lake
 - 0.19 District wide

K-5 YIELD BY ATTENDANCE AREA

Attendance Area	Single-Family Detached			Students in Other Types
	Units	K-5	K-5 Yield	
Adams	2,803	343	0.12	208
Andover	4,195	1,062	0.25	11
Brookside	4,241	705	0.17	9
CBPA	2,428	590	0.24	128
Crooked Lake	2,217	444	0.20	17
Dayton	1,317	462	0.35	94
Eisenhower	1,522	233	0.15	179
Evergreen Park	1,757	336	0.19	110
Hamilton	1,550	239	0.15	165
Hoover	2,373	402	0.17	80
Jefferson	3,642	617	0.17	81

K-5 YIELD BY ATTENDANCE AREA

Attendance Area	Single-Family Detached			Students in Other Units
	Units	K-5	K-5 Yield	
Johnsville	3,940	636	0.16	93
Lincoln	2,434	283	0.12	154
Madison	1,740	332	0.19	102
McKinley	3,585	624	0.17	7
Mississippi	2,591	417	0.16	56
Monroe	2,718	560	0.21	9
Morris Bye	3,087	453	0.15	66
Oxbow Creek	4,275	982	0.23	26
Ramsey	4,835	772	0.16	307
Rum River	2,743	701	0.26	59
Sand Creek	3,120	544	0.17	30

K-5 YIELD BY ATTENDANCE AREA

Attendance Area	Single-Family Detached			Students in Other Units
	Units	K-5	K-5 Yield	
Sunrise	3,310	933	0.28	46
University Ave	2,112	336	0.16	138
Wilson	2,944	515	0.17	81
District	71,479	13,536	0.19	2,256

Source: Anoka-Hennepin School District match from parcels

HOUSING AND ENROLLMENT

- Wide variation in single-family detached unit K-5 yields in recently built units (2020-2023)
 - Only 9 attendance areas had 90 or more new units
 - Number of students from new construction will vary from area to area in the district

K-5 YIELD IN NEWEST SINGLE-FAMILY DETACHED UNITS

SCHOOLS WITH 90 OR MORE SINGLE-FAMILY DETACHED UNITS BUILT
2020-2023

Attendance Area	Single-Family Detached Units Built 2020 to Date	K-5 Students	K-5 Yield
Sunrise	535	193	0.36
Ramsey	314	91	0.29
Dayton	263	150	0.57
Jefferson	188	30	0.16
Andover	186	74	0.40
Rum River	154	72	0.47
Oxbow Creek	113	48	0.42
Sand Creek	109	1	0.01
McKinley	93	42	0.45

MIDDLE SCHOOL PROJECTIONS

- Starting Point
 - The sum of Grade 5 from the respective feeder schools in each of the three “clusters” had to equal Grade 5 in the district wide low kindergarten/high migration projection each year
 - Other grades not “controlled” to the district wide projections
- Observations
 - 6th Grade in Coon Rapids M.S., Northdale M.S., and Roosevelt M.S. is smaller than Grade 5 from their respective feeder schools
 - District wide middle school enrollment increases by 465 students of 5.6%
 - Largest increase is at Oak View Middle School
 - The sum of the individual middle school projections is a good fit with district wide projections (difference of -5)

MIDDLE SCHOOL PROJECTIONS

School	Year		Change	
	2023-24	2028-29	#	%
Anoka for the Arts	1,613	1,639	26	1.6%
Coon Rapids M.S.	1,361	1,439	78	5.7%
Jackson M.S.	2,032	2,072	40	2.0%
Northdale M.S.	1,038	1,075	37	3.6%
Oak View M.S.	1,282	1,492	210	16.4%
Roosevelt M.S.	1,015	1,083	68	6.7%
Sum	8,341	8,800	459	5.5%
District Total	8,341	8,805	464	5.6%
Difference	0	-5	---	---

HIGH SCHOOL PROJECTIONS

- Starting Point
 - The sum of Grade 8 from the respective feeder schools in each of the three “clusters” had to equal Grade 8 in the district wide low kindergarten/high migration projection each year
 - Other grades not “controlled” to the district wide projections
- Observations
 - Grade 9 is larger for all high schools than Grade 8 from the respective feeder schools
 - District wide high school enrollment decreases by 530 students or -4.2%
 - Largest decrease at Coon Rapids High School
 - Very large 2023-24 Grade 12 that will graduate
 - Andover and Champlin Park High Schools show increases in enrollment
 - The sum of the individual high school projections is a good fit with district wide projections (difference of 12)

HIGH SCHOOL PROJECTIONS

School	Year		Change	
	2023-24	2028-29	#	%
Andover H.S.	1,836	1,969	133	7.2%
Anoka H.S.	2,388	2,161	-227	-9.5%
Blaine H.S.	3,139	3,034	-105	-3.3%
Champlin Park H.S.	3,016	3,040	24	0.8%
Coon Rapids H.S.	2,204	1,861	-343	-15.6%
Sum	12,583	12,065	-518	-4.1%
District Total	12,583	12,053	-530	-4.2%
Difference	0	12	---	---

THANK YOU

213.0 ADVISORY COMMITTEES POLICY

I. PURPOSE

The purpose of this policy is to provide direction for the structure and operation of committees advisory to the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board. A committee is defined as a subordinate group to which the school board refers matters for consideration or investigation.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.
- I. The school board values involvement of staff and citizens on committees and seeks to include staff and citizens on committees whenever appropriate.

