

**John Bergs**  
Activities Director  
**Margot Hansen**  
Director of Teaching & Learning  
**Jeff Heine**  
Buildings & Grounds Director



**Chuck Keller**  
Business Director  
**Angie Kahle**  
Student Support Services Director  
**Dorothy Koller**  
Community Education Director

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**SPECIAL BOARD MEETING**

**District Office, 130 South Willow Street, Belle Plaine, MN 56011  
6:00 PM Monday, May 12, 2014**

***Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students. Fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.***

**1. Call to Order:**

**2. Other Items as Brought Before the Board & Consideration of Agenda:**

**3. Action Items:**

<b>1. <u>Finalize Course of Action on Enhanced Learning Initiative:</u></b>	Dr. Smith	<b><u>2</u></b>
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**4. Discussion Items:**

<b>1. <u>Investment Opportunities/Guidelines:</u></b>	Mr. Keller	
<b>2. <u>Updates on Self-Funded Insurance Program for Health &amp; Dental:</u></b>	Mr. Keller/Dr. Smith	
<b>3. <u>Policy Review:</u></b>	Dr. Smith	<b><u>8</u></b>

**5. Upcoming Meetings:**

**6. Adjourn:**

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Board Clerk

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Date

## 1 to 1 Implmentation Options and Associated Costs

<b>Wi Fi and Infrastructure Upgrade:</b>	<b>\$310,8</b>
<b>Scheduled Replacements</b>	<b>\$72,00</b>
<b>New &amp; Recurring Service Contract</b>	<b>\$86,28</b>
<b>Annual Repairs</b>	<b>\$15,00</b>
<b>Minus Annual Budget</b>	<b>\$(150,0</b>
<b>Sub-Total</b>	<b>\$334,180</b>

Estimated Estimated  
3 Yr Lease 4 Yr Lease

K - 12 (1710 Devices)	\$727,310				
Grand Total for Lease	\$1,061,490	\$363,578	\$277,036		

K - 12 (1650 Devices - no	\$702,770				
Grand Total for Lease	\$1,036,950	\$355,173	\$270,632		

Grades 3 - 12 (1215)	\$524,855				
Grand Total for Lease	\$859,035	\$294,234	\$224,198		

Grades 7 - 12 (800)	\$355,120				
Grand Total for Lease	\$689,300	\$236,097	\$179,899		

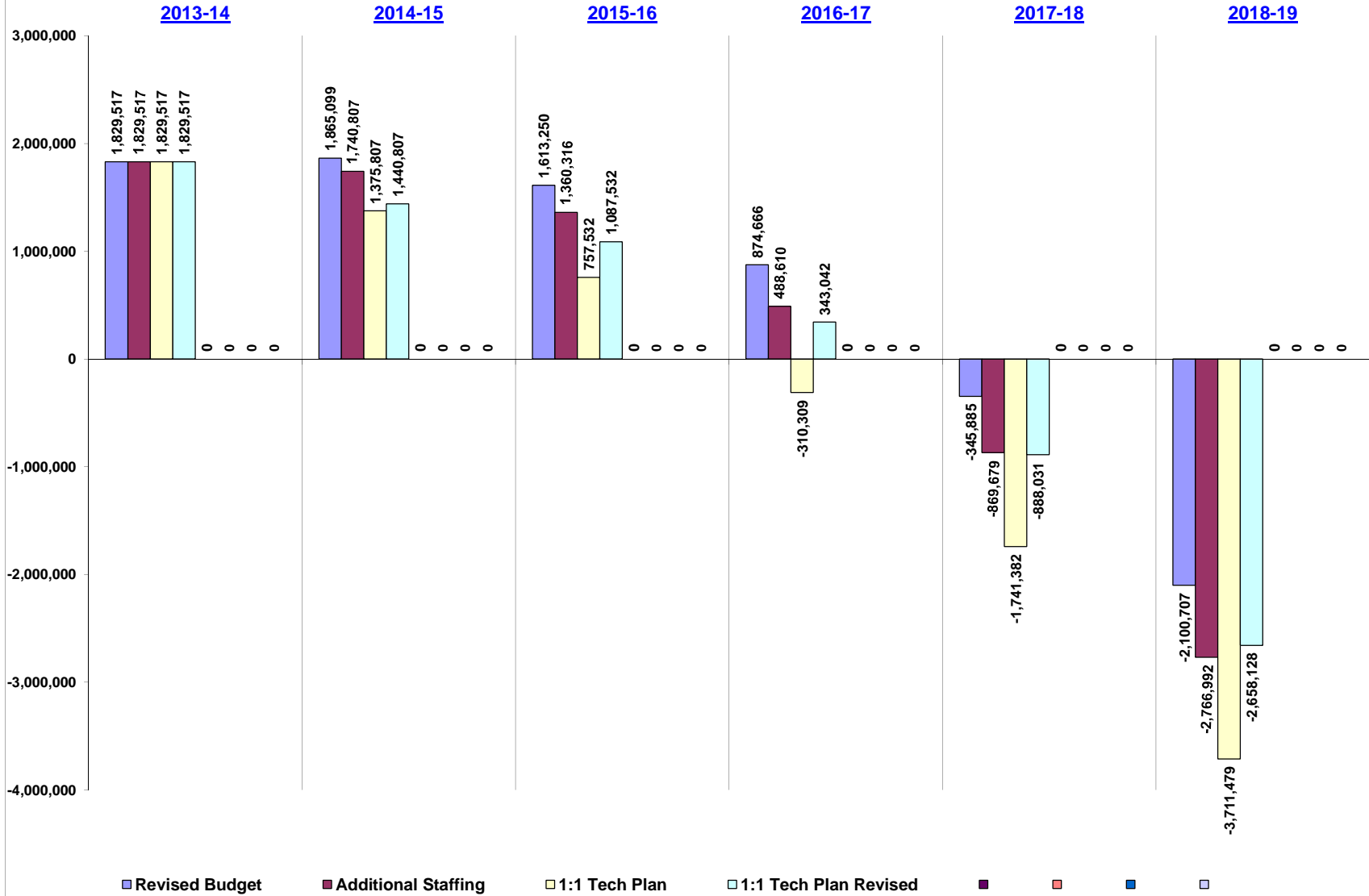
Grades K - 6 (975)	\$426,695				
Grand Total for Lease	\$760,875	\$260,613	\$198,579		

Grades K - 8 (1205)	\$520,765				
Grand Total for Lease	\$854,945	\$292,833	\$223,130		

\* This number is still in flux as quotes & options continue to evolve

# **1 to 1 Implmentatation Options and Associated Costs**

### Graph of Financial Planning Options Selected



Recently, Doug Johnson, technology director for the Mankato Schools, published an article that talked about 10 questions that parents should ask and districts should answer as they present options for moving forward with a 1 to 1 implementation. I have listed those questions below and the corresponding response from our district proposal.

1. *What are the initiative's teaching and learning goals, and how will those goals be measured?* **The primary objective behind our Enhanced Learning Initiative is to transform our instructional delivery. Research has revealed that 21st Century Students engage and learn in ways that the traditional 19th century educational system does not address. Our goal is provide more personalization to learning, allow more timely feedback on student achievement, encourage collaboration, and develop information literacy. Current iPad technology will allow tremendous opportunities to personalize learning for students and to encourage collaboration with a project-based focus. It will help to facilitate the access of information for every student and will allow them to apply that information to problem solving situations.**

2. *What training is in place for the teaching staff?* **The district has had ongoing training for iPads over the past three years. Specific 1 day training on the iPad was provided to all staff last year with ongoing training regarding particular apps that will enhance instruction. Teachers have all had an iPad to use and experiment with during this past school year. One additional day of training will take place this summer for staff and ongoing training will occur throughout each school year to assist teachers in how and when the iPad may enhance instruction & learning. The addition of a District Integrationist and full time Curriculum Coordinator will allow the District to plan and deliver design and integration trainings for all staff. This is a common methodology amongst regional Districts that have implemented any form of 1:1 Initiative to ensure ongoing success.**

3. *Is there a digital citizenship curriculum in place?* **Although there has not been a formal recommendation at this time from the Tech Vanguard Team regarding a digital citizenship curriculum, the committee has reviewed the complete curriculum from Common Sense media. Our proposal is to include this curriculum as part of the initiative and require all students to complete the grade level appropriate portions of the curriculum prior to being able to access the App Store on their iPad. The TVT is also considering plans to inservice staff on Digital Citizenship prior to student rollout.**

4. *What happens if a student breaks or loses the device?* **Prior to receiving the iPad, students and parents will be required to review the District Acceptable Use Policy, the iPad Loan Agreement and either pay a \$25 insurance fee (fee to be pro-rated for free and reduced meal students, \$5 and \$15) or sign the ELI Insurance Opt-Out agreement. The fee is annual and non-refundable. The insurance will cover accidental damage, theft (with proof of police report), or loss due to fire, flood or natural disaster. The insurance will not cover lost devices, damage when not in the District-provided protective case, intentional damage or original Apple provided**

power bricks and charger cables. Claims must be made with both parent and student present. The first incident that qualifies as a covered claim will result in the device being repaired or replaced by the District. If there is a 2nd incident that qualifies as a covered claim, the family will be required to pay a \$75.00 deductible. If there is a 3rd incident that qualifies as a covered claim, the family will be responsible for the full repair/replacement cost.