III. APPOINTMENT OF COMMITTEES

- A. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term, and the charge or mission of each such committee.

- B. The school board chair will approve the membership of each standing or ad hoc committee of the board.
- C. If an advisory committee is required by state or federal law, its composition and appointment shall meet the guidelines established for that particular type of committee.
- D. In general, the composition of advisory committees shall be broadly representative. When a committee includes community members, efforts should be made to ensure that the number of staff members on the committee does not outweigh the number of community members on the committee whenever appropriate.
- E. Composition of advisory committees shall reflect the specific tasks assigned to the committee, for example, where technical expertise is needed, individual(s) with specific technical expertise should be included on the committee.
- F. The school board chair will instruct each committee of the board regarding:
 - 1. The length of time each member is being asked to serve;
 - 2. The service the advisory committee is to render and the extent and limitations of its responsibility;
 - 3. The resources which will be provided by the district;
 - 4. The approximate dates on which major reports are to be submitted.
- G. Standing Committees: The board has determined that certain standing committees of the board are important to the operation of the board and the district. The following standing committees have been established by the school board:
 - 1. Curriculum, Instruction and Assessment Committee (CIAC)
 - 2. Policy Review/Advisory Committee
 - 3. District Health, Wellness, and Safety Committee
 - 4. Student Services Leadership Team
 - 5. Student Services Advisory Committee (SSAC)
 - 6. Community Education Advisory Committee
 - 7. Staff Development Advisory Committee
 - 8. District-AHEM Labor Management Committee

IV. PROCEDURES FOR COMMITTEE MEETINGS

- A. Meetings shall be open to the public as required by the Open Meeting Law, and notice shall be given as prescribed by law.
- B. Each committee shall determine its own meeting schedule.
 - 1. Agenda for each meeting shall be available to the public at the meeting.

Combining Policies: 213.1 - 213.5

2. A copy of all materials prepared for a committee meeting that is given to committee members shall be available at the meeting for public review.
 - C. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
 - D. The committee chairperson must assume general responsibility for:
 1. Making adequate physical arrangements, e.g., scheduling rooms, etc.
 2. Providing adequate notice of meeting times and locations
 3. Preparing the agenda
 - E. Actions of a committee or subcommittee of the board shall be by majority vote and be consistent with the governing rules of the school board. The committee chair shall designate a secretary who will record the minutes of actions of the committee.
 - F. A committee or subcommittee of the board is advisory in nature and the full school board retains the right and duty to make final decisions on all matters before the board.
- V. COMMITTEES OF THE ADMINISTRATION
- A. The superintendent may create or authorize the creation of committees advisory to administration. Such committees may, but are not required to, include members of the community.
 - B. Whenever a committee of the administration is established which includes members of the community, the superintendent will inform the board.
 - C. The superintendent shall provide the board with an update on the work of committees of the administration on such schedule as the school board chair requests, but at least annually.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Anoka-Hennepin District No. 11
Anoka, MN 55303

New Policy 213.0 (Replaces Policies 213.1-213.5)

Adopted: _____ 2023

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a student experiencing homelessness is a resident of the school district if enrolled in the school district.
- C. "Student experiencing homelessness" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, recreational vehicle parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Nonpublic school" means any school, church, or religious organization, or home school

wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.

- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a student experiencing homelessness, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. TRANSPORTATION ELIGIBILITY

- A. Eligibility requirements in Minnesota Statute 123B.88 require all school districts to transport students who live 2 miles or more from their home school and reside inside a defined attendance area as long as their ridership privileges have not been revoked for misconduct on the bus. The statute also allows the Anoka-Hennepin School Board local authority to reduce the distance eligibility threshold and establish criteria to define local extraordinary traffic hazards. These two items, distance and extraordinary traffic hazards are the two primary criteria used to establish transported areas. Anoka-Hennepin has committed to transporting students who live one-mile or more from their attendance area school.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
 1. Anoka-Hennepin School District will transport students within the parameters defined below:
 - Pre-kindergarten and elementary school students (pre-k through grade five) who reside more than one mile from their attendance area school.
 - Middle school students (grades six through eight) who reside more than one mile from their attendance area school.
 - High school students (grades nine through 12) who reside more than one mile from their attendance area school.
 2. A student's distance from school, as referred to in this policy, is defined as the shortest distance from the student's residence (where the front of the property meets the street), by reasonably safe walkway, street or highway that is accessible to the public, to the assigned entrance point(s) of the student's attendance area school. If any portion of where the front of the residential

property meets the street is outside this distance, the student will be provided busing to and from school.