5. *How will these devices be managed and maintained?* A major part of this proposal includes essential upgrades to the District fiber, wi-fi network and network infrastructure to accommodate or new 10GB service from the Scott County Fiber Ring to better ensure reliable and capable bandwidth for all devices that are on the network at one time. Part of the ELI Initiative includes the acquisition of an enterprise MDM system that will allow for remote management of all devices. This system enables District 716 to ensure that all devices are locked into ownership by District 716, and will enable IT Staff to manage security, Apps and monitor devices. Personnel to support management of the iPad devices will begin with our media/tech paraprofessionals, who will serve as the first contacts for iPad issues in each building. Our tech integration specialist, Curriculum Coordinator and IT Specialist will also be able to handle escalated management issues.

6. *What e-resources will accompany the hardware?* At the time of issuance to students, the iPads will have the full Apple Creativity Suite including iPhoto, iMovie, Garage Band, Pages, Numbers, Keynote, Prezi and MyPaint. In addition, the tech vanguard team has recommended the following apps be on all iPads: Schoology (Learning Management System), Notability (note taking and document tool), Educreations and Nearpod (classroom presentation and assessment tools) and Google Drive (GoogleDocs).

Initially, only currently purchased electronic textbooks will be available on the devices. As we move forward with the ELI, the expectation is that future textbook purchases will be made via an electronic platform or developed with the help of the Curriculum Team and Integrationist. Links to free epub materials will be available as appropriate.

7. *Is the network infrastructure in place to support the use of the devices, both internally and in the cloud?* A major part of this proposal includes essential upgrades to the District fiber, wi-fi network and network infrastructure to accommodate or new 10GB service from the Scott County Fiber Ring. These components include wireless saturation at all schools and wired upgrades to handle the 10GB bandwidth available from Scott County and TIES that will be essential to support this initiative.

8. *How will you ensure that all teachers use the devices to improve teaching and learning?* We have adopted the SAMR Model (Substitution, Augmentation, Modification and Redefinition) to utilize as we transform our instruction in the Belle Plaine Schools. We understand that not all teachers will begin this journey at the same level of transformation, but they will be expected to move along the continuum

toward “redefining” their instruction through the use of digital tools. The Integrationist and Curriculum Coordinator will be responsible for planning, implementing and training staff in transformational strategies to incorporate these methodologies into changing curriculum during a 4 year period.

9. *What will happen in a few years when all these devices are obsolete?* **The recommendation set forth in this proposal is to lease to own the devices for a three-year period of time. At the conclusion of the lease, the devices will be resold and any proceeds will be put back against the cost of investment in the next three-year technology lease. The utilization of a three-year lease will continually bring the newest technology into the school district and into teacher’s and student’s hands.**

**The fact that a new device other than an iPad may be selected in three years further demonstrates the need for this initiative to be about transforming instruction and learning, rather than about the device itself. The iPad is the current tool that will help teachers transform their instruction and help students change the way they approach learning. Other methods, enhancements and devices shall be evaluated on a regular basis during these years.**

10. *Are other areas of the school's budget being cut to pay for this project?* **The commitment to the three year lease for iPads and infrastructure will require the use of fund balance to make this happen for the near term. Within three years, adjustments will need to be made within our current budget (possible expenditure reductions or revenue enhancements). Over the course of time, a commitment to approximately \$200,000 per year for lease expenses will need to be established within each annual budget. Many regional, state and national Districts have recognized that this has become an integral and necessary part of their educational delivery system.**

I believe that we have a well thought out proposal for our Enhanced Learning Initiative. Having said that, I know that we will need to make many more decisions and potential adjustments to our proposal as we move forward with it. The world of technology is changing so rapidly, I am most certain that many parts of this proposal will be significantly different in three years when we get ready to move forward with the next proposal.