3. Distance measurements are electronically calculated with the assistance of our bus routing software that incorporates detailed mapping capabilities. The district's routing software is linked to AH Connect, and parents/guardians can register and receive a password that will enable them to access bus route information for their student(s).
4. Extraordinary traffic hazards are determined by the district's Transportation Department and reviewed by the Transportation Safety Committee as needed. The streets and roadways that have been determined to be hazardous can be requested by contacting the Transportation Department.

C. Criteria for Extraordinary Traffic Hazard Transportation Busing

1. All students who live within the designated eligibility distance of the school to which they are assigned and face no traffic hazards on their walk route to school, are designated as non-transported (i.e. walkers) and not eligible for bus service.
2. All students who reside between the designated eligibility distance and 2 miles from the school to which they are assigned, are eligible for bus service.
3. All students, who live within the designated eligibility distance of the school they are assigned and face extraordinary traffic hazards on their walk route to school, are eligible for bus service.
4. When determining extraordinary traffic hazard areas, the following factors will be considered:
 - a. Roadway factors
 - i. Volume of traffic and traffic patterns on the roadway at the time of day students will be present
 - ii. Posted speed limits
 - iii. School zones
 - iv. Number of lanes with or without the aid of a semaphore (i.e. stop lights/signs, crosswalks, etc.)
 - v. Input of safety information from the state, county, or city as deemed necessary by the Transportation Department
 - b. Visibility
 - i. Sight lines due to road design (hills, curves, etc.)
 - ii. Vision lines for potential crossing areas or students walking along the roadway
 - c. Type of walkway(s)
 - i. Sidewalks
 - ii. Paths
 - iii. Crosswalks
 - iv. Maintenance of walkway in winter
 - v. Adult crossing guards
 - vi. Student crossing guards
 - d. Traffic controls
 - i. Semaphores
 - ii. Stop Signs
 - e. Other factors
 - i. Railroad crossings
 - ii. Temporary conditions (e.g. construction)
 - iii. Age of the students
 - iv. Realistic walking path(s)

5. If it is determined that the walking area is hazardous by the criteria outlined, the solution may be to add busing or provide an adult crossing guard at the hazardous location. The decision to use the guard or implement bus service will be made based on the degree of hazard and the most practical and safest resolution to the problem.
- D. At the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation
 - E. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. NON-TRANSPORTED BOUNDARIES AND SCHOOL BELL TIMES

- A. The Transportation Department will frequently analyze each non-transported boundary for changes in extraordinary traffic situations. As changes are necessary, it will first be determined if an adult-crossing guard will be sufficient to provide protection to walking students or if a school bus should be provided and the boundary adjusted.
- B. When changes to a non-transported boundary are necessary, typically determined between February and June, the following is a guideline on communications:
 1. The Transportation Department will notify the District Transportation Safety Committee and Cabinet members regarding the proposed changes to each affected school's boundary.
 2. Once approved by district administration, communications will be prepared for principals, staff, and parents notifying them of the change.
 3. Any feedback received about the proposed changes will be brought to the District Transportation Safety Committee who will review and prepare a final recommendation that will be presented to the school board.
 4. The board will approve, modify, or reject the newly proposed boundaries.
- C. Bell times at all schools that receive transportation services are established by district administration, the Transportation Department, and building administration. Start and end times are staggered through the morning and afternoons to allow for the safest and most efficient use of school buses.
- D. When changes to school bell times are necessary, the following is a guideline on communications:
 1. The Transportation Department will notify the District Transportation Safety Committee and Cabinet members regarding the proposed changes to each affected school's bell time.
 2. Once approved by district and building administration, communications will be prepared for principals, staff, and parents notifying them of the change.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose disabling conditions are such that the student

cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

1. Special transportation involves curb-to-curb service and one or more of the following services:
 - a. Hand to hand supervision of the student
 - b. Eye to eye contact with parent/guardian
 - c. Specialized equipment on the bus
 - d. Specialized equipment for securement in the seat or wheelchair
 - e. Adult supervision on the bus
 2. Special transportation is provided for students who require it because of their disability or because of the location of their program. A student with a disability who does not require any of the above services will ride the school bus in their attendance area or walk to school.
 3. Special transportation services for Early Childhood Special Education students require hand-to-hand supervision of the student. Early childhood students must be brought to and met at the door of the bus by a responsible person at the pickup and drop off times. This is a safety issue; no exceptions will be allowed.
 4. For the safety and protection of your student, parents/guardians will not be allowed to meet the bus along the bus route. Drivers will not be allowed to transfer your student to you in a parking lot or any area other than school parking lot or home drop off address.
- C. Resident students with a disability who are boarded and lodged at the Minnesota State Academies for the Deaf and the Blind for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary

disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.

- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

VIII. TRANSPORTATION OF STUDENTS EXPERIENCING HOMELESSNESS

- A. Homeless and highly mobile students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless or highly mobile student as follows:
 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. TRANSPORTATION OF STUDENTS PLACED IN CARE AND TREATMENT PROGRAMS

- A. Purpose.
Consistent with the authority granted by Minnesota law, the purpose of this policy is to establish reasonable restrictions on the transportation of students who are temporarily placed for care and treatment in a day program and who continue to live within the boundaries of Anoka-Hennepin Independent School District No. 11 ("District") during

the care and treatment. In adopting this policy, the School Board has given consideration to various social, political, economic, and educational factors.

B. Application.

This policy applies to regular education and special education students who:

1. Are legal residents of the District
2. Are temporarily placed for care and treatment in a day program by a person or entity other than the District, a Minnesota court, or a Minnesota government agency
3. Continue to live in the District during the care and treatment

C. Definitions.

1. "Care and Treatment": Students who are placed in any of the following facilities are considered to be placed in "care and treatment". Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections.
 - a. Chemical dependency and other substance abuse treatment centers
 - b. Shelter care facilities
 - c. Hospitals
 - d. Day treatment centers
 - e. Correctional facilities
 - f. Residential treatment centers
 - g. Mental health program facilities
2. "Sufficient to Meet the Needs of the Student": This phrase means that the care and treatment facility provides treatment or services that are consistent with the established professional standard of care applicable to the individual needs of the student. In the event a student, parent, or legal guardian contends that a facility is not sufficient to meet the needs of the student, the student, parent, or legal guardian must provide a signed statement from a qualified physician explaining why the facility is not sufficient to meet the needs of the student.
3. "Temporarily Placed for Care and Treatment": A student is "temporarily" placed for care and treatment if the placement is for less than sixty-five (65) consecutive school days or three (3) months, whichever is longer, in either a school year or a calendar year.

D. Reasonable Transportation Restrictions.

1. Closer Facility: The District may refuse to transport a student to a care and treatment facility if another care and treatment facility is at least ten miles closer to the student's home and is sufficient to meet the needs of the student. The following exception applies: The District will provide transportation to the next closest facility that is covered by the student's insurer and has an opening if:
 - a. The student's parent or legal guardian submits written documentation to the District showing that the insurer has formally denied coverage for a requested placement at the closest facility or
 - b. The student's parent or legal guardian submits written documentation to the District office showing that the closest facility has denied the requested placement.
2. Ten-Mile Radius: The District may refuse to transport a student to or from a care and treatment facility that is located more than ten (10) miles outside the District's geographic boundaries.
3. Regular Operating Hours: The District may refuse to transport a student to or from a care and treatment facility outside the District's regular operating hours. The District is not responsible for and may not provide transportation when its

schools are not in session, although transportation may be provided for special education students who receive extended school year services.

4. Temporary Placement: The District may refuse to transport a student to or from a care and treatment facility for more than sixty-five (65) school days or three consecutive months, whichever is longer, in either a school year or a calendar year.

X. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, at the discretion of the school district, on staff development days.

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school district administration. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XII. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XIII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration

for their participation in these programs.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
 Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 123B.41 (Definitions)
 Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
 Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
 Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
 Minn. Stat. Ch. 125A (Special Education and Special Programs)
 Minn. Stat. § 125A.02 (Children with a Disability Defined)
 Minn. Stat. § 125A.12 (Attendance in Another District)
 Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
 Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
 Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
 Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
 Minn. Stat. § 126C.01 (Definitions)
 Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
 Minn. Stat. § 190.05 (Definitions)
 Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
 20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
 42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
 42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

Anoka-Hennepin School District
 Anoka, MN 55303

Approved Revisions:

June 1978	June 1983	November 1992	January 1993
November 1994	July 1995	August 1996	July 1997
July 1998	July 1999	July 2000	July 2001
February 2002	July 2003	July 2004	July 2005
August 2006	August 2007	August 2008	June 2009
June 2010	August 2011	August 2012	August 2013
August 2014	September 2017		

Amended (Rewrite): December 2023 (See also new transportation policies 708, 709, 710, 711)

TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. TRANSPORTATION ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent/guardian to their nonpublic school, the district will provide school bus transportation or reimbursement to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
1. Nonpublic students attending school outside the Anoka-Hennepin School District boundary:
 - a. Will be reimbursed for expenses from their home to the boundary if they self-transport.
 - b. Will be reimbursed no more than the state funding formula allowance for each student if they ride a bus owned or contracted by their nonpublic school.
 2. Nonpublic schools are required to submit student roster lists to the resident district at; (1) the beginning of each school year and, (2) at the completion of each school year. Schools who choose not to submit lists twice per year will forfeit any reimbursements for their families.
 3. Reimbursement payments from the district will be made at the end of the school year, typically in June, based on the student's days of attendance, and will be paid to the nonpublic school. It is at the nonpublic school's discretion to determine the most appropriate manner for funds disbursement to their families.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.

- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
 - 1. Nonpublic or charter schools who opt into district transportation services will have their bell times set by the Transportation Department to ensure and maximize bus route efficiency.
 - 2. Nonpublic or charter students may ride with the district's public students.
 - 3. Nonpublic or charter students may be required to transfer buses at designated schools or other locations while traveling to or from their home.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the

nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students (*Policy 707.0*) shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.84 (Policy)
 Minn. Stat. § 123B.86 (Equal Treatment)
 Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. Ch. 125A (Special Education and Special Programs)
 Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
 Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
 Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
 Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
 Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)

Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: 2023

STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week.

The school district may designate a school bus safety week(s) and is announced by the district's Transportation Department annually. The National School Bus Safety Week is recognized during the third week in October.

B. Student School Bus Safety Training.

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety

training before the first day of school.

8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training.

1. Training required.
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
2. Deadlines.
 - a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
 - b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
 - c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
 - d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.
3. Instruction.
 - a. The school district may provide active transportation safety training through distance learning.
 - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. School Bus and Bus Stop Rules.

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

1. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. 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.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

2. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

3. Assigned Buses Only. Students are assigned to buses and bus stops. No change in either bus or stop is permitted without transportation department authorization. Temporary changes may be made by school administration for emergencies only. Failure to ride the assigned bus to/from the assigned bus stop may result in disciplinary action.

4. Unacceptable Acts. The following list identifies unacceptable acts subject to disciplinary action. Violation of any of these offenses on or around the school bus, or any other approved vehicle used to transport students, or the action interferes with or obstructs the safe operations of the school bus or the safety of the student, other students and staff or the aiding and abetting of such acts may lead to the implementation of a disciplinary action or consequence listed below, including permanent suspension from the school bus or expulsion:

- a. Violations of school bus procedures or acts disruptive to the safety of the school bus, including but not limited to, disruptive and disrespectful behavior, defiance of authority, failure to identify oneself, use of profane language, horseplay or distracting behavior, eating, drinking, or littering on the bus, spitting, leaving seat while bus is moving, use of laser pointers, opening window past safety line, and riding unassigned bus or using an unassigned bus stop;

- b. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school bus property, property of school bus personnel and/or vandalism, arson, theft or possession of stolen property;
- c. Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited: verbal and/or nonverbal intimidation, threats; stalking; obstruction; assault; fighting; extortion; bullying, harassment; indecent exposure; hazing;
- d. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the school bus operation, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected class or which connotes gang membership;
- e. Possession and/or use of any electronic devices including, but not limited to smartphones, cellphones, computers, tablets, etc. in a manner, which threatens or intimidates others and/or disrupts the safety procedures of the school bus;
- f. Possession, distribution, or display of slanderous libelous, pornographic, racist, or gang affiliated material or symbols;
- g. Possession, use, and/or transmission of tobacco, nicotine products, electronic cigarettes, vape pens or look-alikes in any form;
- h. Possession, use, of any open-flame items, like matches or lighters;
- i. Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances or any controlled substance or the unauthorized use of prescription medications;
- j. Possession, use, and/or or transmission of weapon(s) or any object that can reasonably be considered a weapon(s): weapon means knife, firearm or an item which looks like a firearm, whether loaded or unloaded, in working or nonworking condition; destructive explosives, any incendiary device or look alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of such;
- k. Criminal Activity;
- l. Riding or attempting to ride any bus during a bus suspension;
- m. Violation of any school board policy

B. Code of Conduct.

Disciplinary action may be taken for any behavior, which is disruptive of good order or violates School Board Policy or the rights and safety of others or themselves. The school has the authority to and obligation to establish and enforce reasonable standards of conduct on the bus or any form of transportation. "Riding a school bus is a privilege, not a right."

Students who have the opportunity to ride district school buses may do so as long as they conform to reasonable standards of conduct. The bus driver, bus paraprofessional or any school official supporting the bus driver is responsible for the safety and

discipline of students while on the school bus. The building principal or their designee will determine the consequences for violating the school bus code of conduct. The responsibility for student supervision by the district shall begin when the student boards the bus and is retained until the student exits the bus. The bus and the bus stop are extensions of the school day. Bus and bus stop consequences may be superseded by district policy. The bus driver has the authority to assign seats and direct students to ensure safety on the bus. The school district's harassment policy, weapons policy, and bullying policy will be strictly enforced on the school bus. Video surveillance may be used on school buses.