1<sup>st</sup> Reading: 4/26/11  
2<sup>nd</sup> Reading: 5/23/11  
Approved: 6/27/11

## **701-2 FUND BALANCES**

***[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]***

### **I. PURPOSE**

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

### **III. DEFINITIONS**

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the fund not reported in any other classification. Unassigned amounts in the fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### **IV. CLASSIFICATION OF FUND BALANCES**

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

#### **V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of 6% percent of the annual budget.

##### **A. Fund Balance Level equal to Six (6) Percent**

The board’s intent is to maintain a minimum unassigned fund balance of six (6) percent. Some options to maintain the fund balance and minimize the impact on educational programs may include:

1. Limiting or eliminating appropriated funds for new program proposals.
2. Reducing per pupil allocations for non-personnel expenses.
3. Maintaining staffing guidelines at or near the existing level.

4. Reducing existing program services.
5. Seeking additional funds through a referendum, fees, or other revenue sources.

The unassigned fund balance will remain at or above the 6% level unless a budget plan to fall below this target level is approved by the School Board. The School Board must approve and adopt a plan to restore this balance to the target level within 24 months. If restoration of the reserve cannot be accomplished within such time period without severe hardship to the School District, the School Board may establish an alternative time period.

## **VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

## **VII. COMMITTING FUND BALANCE**

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

## **VIII. ASSIGNING FUND BALANCE**

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Business Manager. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

## **IX. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

**Legal References:** Statement No. 54 of the Governmental Accounting Standards Board

**Cross References:** MSBA Service Manual, Chapter 7, Education Funding

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 714  
Orig. 2011

Revised: \_\_\_\_\_

## **714 FUND BALANCES**

*[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]*

### **I. PURPOSE**

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

### **III. DEFINITIONS**

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

**IV. CLASSIFICATION OF FUND BALANCES**

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

**V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of [ \_\_\_\_ percent of the annual budget.] [ \_\_\_\_ months of operating expenses.]

*[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]*

## **VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

*[Note: The school board determines this order.]*

## **VII. COMMITTING FUND BALANCE**

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

## **VIII. ASSIGNING FUND BALANCE**

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: \_\_\_\_\_. *[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]* Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

## **IX. STABILIZATION ARRANGEMENTS**

*[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]*

## **X. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

*[Note: The school board should determine the review period adequate for their school district and change “an annual” to “a quarterly” or “a monthly” or some other time frame if appropriate.]*

***Legal References:*** Statement No. 54 of the Governmental Accounting Standards Board

***Cross References:*** MSBA Service Manual, Chapter 7, Education Funding

1<sup>st</sup> Reading: 03/24/08  
2<sup>nd</sup> Reading: 05/01/08  
Approved: 05/27/08

## **901 COMMUNITY EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

### **II. GENERAL STATEMENT OF POLICY**

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

### **III. COMMUNITY EDUCATION ADVISORY COUNCIL**

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.
- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary

and appropriate.

- D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

***Legal References:*** Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)  
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)  
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

***Cross References:*** MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 901

Orig. 1995

Revised: \_\_\_\_\_

Rev. 1999

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***Cross References:*** MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

## **902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

### **II. GENERAL STATEMENT OF POLICY**

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

### **III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES**

- A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration and collection of fees shall be the responsibility of the school district administration.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

### **IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES**

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the school district administrative office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.
- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule and payment procedure shall be presented for review and approval by

the school board.

- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

## **V. USE OF SCHOOL EQUIPMENT**

The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

## **VI. RULES FOR USE OF FACILITIES AND EQUIPMENT**

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment.

***Legal References:*** Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

***Cross References:*** MSBA/MASA Model Policy 801 (Equal Access to School Facilities)  
MSBA/MASA Model Policy 901 (Community Education)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 902

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~1999~~ 2012

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The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

## VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. [A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.](#)

***Legal References:*** Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

***Cross References:*** MSBA/MASA Model Policy 801 (Equal Access to School Facilities)  
MSBA/MASA Model Policy 901 (Community Education)

1<sup>st</sup> Reading: July 28, 2008  
2<sup>nd</sup> Reading: September 22, 2008  
Approved: October 27, 2008

## **903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES**

### **I. PURPOSE**

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

### **III. RESPONSIBILITY**

- A. The school district administration shall present recommended visitor procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. It shall be the responsibility of the superintendent to provide coordination that may be needed throughout the process and provide for periodic school board review and approval of the procedures.

### **IV. VISITOR LIMITATIONS**

- A. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are

an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

***Legal References:*** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

***Cross References:***

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 903

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~1999~~ **2002**

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**Cross References:**