Under the Laws and Rules for Operation of School Buses in the State of Minnesota, it is stated that "... no materials, including guns, loaded or unloaded; gasoline cans, empty or full; animals or any other object of dangerous or objectionable nature are transported in the school bus when children are being transported." Band instruments are allowed on the bus if they can be held in the student's lap. Instruments may not be in the aisle or take the space of another student. Other prohibited equipment: Hockey sticks, lacrosse sticks, and golf clubs. Sleds, ice skates, inline skates, skateboards, baseball and softball bats are not permitted unless enclosed in an athletic bag or are otherwise inaccessible. Damage to personal property is not covered by the bus contractor's/district's insurance coverage.

C. Consequences.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, 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.

Consequences for school bus/bus stop misconduct will apply to all routes and trips. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Disciplinary action or consequences for these acts may include but are not limited to the following:

1. Student Conference (Warning)
2. Assigned Seat
3. Parent Contact
4. Parent Conference
5. 1-10 day Bus Suspension
6. Transfer to new bus route
7. Alternative Transportation Assigned
8. Permanent Loss of Transportation Services
9. Suspension from School
10. Expulsion from school
11. Referral to law enforcement

When determining an appropriate action, the school administrator will consider the extent of the disruption to the safety of the school bus operation, or safety of other students or staff on the bus. The school administrator will consider the student's age, development, ability, special education status, EL status, language, and mental health status that impact student's action when considering interventions and discipline.

The bus and the bus stop are extensions of the school day. Bus and bus stop consequences may be superseded by District #11 policy. The bus driver has the authority to assign seats. The sexual/racial/religious harassment policy, the weapons policy, and bullying policy of District #11 will be strictly enforced on the school bus as well as at school. Video cameras will be used on all school buses.

D. Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage.

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

F. Notice.

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification.

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety.

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

C. Trespass on school bus.

As defined in Minnesota Statute 609.605, Subd. 4a C, Trespass on school bus, A person who boards a school bus when the bus is on its route or otherwise in operation, or while it has pupils on it, and who refuses to leave the bus on demand of the bus operator, is

guilty of a misdemeanor.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious

observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training.

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation.

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day

care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III vehicles.

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire

extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.
 14. Drivers shall register and obtain certification with the transportation office and meet requirements prior to driving any students. The bus companies must be notified prior to use of the vehicle and will not allow vehicles to leave their lot unless the employee is active with their certification.
 15. Staff who drive a type III vehicle must carry and display their district staff identification badge.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement.

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;

- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pre-trip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in "park" during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator's employer requires pre-employment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by

Minnesota Statutes section 171.321, subdivision 5.

- g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under a separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement.
- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

- c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre- school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 - 3. A school bus operated under this section must bear a current certificate of inspection.
 - 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

E. School Bus Idling.

This policy seeks to reduce student and driver exposure to diesel exhaust particulate matter by limiting unnecessary idling of school buses pursuant to Minnesota Statute 123B.885 (Diesel school buses: operation of the engine: parking).

This policy applies to district owned school buses and contracted school buses while being operated for the purpose of transporting the school district's students at public expense to and from school programs.

Idling Control Measures:

- 1. The school district shall:
 - a. Relocate school building air intake systems further than 100 feet of school bus parking areas when practical, economical, and feasible.
- 2. A driver of a diesel school bus:
 - a. Must turn off the bus upon reaching a school or other destination and must not turn on the engine until necessary to depart from the school or destination; and
 - b. Must park the bus at least 100 feet from a known and active school air intake system, unless the school district has determined that alternative locations block traffic, impair student safety, or are not cost-effective.
- 3. The employer of the school bus driver must ensure that:
 - a. The bus or vehicle driver upon employment, and as necessary thereafter, is informed of the requirements of this policy and the reasons therefore; and
 - b. All complaints of noncompliance are reviewed and remedial action is taken as necessary.

Exemptions:

The requirement that a driver of a diesel school bus must turn off the bus and must refrain from idling does not apply for the period or periods during which idling is necessary under the following circumstances:

1. Turbo-diesel Engine Cool Down or Warm Up
 - a. To cool down a turbocharged diesel engine for a period not to exceed 5 minutes before turning off the engine. (The cool down should be in accordance with the bus manufacturer's specifications); or
 - b. To warm up a turbocharged diesel engine for a period not to exceed 3 minutes. (The warm up should be in accordance with the bus manufacturer's specifications).

2. Cold Weather
 - a. If the outside temperature is between 32 degrees and -10 degrees, idling to operate heaters is allowed for up to 15 minutes per stop; or
 - b. If the outside temperature is below -10, there is no time restriction on idling to use the heating equipment.
 - c. In cold weather, if bus drivers will be at a location for more than 15 minutes, an indoor waiting area is encouraged.

3. Safety of Children and Emergencies
 - a. Use of lift equipment during loading or unloading of children with one or more disabilities
 - b. Use of a heater or an air conditioner of a bus during loading, unloading or transport of children with exceptional needs
 - c. Use of defrosters, heaters, air conditioners, or other equipment for safety or health considerations;
 - d. Use of the bus headlights or four-way flasher warning lights for visibility purposes; or
 - e. For other traffic, safety, or emergency situations.
 - f. In any of the above cases, if equipment can be run from the battery then the drivers should refrain from idling unless there is a significant concern of draining the battery.

4. Maintenance of Operations
 - a. To charge a battery of a school bus, if needed; or
 - b. For testing to verify that the bus is in safe operating condition as part of the daily pre-trip inspection, or as otherwise required, including measuring of vehicle emissions.

Limitations:

This policy is subject to adjustment based upon technical improvements in engines, electronics, or exhaust systems; or for the use of biodiesel fuel in school bus diesel engines.

VIII. EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic

first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
1. The student's name and address;
 2. The nature of the student's disabilities;
 3. Emergency health care information; and
 4. The names and telephone numbers of the student's parents/guardians who can be contacted in case of an emergency.

IX. VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. TRANSPORTATION SAFETY DIRECTOR

District administration designates an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. TRANSPORTATION SAFETY COMMITTEE

The school district may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director or their designee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:

- Minn. Stat. § 121A.585 Notice of Recording Device on a School Bus
 Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
 Minn. Stat. § 123B.03 (Background Check)
 Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
 Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
 Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
 Minn. Stat. § 123B.90 (School Bus Safety Training)

Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
 Minn. Stat. § 123B.935 (Active Transportation Safety Training)
 Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: 2023

EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: 2023

AUDIO/VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that audio/video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus audio/video recording system.

II. GENERAL STATEMENT OF POLICY

A. Placement.

1. The school district maintains audio/video recording devices on school buses in order to encourage good behavior and promote safety.
2. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with audio/video recording devices and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

B. Use of Audio/Video Recordings.

1. An audio/video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.
2. An audio/video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g and the rules and/or regulations promulgated thereunder.
3. Audio/Video recordings may be viewed by school district personnel as necessary to maintain safety and security on the school buses.
4. An audio/video recording will be retained by the school district until the hard-drive is overwritten or until the conclusion of disciplinary proceedings in which the audio/video recording is used for evidence.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 121A.585 (Notice of Recording Device)
 Minn. Stat. § 138.17 (Government Records, Administration)
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: 2023

ANOKA-HENNEPIN SCHOOL DISTRICT CRISIS MANAGEMENT POLICY

I. PURPOSE:

The purpose of this policy is to establish requirements for preparedness for staff and students in the event that a crisis occurs that compromises the health and safety of the school

~~Whereas, the Anoka-Hennepin School District strives to provide an educational and work environment which promotes and protects the physical safety and well-being of its students and employees; and~~

~~Whereas, the Anoka-Hennepin School District has been a safe place for learning, teaching, and working; and has a strong and continuing commitment to maintain and improve the safe and secure learning and working environment in all district buildings and on all school property; and~~

~~Whereas, the Minnesota Legislature has mandated in Minn. Stat. § 121A.035 that by July 1, 2000, the School Board must adopt a District Crisis Management Policy;~~

II. ~~POLICY~~ GENERAL STATEMENT OF POLICY

- A. ~~Therefore, Now Be It Resolved, that e~~Each building in the district, utilizing the District's web-based Crisis Preparedness Management System, will create a crisis management plan to fit that building's specific situation and needs, in conjunction with local community response agencies and school district resources. A hard copy of the plan will be kept in the building and an electronic copy will be available for the Administrators who supervise crisis management at the schools.
- B. The building crisis plan will be updated at least annually and will include at a minimum:
1. Crisis specific procedures
 2. Procedures for evacuation and the designation of a predetermined evacuation site
 3. Procedures for lockdown
 4. Procedures for tornado sheltering
 5. An updated plan/map of the building
 6. Names and phone numbers of crisis team members, emergency resources, and district office contacts.
- C. Each principal will select and lead a building crisis response team of appropriate staff who are willing and have been trained to respond in an emergency in accordance with the buildings specific crisis management plan. Each building will update the crisis team membership yearly.
- D. The District will identify and train a team of staff to serve as the District Crisis Team who are available to quickly respond to a crisis at any district location to assist the building crisis response team members.
- E. The District Health and Safety Committee will meet monthly and will address concerns and issues regarding crisis management that are raised by any building and will communicate with the cabinet to keep them informed of the status of crisis management in the District.

E. Inservice training opportunities in crisis management issues will be provided to staff at the building or District level annually.

III. In the event that district or building administration conducts an active shooter drill, the drill must be conducted according to Minnesota Statutes, section 121A.038 The active shooter drill must be:

1. Accessible;

2. Developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. Culturally aware;

4. Trauma-informed; and

5. Inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

Anoka-Hennepin School District

Anoka, MN 55303 ~~Coon Rapids, MN 55433~~

Adopted: June 26, 2000

Revised: April 26, 2010

Revised: _____ 2023

Labor Relations update

November 27, 2023



ANOKA-HENNEPIN
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Labor Relations update

Purpose

Policy 209 Negotiations Code of Ethics:

Administration will review the status of negotiations at public School Board meetings.

Note: Consistent with the Open Meeting Law and PELRA - detailed negotiation discussions are addressed in closed sessions of the School Board.



Employee groups

Background information

Anoka-Hennepin Schools is comprised of 19 employee groups:

- 5 policy groups (non-bargaining units): Administrators/Supervisors, Cabinet, Misc. Community Education, Confidentials, Misc E-12.
- 14 bargaining groups:
 - 2022-24 Master Agreements: Building Supervisors, Education Office Professionals, Paraeducators, School/Kindergarten Readiness teachers.
 - 2023-25 Master Agreements: Child Nutrition Assistants, Community School Coordinators.
 - Open: Child Nutrition Site Supervisors, Custodians, Education Support Specialists, Principals, School Office Supervisors, Special Education Program Supervisors, Teachers, Technical Specialists.



Budget facts

General Fund salaries and benefits total \$498 million

- Salaries and benefits are approximately 82% of the general fund budget.
- 1% increase on salaries and benefits is equal to \$4.98 million.
- 1% increase on the basic general ed formula is equal to \$2.87 million.

FY24: 4% increase on the Basic General Ed Formula is equal to \$11.5 million.

FY24: budget includes a 2.5% increase in salaries and 5% increase in benefits.



Child Nutrition site supervisors

2022-24

Exclusive Representative:	Anoka-Hennepin Child Nutrition Site Supervisors' Association
Employees:	48
Base Cost:	\$3.4 million
Status:	Negotiations delayed due to BMS Status Quo Order
Most Recent Union Proposal:	27.13% increase; \$980,000 in new money 20% YR 1 and 15% YR 2 increase to salary schedule
Most Recent District Proposal:	4.95% increase; \$170,000 in new money 4.5% increase to schedule plus \$1000 one time payment
Next Meeting:	Mediation scheduled November 27, 2023



Custodians

2023-25

Exclusive Representative:	SEIU, Local 284
Employees:	171
Base Cost:	\$11.7 million
Meetings to Date:	4
Most Recent Union Proposal:	17.31% increase; \$2.1 million in new money 2023-24 starting rates \$19.50 to \$43.00/hr
Most Recent District Proposal:	9.93% increase; \$1.2 million in new money 2023-24 starting rates \$19.50 to \$40.60/hr
Next Meeting:	November 28, 2023



Education support specialists

2023-25

Exclusive Representative:	Education Minnesota Anoka-Hennepin (Community School Programmers and Early Childhood Screeners)
Employees:	9
Base Cost:	\$570,000
Meetings to Date:	0
Next Meeting:	Not scheduled



Principals/Assistant principals

2023-25

Exclusive Representative:	Anoka-Hennepin Elementary and Secondary Principals' Association (AHESPA)
Employees:	132
Base Cost:	\$21.4 million
Meetings to Date:	3
Most Recent Union Proposal:	9.98% increase; \$2.2 million in new money 3% on salary schedule each year
Next Meeting:	November 29, 2023



School office supervisors

2023-25

Exclusive Representative:	Anoka-Hennepin Office Professional Supervisors Association
Employees:	42
Base Cost:	\$3.4 million
Meetings to Date:	1
Most Recent Union Proposal:	11.17% increase; \$4000,000 in new money, 5% on the schedule in Year 1 and 4% on the schedule in Year 2.
Next Meeting:	To be determined



Special Education program supervisors

2023-25

Exclusive Representative:	Special Education Program Supervisors Association
Employees:	16
Base Cost:	\$2.3 million
Meetings to Date:	2
Most Recent Union Proposal:	22.57% increase; \$550,000 in new money \$10,000 increase to salary schedule each year
Most Recent District Proposal:	Language items only
Next Meeting:	December



Technical specialists

2023-25

Exclusive Representative:	Minnesota Association of School Employees
Employees:	13
Base Cost:	\$950,000
Meetings to Date:	3
Most Recent Union Proposal:	15.38% increase; \$150,000 in new money 6% on salary schedule each year
Most Recent District Proposal:	6.01% increase; \$60,000 in new money 1% on salary schedule each year
Next Meeting:	December 13



Teachers (K-12 and ABE/ECFE)

2023-2025

Exclusive Representative:	Anoka-Hennepin Education Minnesota (AHM)
Employees:	3,271
Base Cost:	\$339 million
Meetings to Date:	8
Most Recent Union Proposal:	18.61% increase (K12); 20.86% (ABE/ECFE); \$66 million in new money; Increase on salary ranges 8.34% to 31.61%
Most Recent District Proposal:	8.17% increase (K12); 8.9% (ABE/ECFE); \$29.6 million in new money; Increase on salary ranges 4.81% to 17.2%
Next Meeting/Status:	AHM filed for mediation on November 22, 2023

Next steps

- Board Meeting Updates.
- <https://www.ahschools.us/negotiations>

Questions and comments



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